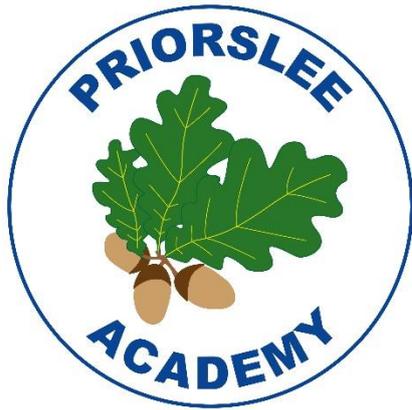


# Policy for SEND



*Reviewed by Tom Plim*  
*September 2018*



# SEND Policy

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."  
(SEND Code of Practice 2014)*

## **Introduction**

The Advisory Board of Priorslee Multi Academy Trust accepts the National Code of Practice for Special Educational Needs. It recognises that all pupils entering the Academy are different in their abilities, aptitudes and interests but does not regard children as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The Academy aims to provide pupils with a physically, morally and educationally secure environment in which they can develop and reach their true potential as set out in the Academy aims and values. This applies both to the pupils at the gifted end of the spectrum and to those who have learning difficulties.

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

- has a significantly greater difficulty in learning than the majority of others the same age, or*
- has a difficulty 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.*

*(SEND Code of Practice 2014)*

## **The principles, practices and procedures underpinning this policy**

- All pupils with SEND are identified and assessed as early as possible using information received from feeder nurseries and pre-schools and through discussion with staff.

- In most cases a pupil on the register will not be statutorily assessed and support will be internal. Each pupil should have their needs assessed against a constant framework of advice and guidance determined by the LA.
- Where a student has severe and complex learning difficulties, or physical difficulties, and where the LA considers it necessary to undertake a statutory assessment, the LA will seek to ensure that all the necessary procedures are completed within 20 weeks of the date these procedures are formally initiated. The LA has a duty to specify the provision required to meet the needs identified as effectively as possible, and ensure the annual review of the special educational provision.
- Special Educational Needs provision will be more effective when there is a cohesive working partnership between all involved, pupil, parent/carer, staff and the LA.

### Aims

- To provide a framework for all pupils on the SEND register who may have Special Educational Needs either throughout, or at any time during their school career.
- To identify, diagnose and assess the learning need of all pupils and to liaise with class teachers and support staff to ensure individual needs, teacher perceptions and curriculum requirements are matched.
- To ensure a broad and balanced curriculum is made accessible to all pupils by providing appropriate classroom and other experiences.

### Objectives

#### The aims of this policy will be realised through the following objectives:

- By working within the 0-25 years guidance provided in the SEND Code of Practice 2014.
- To monitor all pupils who are not making adequate progress in the four broad areas specified in the Special Educational Needs and Disability Code of Practice 2014; communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs.
- By raising expectations, performance and achievement.

- By ensuring continuity of provision on transfer through close liaison with feeder schools.
- By offering an appropriate curriculum that recognises SEND as soon as possible and allows effective intervention via Individual Provision Maps.
- By the use of appropriate resources, teaching materials and styles to encourage and reward positive behaviour and achievement.
- By involving SEND pupils in their own learning (where appropriate), and the process by which it is acquired.
- By providing some children with individual or group support from one or more Teaching Assistants, who will liaise with class teachers regarding the implementation of differentiated or additional work.
- By providing targeted support programmes delivered by named SEND support assistants.
- By providing children who have an education health and care plan (EHCP) with support from a 'Special Support Assistant' (SSA), who will liaise closely with class teachers regarding the implementation of differentiated or additional work.
- By encouraging parental involvement and developing clear lines of communication.
- By keeping accurate and up-to-date records on all SEND pupils.
- To ensure that pupils with SEND are fully included in the life of the Academy and the curriculum.

### **Management for Special Needs Provision**

*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.*

- The Advisory Board/Directors in conjunction with the Principal and the SENCO will determine the SEND policy of the Multi Academy Trust.
- The Principal delegates the day-to-day management of SEND matters to the SENCO.
- The SENCO is responsible for the operation, co-ordination of the policy and provision and assessment of pupils with Special Educational Needs throughout all years.
- The SENCO is responsible for liaising and working with outside agencies and with parents whose children have special needs.
- The responsibility for providing appropriate levels of work and encouraging the development of pupils is with the class teacher. The provision of specific individual support and the writing and reviewing of

Individual Provision Maps lies with the class teacher, supported and closely monitored by the SENCO.

- The SEND policy is subject to a cycle of monitoring, evaluation and review by staff and governors every three years to ensure its continuing relevance and usefulness.

### **The role of the SENCO**

Priorslee Academy's Special Educational Needs Co-ordinator is Mr Tom Plim.  
The SENCO is responsible for:

- Formulating the SEND policy in consultation with relevant parties within the Academy.
- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for children with SEND.
- Facilitation and co-ordination of LA assessments.
- Monitoring completion of all administration for the Academy based stages of assessment.
- Ensuring there is liaison with parents/carers and other professionals in respect of children with SEND.
- Liaising with, advising and supporting teacher colleagues and other practitioners within the Academy.
- Attending INSET and disseminating information.
- Attending case conferences and annual reviews of EHCPs.
- Contributing to the INSET of staff. This Inset may be in-house or may consist of more specialised training from outside sources - EP's, Speech and Language therapists etc.
- Assisting with the writing of Individual Provision Maps (IPMs)
- Maintaining the Academy's SEND register which will be updated termly.
- Ensuring IPMs are in place and that relevant background information about children with SEND is collected, recorded and updated.
- Liaising with the SEND Governor on Special Educational Needs and other related matters.
- Liaising with external agencies including the LA, educational psychology services, health and social services and voluntary bodies.

## The role of the class teacher

Class teachers are responsible for:

- Completing and maintaining up-to-date Learning Support Records for all children in their class who are on the SEN register.
- Writing and reviewing IPMs with advice from the SENCO.
- Delivering interventions recorded in the IPM, or planning and monitoring these interventions if they are delivered by a Teaching Assistant.
- Arranging IPM review meetings with parents.
- Sharing IPM targets with children.
- Liaising with Teaching Assistants regarding the implementation of differentiated or additional work.
- Formally meeting with SSAs on a regular basis regarding the implementation of differentiated or additional work.
- Notifying the SENCO of any initial concerns about children and subsequent moves to SEN Intervention or SEN Support (see section 'The Graduated Response')

## The role of the Advisory Board/ Directors

The Advisory Board/Directors are involved in developing and monitoring the SEND policy. They are kept up-to-date and knowledgeable about the provision, deployment of funding, equipment and personnel resources regarding SEND. The Academy governor with responsibility for SEND is Mrs Sam Lane.

### The Advisory Board/Directors should:

- Ensure that provision is made for pupils with SEND.
- Ensure that the needs of pupils with SEND are made known to all that are likely to teach them.
- Ensure that teachers are made aware of the importance of identifying and providing for, those children with SEND.
- Consult the LA and governing bodies of other schools, when necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with SEND is involved in the activities of the Academy together with all pupils, so far as is reasonably practical.
- Report to parents on the implementation of the Academy's policy for pupils with SEND.

- Have regard to the Code of Practice when carrying out its duties for pupils with SEND.
- Ensure that parents are notified of any extra provision being made for their child.

## The Graduated approach to SEND support

### Identification, Assessment and Review

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.*

*(SEND Code of Practice 2014)*

At Priorslee Multi Academy Trust we are committed to the early identification of and intervention for, Children who have or may have Special Educational Needs. Identification comes through considering all of the information gathered from within the Academy about the pupil's progress, alongside national data and expectations of progress and includes high quality and accurate formative assessment using effective tools and early assessment materials.

### SEN Concern

When a class teacher has an initial concern about a child, they should:

- Meet with parents and child (where appropriate) to discuss the concern and complete a Learning Support Record.
- Review learning style for the child and ensure high quality differentiated materials are available.
- Notify the SENCO including all relevant details so child can be added to the Academy's SEND register on the Academy's system.
- Update class folder.
- Monitor child for up to half a term

After this time has elapsed, the teacher should review the child. If satisfied that the child is no longer a concern, the teacher should inform the parents, write this at the bottom of the sheet, close the record on the child and remove from learning concerns list on Academy's system.

## SEN Intervention

If the concern still exists, the teacher should:

- Meet with parents and child (where appropriate) to discuss and record targeted intervention.
- Write "move to SEN Intervention" and complete an SEN Intervention sheet.
- Inform the SENCO including all relevant details so the Academy's SEND register can be updated.
- Add child to class provision map detailing interventions to be used.
- Update class folder.

The classroom intervention sheet should be reviewed after half a term or a full term (as appropriate) to see if the child has achieved the targets of the intervention group(s) they are working with. **It must then be decided whether to move to SEN support, stay at classroom intervention, or to close the record on the child.**

Progress will be monitored using a range of assessments including:

- Observations
- Baseline assessments
- P-scales
- Foundation stage profile
- Level descriptions in the National Curriculum at the end of each key stage
- Standardised tests

All information gained is to support planning in order to aid progress.

## SEN support

Should students not make adequate progression after a substantial period of intervention and review then the class teacher, in consultation with the SENCO and parents/carers, may decide to seek help and support from agencies outside of the Academy to support the child's specific needs. These may include professionals from support services, health services, social services or the educational psychology service may be involved with the child. The child will be placed on SEN support.

The class teacher, working with the SENCO, is responsible for making sure that the outside agencies have full access to any information on the child. The outside agencies will assess the student and in conjunction with the class teacher and SENCO set up a further teaching programme which will be incorporated into the child's IPM with agreed targets and a review date. The IPM will be reviewed either termly or half-termly to ensure that appropriate targets are set to provide success for the child and to measure progress. Class teachers and teaching assistants will work with the child to produce a 'One Page Profile'; an information sheet about the learning styles, barriers to learning and interests of the child.

Parents are to be involved and kept informed of progress, assessments and review dates. In a very few cases if the child fails to make progress after 2/3 reviews even with the help and support of outside agencies, it may be necessary for the Academy to consider (in consultation with parent/carers and outside agencies) whether a statutory assessment may be appropriate. LA guidance will be used to help make any such decisions.

### **Statutory Assessment**

At this stage the Multi Academy Trust along with the support services involved, make a case for the LA to formally assess the child with a view to gaining an Education, Health Care Plan (EHC Plan). The LA must respond to the request within the maximum of 6 weeks but legally as soon as it is able to. The EP and other agencies involved with the child will liaise with the class teacher, SENCO and parents at this juncture.

The LA together with outside agencies will decide if a child needs formal assessment or not. After a formal assessment (EHC assessment), and if an EHCP is issued, this will set out the legal guidelines on provision for the child.

### **Terms of Inclusion on the SEND register**

- Pupils with learning difficulties, i.e. those who have **significantly** greater difficulty in learning than the majority of young people of the same age (this is usually evidenced from results of formal tests undertaken throughout their academic careers e.g. Key stage teacher assessment data).

- Pupils with a disability, which prevents them from making effective use of the educational opportunities, provided in school.
- Students whose Social, Mental and Emotional Health is hindering their potential to achieve at their expected levels of performance.

### **Individual Provision Maps**

When a student requires additional SEN support, following interventions/ adjustment and good quality personalised teaching, an IPM must be drawn up.

The aim of this is:

To make teachers aware of the pupils problems  
To highlight the areas to be developed  
To set clear targets for the pupil to achieve

The IPM will be compiled by the class teacher in consultation with the SENCO and will contain the following information:

#### **Targets and Intervention:**

Targets within IPMs will relate to the areas of concern and should be:

**S** - small  
**M** - measurable  
**A** - achievable  
**R** - realistic  
**T** - timed

Intervention programmes are matched to each target as well as any specific approaches to be used, and how advice from outside agencies (where necessary) should be implemented.

#### **Entry assessment judgement and exit assessment judgement:**

These sections will give details of Writing, Reading or Maths results and baseline assessments/outcomes at the start and end of the length of the IPM, therefore gauging the impact and progress of the child.

### **Staff-pupil ratio:**

This should detail how many children are taking part in the intervention group. **Who will deliver?** The intervention programmes will be delivered either individually with a named support assistant, or in a small group led by a support assistant.

### **Parent/Carer involvement:**

Parents/carers of the child should meet with the class teacher to discuss targets for the child and consider setting a target for home. 'Schools should meet parents at least three times each year and meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.' (SEND code of practice 2014)

### **Pupil's view:**

The targets should be discussed informally with the child and their class teacher, and the child's view recorded.

### **Additional information:**

This gives the opportunity to record extra information (such as medical) or any specific resources accessed by the child. Any details of intervention by outside agencies should also be included.

### **Evaluation:**

This section will include details of what progress has been made for each target, whether there are any concerns or issues that have arisen, next steps to be made, and whether any further contacts or advice is needed.

All IPMs must include the name and position of the person completing the provision map and additionally must be signed by the SENCO and parents/carers of the child.

If after two/three periods of review under the IPM process a pupil is failing to make progress then further intervention/adjustments will be implemented. Where progress occurs the pupil will be moved to Classroom Intervention or

Learning Concerns and monitored. The latter is the process for exiting the SEND register. A cycle of Assess-Plan-Do-Review is the operative process.

### **Inclusion**

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems of early identification of barriers to learning and participation.

### **SMSC Development (spiritual, moral, social and cultural)**

Priorslee Multi Academy Trust is committed to creating an ethos that fosters the spiritual, moral, social and cultural development of pupils at all times. All members of the Academy community strive to promote this ethos through everything that they do both in and out of the classroom.

### **Admissions**

Provision for children with SEND is a matter for the Multi Academy Trust as a whole. We welcome all children to our Academy and endeavour to ensure that the appropriate provision is made to cater for their needs. All children with SEND play a full part in the daily life of the Academy and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed. Pupils with statements or EHCPs are admitted in to the Multi Academy Trust and fully integrated unless it would be incompatible with the efficient education of other children with whom the child would be educated, or with the efficient use of resources.

### **Accessibility**

Priorslee Academy is a single storey site with ramps leading to the two demountable classrooms and a disabled toilet. More information can be found within the Academy's Disability and Equality Scheme policy on the school website.

## Provision

Resources for SEN include a designated SEN Teaching Assistant, special equipment from the service for hearing impaired children, audio visual equipment, a catalogue of SEN resources for each subject area, a variety of reading material, games, worksheets and specialist ICT programs. Below is an example of some of the interventions in place at Priorslee Academy.

**All provision listed available across KS1 and KS2 unless stated:**

Area of need	<u>Wave 1</u> <u>Quality First Teaching</u> Provision that is available for all children.	<u>Wave 2</u> <u>Teacher focus</u> Where children are working below age-related expectations and need to close the gap.	<u>Wave 3</u> <u>Additional SEN Support</u> Where 'Wave 2' intervention has not allowed the child to make progress, or where 'Wave 2' is not appropriate due to specific needs.
Cognition and Learning	<ul style="list-style-type: none"> <li>• Differentiated planning, activities, delivery and outcomes</li> <li>• Individual targets for Reading, Writing and Maths</li> <li>• 'Letters and Sounds'</li> <li>• Cross curricular use of ICT</li> <li>• VAK Learning and Teaching styles</li> <li>• Use of models and images</li> <li>• Use of practical and visual resources.</li> <li>• Assessment for Learning (AFL)</li> <li>• Peer and self-assessment</li> <li>• Higher order thinking skills development</li> <li>• Higher order questioning</li> <li>• Focus group support from TA</li> <li>• Focus group support from Class Teacher</li> <li>• Phased phonics through Fast Phonics First, LCP planning, Jolly Phonics etc.</li> <li>• Busy Things phonics</li> <li>• Phonics Play</li> <li>• Espresso phonics activities</li> <li>• Ace Dictionaries (KS2)</li> <li>• Espresso SPAG activities (KS2)</li> <li>• Electronic spell checker (KS2)</li> </ul>	<ul style="list-style-type: none"> <li>• Auditory Memory Skills</li> <li>• Visual Memory Skills</li> <li>• Working Memory Toolkit (KS2)</li> <li>• Visual Perception Skills (KS2)</li> </ul> <p><u>Maths</u></p> <ul style="list-style-type: none"> <li>• Additional small group maths support</li> <li>• Max's Marvellous Maths Group</li> <li>• In an Instant</li> <li>• Year 3,4,5,6 Springboard resources (KS2)</li> <li>• Year 6 booster groups (KS2)</li> <li>• Additional written calculation strategies (KS2)</li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Additional small group writing support</li> <li>• Additional small group spelling support</li> <li>• Additional small group reading support</li> <li>• Target 'Letters and Sounds'</li> <li>• SNIP</li> <li>• Precision teaching of spellings</li> <li>• High Interest Low Ability reading books Phonics booster groups</li> <li>• Word Workshop</li> <li>• Reading for Meaning 1-4 (KS2)</li> </ul>	<p><u>Maths</u></p> <ul style="list-style-type: none"> <li>• 1:1 developing subsidising, 1:1 correspondence and formation - gross motor e.g. P.E type activities</li> <li>• Precision teaching of Number recognition</li> <li>• Pre/post teaching of key/concept vocab</li> <li>• Power of 1</li> <li>• Wave 3 Maths (relevant units) (KS2)</li> <li>• Dyscalculia Toolkit (KS2)</li> <li>• Power of Two (KS2)</li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• 1:1 reading support</li> <li>• 1:1 writing support</li> <li>• Word webbing</li> <li>• Black Sheep activities</li> <li>• General Input from Learning Support Advisory Teacher (LSAT)</li> <li>• Educational Psychologist Service support</li> <li>• Memory programme (KS2)</li> <li>• Precision teaching of the top 200 words (KS2)</li> <li>• Precision letters and sounds/spellings - mixed age groupings (KS2)</li> <li>• Toe by Toe (KS2)</li> <li>• The Word Wasp (KS2)</li> <li>• PAT (KS2)</li> <li>• Transition planning (KS2)</li> </ul>

		<ul style="list-style-type: none"> <li>• Additional reading comprehension activities (KS2)</li> <li>• Reading Between the Lines (KS2)</li> <li>• Phonic decodable books (KS2)</li> <li>• Beat Dyslexia 3-5 (KS2)</li> <li>• SNIP group (KS2)</li> <li>• Attack Spelling (KS2)</li> <li>• Success With Sentences (KS2)</li> <li>• Transition Planning (KS2-3)</li> <li>• Early Literacy Support (ELS)</li> <li>• Salley (Early Years literacy)</li> <li>• Colourful Semantics</li> <li>• Handwriting groups (see schemes below)</li> <li>• Inference activities (1<sup>st</sup> and 2<sup>nd</sup> editions - David Newman) (KS2)</li> <li>• Oxford Owl eBooks (KS2)</li> </ul>	<ul style="list-style-type: none"> <li>• General ICT support (KS2)</li> <li>• Educational Psychology Service Support (KS2)</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>• Differentiated planning, activities, delivery and outcomes</li> <li>• Variety of language</li> <li>• Visual stimulus</li> <li>• Talk partners</li> <li>• Modelled communication and interaction</li> <li>• Group discussions.</li> <li>• Role-play area</li> <li>• Role-play and hot-seating (KS2)</li> <li>• Cross curricular links</li> <li>• Whole-class visual timetables</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted support for Speaking and listening</li> <li>• Modification of language - short chunks of concise information, where possible accompanied by either a model or image</li> <li>• Thinking time - pausing to allow time for pupil to process. Or allowing them time to plan their verbal response.</li> <li>• Black Sheep publications - barrier games</li> <li>• Getting the Picture</li> <li>• Voice recording pens and postcards</li> <li>• Talkabout</li> <li>• Time to Talk</li> <li>• Black Sheep publications - Speech Bubbles (KS2)</li> <li>• Socially Speaking (KS2)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual visual timetables</li> <li>• Support from SALT - individual / small group support plans.</li> <li>• ICT support - voice activated software</li> <li>• Semantic activities</li> <li>• ELKLAN trained staff: JA</li> <li>• Input from Learning Support Advisory Teacher (LSAT)</li> <li>• Educational Psychologist Service support</li> <li>• Semantic activities</li> <li>• Pre/post tutoring of key vocab/concepts (KS2)</li> <li>• Transition planning (KS2)</li> </ul>

<p style="text-align: center;"><b>Social, Emotional and Mental Health</b></p>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy based on taking responsibility for actions</li> <li>• Class based reward systems.</li> <li>• Whole school approach to SEAL</li> <li>• Circle times</li> <li>• Class worry box</li> <li>• Outdoor learning</li> <li>• PSHE</li> <li>• Whole school assemblies</li> <li>• Value of the month</li> <li>• Pupil groups such as buddies, prefects and arts ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories</li> <li>• Comic Strips (KS2)</li> <li>• Individual reward/ sanctions systems</li> <li>• Behaviour plan</li> <li>• Behaviour Risk assessment</li> <li>• Pastoral Group work</li> <li>• Social Skills group work</li> <li>• 101 Games for Self-Esteem</li> <li>• Mini Gold</li> <li>• Black Sheep Publications - Emotions and Facial Expressions</li> <li>• Socially Speaking (KS2)</li> </ul>	<ul style="list-style-type: none"> <li>• Early Intervention Workers</li> <li>• Pastoral work</li> <li>• 1:1 BST support</li> <li>• Emotional Health and Wellbeing Service</li> <li>• Educational Psychologist Service support</li> <li>• Input from Educational Support Worker</li> <li>• Pupil referral unit</li> <li>• Child in care support</li> <li>• Emotional Wellbeing Toolkit</li> <li>• Behaviour Plan</li> <li>• Behaviour Risk Assessments</li> <li>• Common Assessment Framework (CAF) and Team Around the Child (TAC)</li> <li>• Additional secondary transfer visits (KS2)</li> </ul>
<p style="text-align: center;"><b>Sensory and Physical</b></p>	<ul style="list-style-type: none"> <li>• Brain Gym.</li> <li>• PE curriculum</li> <li>• Differentiated planning, activities, delivery and outcomes</li> <li>• Handwriting (Cursive photocopyables)</li> <li>• Staff aware of implications of sensory and physical impairment</li> <li>• General Additional equipment, e.g. scissors, rulers, pencils and grips</li> <li>• Environmental considerations, lighting, background noise, seating position etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional handwriting - Speed Up! Handwriting</li> <li>• Fine motor skills group</li> <li>• Gross motor skills group</li> <li>• Write from the Start 1+2</li> <li>• Working in a personal workstation (low arousal)</li> <li>• Fiddle toys</li> <li>• Different forms of recording e.g. Typing, drawing, peer scribe, videoing etc.</li> <li>• 10 Minute Daily Motor Skills Programme</li> <li>• Cool Kids</li> <li>• In the Zone</li> <li>• Occupational Therapy Toolkit</li> <li>• SPARK toolkit</li> <li>• ICT skills support (KS2)</li> <li>• Visual Assessment Kit (Buildwas) (KS2)</li> <li>• Promotion of self-care through School Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support during physical activities</li> <li>• Pre-writing fine motor skills</li> <li>• Occupational Therapy support</li> <li>• Sensory inclusion service support.</li> <li>• Physiotherapy programme</li> <li>• Input from Learning Support Advisory Teacher (LSAT)</li> <li>• Educational Psychologist Service support</li> <li>• Specialist ICT equipment</li> <li>• Individual risk assessments</li> <li>• Additional adapted equipment recommended by outside agency e.g. sloping board, wobble cushion etc</li> <li>• Sensory Diet</li> <li>• Transition planning (KS2)</li> </ul>

## **Success Criteria**

The policy will be considered successful if:

- Staff find the policy to be a useful working document, know how to keep records and write IPMs and understand the different stages of the SEND register.
- There is quick intervention and provision of support for students with S.E.N.D.
- The professional bodies concerned are satisfied with the child's progress.
- There is success in meeting the targets set out in the IPM.
- Parent and pupil satisfaction with provision and progress.
- The percentage of pupils moving down or coming off the S.E.N.D register.
- Pupil's attainment e.g. increase in reading and comprehension levels over time, etc.
- Positive teacher and parent comment.
- Senior Management involved in S.E.N.D issues and the inclusion of S.E.N.D issues in development planning at all levels.
- Percentage of pupils whose parents were seen by staff on Parents Evenings, at IPM review meetings and Annual Reviews.

## **Complaints procedure**

All parents with children on the SEND register will be informed of the fact and be made aware that the class teacher and the SENCO are always available in school to answer any queries they may have. We operate an open-door policy.

Any parent dissatisfied with any aspect of SEND provision should, in the first instance, discuss any concerns with the class teacher and/or SENCO. In the event of a parent/carer not being satisfied with provision after contacting the class teacher and/or SENCO, they should make an appointment with the Principle to discuss their concerns. If these concerns remain, the governor with SEND responsibility will bring the matter to the attention of the governing body. The appeal procedure is detailed in the Academy's prospectus.

Parents/carers can find a contact number for the Parent Partnership Service in the appendix. This service can help parents/carers obtain support, advice and information.

## **Partnerships with parents**

Priorslee Multi Academy Trust has an open door policy and all parents of children with S.E.N.D are encouraged to make contact with the class teacher and SENCO to form an effective working partnership.

The views of parents form an integral part of the annual review and they are made to feel welcome. Review meetings are arranged at a time convenient for them to attend and their views of the pupil's provision are paramount to the successful implementation of that provision.

A partnership is essential with parents of children with S.E.N.D because the aim is to create a situation where parents do not feel afraid or apprehensive about contacting the Multi Academy Trust.

Specific consultation days concerning students on the S.E.N.D register are part of the Multi Academy Trust's calendar and these are organised and staffed by the SENCO and class teacher.

## **Arrangements to support transition**

- The SENCO and reception class teachers visit Nursery schools and pre-schools throughout the summer term to obtain relevant information on pupils starting the Academy in September and also to meet with parents of these pupils where necessary.
- Parents with children with specific concerns about starting school can have extra visits organised (other than the normal trial day) in an attempt to overcome some of their concerns.
- In year 5 Annual Review meetings include discussions about the most appropriate Secondary School for the child.

In year 6 The SENCO from the proposed Secondary School is invited to the Annual Review to discuss and hand over the information and files on the child.