

RED HALL PRIMARY SCHOOL


Special Educational and Disability (SEND) Policy

Summer 2017

Review date: Spring 2019

Presented to Governors: Spring 2019

Signature of Chair of Governors:

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Red Hall Primary School **SEND Policy**

Introduction:

Red Hall Primary School provides a broad and balanced curriculum for all children. Access to the National Curriculum is the starting point for planning that meets the specific needs of individuals and groups of children. Some children have particular learning and assessment requirements that need to be addressed in order to achieve their full learning potential. Each child is entitled to high quality education that is relevant to their individual developmental needs. At Red Hall Primary School we aim to create a positive learning environment where pupils with Special Educational Needs can feel confident, therefore enhancing self-esteem and fostering interest and enjoyment in their own education. The involvement of teachers, pupils, parents and professionals all create an effective partnership which supports the successful implementation and delivery of Red Hall Primary Schools Special Educational and Disability Policy.

Principles and Procedures

Legislative framework:

Red Hall Primary School's SEND policy for young people with special educational needs or disabilities is governed and informed by the statutory framework set out in the following guidance and documents:

- *Special educational needs and disability code of practice:0-25 years (July 2014)*
- *Special educational needs and disability regulations 2014-schedule 1*
- *Special educational needs and disability code of practice:0-25 years-section 6*
- *Statutory Guidance on Supporting pupils at school with medical conditions (Sept 2014)*
- *Teacher Standards 2012*
- *Equality Act 2010 advice for school DFE Feb 2013*
- *Schools SEN Information report Regulations (2014)*

- *The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)*
- *Framework for SEND provision, Assessment and Education Health and Care Plans Dudley MBC August 2014*
- *School policies including Safeguarding, Medical Needs, Behaviour, Anti-Bullying, Equal Opportunities, Accessibility*
- *The Local Offer*

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

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

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

The definition of disability in the Equality Act (2010) states children with '*...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities*'.

This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer. It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Principles

This Special Educational and Disability Policy, details how Red Hall Primary School will do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs and how those needs are made clear to all who are likely to teach him/her. The school will do its best to ensure that all teachers in the school are able to identify and provide for those pupils who have Special Educational Needs. Children with Special Educational Needs will be

offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum. The school will encourage pupils with Special Educational Needs to join in the activities of the school together with pupils who do not have Special Educational Needs, so far as is reasonably practical and compatible with the child receiving the Special educational provision their needs call for and the efficient education of the pupils with whom they are educated.

In Red Hall Primary School, the views of the child will be sought and taken into account in decision making wherever possible. Children often have a unique knowledge of their own needs and from this they will have views about what sort of help is most useful to them. Participation will reflect the child's evolving level of maturity. We also recognise the vital role parents play in supporting their child's education. Creating a partnership with parents is vital as they hold key information. All staff will actively seek to work with parents.

Objectives

In Red Hall Primary School:

- The culture, practice, management and deployment of resources are designed to ensure all children's needs are met
- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- All staff will work together to ensure that any child's needs are assessed and identified early
- All staff will exploit good practice in reaching all these objectives
- All staff will take into account the views and the wishes of the child
- All professionals and parents will work in partnership and account will be taken of parents' views
- Progress and provision is monitored and reviewed regularly
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-

professional approach to meeting the needs of all vulnerable learners.

- Interventions have clear targets and are reviewed regularly
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals;

Roles and responsibilities:

This SEND policy details how Red Hall Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with SEND to join in the activities of the school.

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working. All teachers are teachers of SEND students.

Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND students requires partnership working between all those involved - LA, school, parents/carers, students, children's services and all other agencies.

The Special Educational Needs Co-ordinator (SENCO) sees to the day to day running of the school SEN policy.

The role of the SENCO

A SENCO's Role may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with class teachers, discussing children's progress and offering advice when appropriate
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies
- Assessing children's needs.

- Managing a team of teaching assistants who work closely on a day to day basis with children.
- Monitoring the recorded progress of all SEND pupils.
- Meeting with parents at their request and to discuss progress.
- Maintaining their own personal development in specialist areas and contributing to the in-service training of school staff.

In Red Hall Primary School:

The SENCO's role is the specific responsibility of Miss K Crowley.

Identification, Assessment and Provision

Graduated response

The school is committed to early identification of special educational needs and adopts a graduated response to meeting the needs in line with the Code of Practice 2014. This requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene as described below. Such interventions are a means of helping Red Hall School and parents match special educational provision to individual pupil needs.

Students causing concern (Pre-SEND register)

All children's progress – academically, socially and emotionally, is continuously monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used (Provision Overview). A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the learner is not making the expected level of progress, the teacher or Phase Leader will provide the SENCO with relevant assessment data and evidence of strategies and/or differentiation used over a period of time (Quality First Teaching), in order to decide whether additional or more focussed provision is necessary. *'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.'* The Special Education and Disability Code of Practice: 0-25 years (2014) section 6.37.

A key to successful partnership with Quality First Teaching provision is consultation with parents/ carers. Groups of children considered 'at risk' for any reason are closely monitored through half-termly Pupil Progress meetings. This is a meeting where the class teacher meets the Head teacher, Assistant Head teacher, phase leader and SENCo to discuss the progress of pupils in their class with the priority given to vulnerable pupils, those being on the SEND register falling into this category. This shared discussion may highlight any potential problems in order for further support to be planned. Provision/ action that is different or additional from that available to all will be recorded on the school's Provision Map.

Continued or increased concern may lead to children receiving additional, time-limited and targeted intervention aiming to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENCo and class teachers will work closely with any support staff to plan and assess the impact of the support/interventions and to link them to classroom teaching. At this stage advice from other agencies may be sought. The intervention would be recorded on the school's Provision Map (PM). There will be half termly reviews of the PM to assess the progress and effectiveness of the intervention.

Intervention may include:

- Numicon
- Nurture Group
- Precision Teaching
- Fischer Family Trust
- Get Moving
- BR@P
- Pastoral care through Parent Support Intervention
- Education, Health Care Plan (EHCP)
- Speech and Language therapy
- Play Therapy
- EMAS support
- Different learning materials or special equipment
- Small group or individual support /modification of work
- flexible teaching styles to match the way a child learns

- use of signs and symbols
- breaking a task into smaller steps
- particular groupings or classroom organisation
- Extra adult time to devise the nature of the planned support and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to support services for one-off or occasional advice on strategies or equipment

SEN Support (also documented in the School's Local Offer)

As the result of a Pupil Progress meeting the decision may be taken by the Senior Management team, in consultation with the parents/carers and young person, to involve external support services provided by the LA and/or other agencies. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases they will provide support for particular activities.

The Triggers for outside agency support could be that despite receiving support within school the young person:

- Makes little or no progress even when teaching approaches are targeted specifically to address a young person's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in other curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;

- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Makes slow progress in developing literacy and mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having an individualised behaviour management programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

This support could be from a specialist teacher through LSS (Learning Support Service). Following an assessment an IEP (Individual Education Plan) will be drawn up by the SENCo. It will be differentiated to suit the pupil's individual needs, setting individual targets. A copy of the targets will be given to parents. This may include additional general support by the teacher or teaching assistant in class or use of a particular resources (e.g. a writing slope.). Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The school carefully looks at all aspects of a pupil's performance in different areas of learning and development or subjects to establish whether a lack of progress is due to limitations of their command of English or if it arises from SEND or disability. Special educational provision is matched to the child's identified SEND. Children's SENDs are generally thought of in the following four broad areas of need and support (SEND Code of Practice 2014):

Cognition and learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)

- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Behavioural, emotional and social needs include:

- Behavioural, emotional and social difficulties (BESD)

Note: In the 2014 Code of Practice, behaviour is no longer regarded as an SEN, the underlying causes of severe behaviour are. They need to be identified through working closely with the family and child. It may be that these needs are met through other plans for example the CAF. If children have mental health needs, parents are encouraged to ask their GP to make a referral to CAMHS or the Paediatrician. School will support parents with letters or by attending clinic and hospital appointments at parents' request.

Communication and interaction needs include:

- Speech, language and communication needs (SLCN), and
- Autistic spectrum disorders (ASD)

Sensory and/or physical needs include:

- Visual impairment (VI)
- hearing impairment (HI)
- Multi-sensory impairment (MSI), and
- Physical disability (PD).

Although not always covered by SEND legislation, at Red Hall School we identify vulnerable groups of children for additional consideration. Vulnerable groups include those on the Child Protection and Looked After Children registers as well as the SEND register, children with English as an additional language, children facing economic hardship and those with low attendance. It is the class teachers' and Senior Leadership Team's duty to ensure that these children have equality of access to the correct provision to meet their needs which may include additional adult support on an individual basis or within a small group, and differentiated curriculum.

High Need

Where a child's progress causes concern interventions are put in place which are highly personalized to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agency support this. The SENCo and class teachers work with specialists to select effective teaching approaches, appropriate

equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment. This will decide the nature of the provision necessary to meet the young person's SEND. If this cannot reasonably be met by the school, then the LA may provide extra resources. In exceptional circumstances, a child may be referred straight to Statutory Assessment. Where a request for a statutory assessment is made to Dudley Council SEND team, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- The schools current provision (Areas of Need form – Appendix 1)
- Provision maps
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Attendance information
- Attainment in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents/carers
- Involvement of other professionals' e.g. social services, LSS or G.P.

Managing pupils needs on the SEN register

Every child is involved in the assessment cycles including the Pupil Progress Meetings which enables pupils to be identified as requiring SEN support. Class teachers/ subject teachers are responsible for evidencing the progress of SEN pupils in their classes. The SENCO is responsible for managing the SEN register and keeping it up to date. Red Hall School employs Provision Mapping to track the provision pupils receive. This tracks the pupil's provision and cost of this provision on a termly basis. This is being developed to comply with the SEN Code of Practice 2014 guidance. The level of provision

employed for a pupil will be decided at relevant stages in the monitoring cycle and follow the stages already identified above.

All interventions will be outcome based and have clear time frames to comply with the SEN Code of Practice 2014 guidance. Every intervention is monitored and evaluated on a termly basis for effectiveness. Each TA delivering support and interventions are required to keep accurate, detailed and consistent weekly records of their support and their interventions. Paperwork for TAs is continually reviewed and up dated to make sure it is fit for purpose and complies with the guidance in the SEN Code of Practice 2104. TA files are then monitored by the SENCO.

Criteria for exiting the SEN register

Pupils will exit the SEN register when their progress is in line with local and national expectations and their support is no longer deemed necessary for them to continue to maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.

Monitoring and evaluating SEND

Pupils on the SEND register have their attainment reviewed half termly at the Pupil Progress meetings with the Head Teacher, class-teacher and SENCo. Every intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. TAs and the SENCO are involved in this process. The child's progress is then reviewed by the SENCO reviewing the interventions and at the Pupil Progress Meetings. Our intentions are to evaluate and monitor arrangements to promote an active process of continual review and improvement of provision for all pupils. In addition through the Traded Service a specialist teacher assesses and monitors pupils receiving one-one targeted support as a result of specific learning needs being identified. Staff access her specialist knowledge to adapt teaching strategies/resources to meet the needs of pupils.

Home School Partnership

At Red Hall we recognise and value the contribution of parents. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure. All parents and /or carers are invited to meet their child's class teachers at termly intervals as well as receiving a termly report. Parents of children identified as having SEND are also welcome to attend further consultation at which their child's progress, additional support, interventions and targets are discussed and agreed. Parents will be kept informed of any paperwork generated, programmes planned and review of targets which may be as often as once each half term. Parental views and input in the compiling of targets and programmes are always welcome.

Procedures for working in partnership with parents at Red Hall Primary School include:

- Open Door Policy
- Parent Support Adviser
- Review meetings
- Target Setting Meetings
- Parent Forums
- Curriculum Newsletters
- Leaflets to parents
- Termly Parents Meetings
- Information on the school website

Pupil Views

Where appropriate, children with SEND are aware of their termly targets and are encouraged to self-review against these. As part of the formal review process for children with statements of SEN or EHCPs, pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

Equal Opportunities

Resources provide all pupils with opportunities to develop the range of skills identified in the planning. These activities are planned so that all pupils can access the various strands dependent upon their own ability. The language and learning needs of the EAL learners are acknowledged in all subjects.

Evaluating the Success of the SEND Policy

The SEND Policy will be evaluated according to a range of criteria. These include:

- The amount of teaching time available to support pupils with SEND
- The number of pupils with SEND attaining age related targets
- Average reading improvement of pupils receiving this type of support
- The number of planned programmes of intervention
- The amount of time allocated to SEND by governors
- The proportion of teachers' records which include information on the SEND of pupils in their classes
- The proportion of teachers' records which show evidence of differentiation for pupils with SEND
- INSET time allocated to staff development with reference to SEND
- The proportion of parents attending or contributing to reviews or consultations
- The identified staff fulfil the expectation of the school in carrying out procedures for SEND and produce the necessary paperwork (e.g. IEPs, reviews, reports, assessments, classroom organisation and teaching records)
- Recommendations by external agencies are acted upon and incorporated into the curriculum.
- The pupils are confident and well-motivated and are making measurable progress
- There is movement between 'stages' and the number of pupils on the records.

Supporting pupils at school with medical conditions

Red Hall School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and here, the SEND Code of Practice (2014) is followed.

Red Hall School wishes to ensure that pupils with medical conditions receive appropriate care and support at school. The schools policy for managing the medical conditions of pupils has been developed in line with the Department for Education's guidance released in April 2014. Red Hall's policy for, 'supporting pupils with medical conditions' is available on our website or on request, from the school office.

Access for disabled pupils

Ramps have been built in school to allow for wheelchair access. Disabled toilet – Existing toilet adapted for wheelchair access, including bed, hoist etc.

Specialisms

The SENCO and other staff keep up-to-date with new developments in SEND by:

- Reading relevant Special Educational Needs and Gifted and Talented literature
- Subscription to Special Educational Needs and Gifted and Talented journals
- Regular access to Special Educational Needs and Gifted and Talented web sites (e.g. SENCO Forum, DfES Special Educational Needs site, NASEN....)
- Attendance at Dudley SENCO Forum and Gifted and Talented Conferences
- Attendance at Dudley and North Dudley Learning Partnership Short courses
- Informal advice from external agencies
- Liaison with other SENCOs
- Accredited training

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Areas of Additional Educational Needs experience and expertise

Members of staff complete specialist training as and when needed. Miss K Crowley completed the Post Graduate Certificate in Professional Studies (SENCO) in July 2013.

Complaints

As a school we believe that the Special Educational Needs of pupils are best met when there is effective collaboration and communication between school, other agencies, families and pupils. We aim to foster good working relations with all of these groups, especially parents.

Procedures in Red Hall Primary School

If a parent is not satisfied with the SEND arrangements for their child they should contact the school in the first instance so individual needs can be discussed. If the issue has not been resolved there is a complaints procedure which is outlined in the school handbook.

In-Service Training and Continuing Professional Development (INSET / CPD)

The school is committed to providing INSET and staff development in regard to SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'. Teachers, Higher Level Teaching Assistants and other classroom staff receive at least annual training updates on our provision every September and whenever other changes are made. In addition staff attend or cascade training from outside agencies.

Transition into and within school

The general procedures for receiving and transferring pupils is outlined in the school policy document Admissions and Transfers Policy. We understand how difficult it is for pupils and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery and into the secondary phase – as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher or Secondary

SENCO

- Opportunities to take photographs of key people and places in order to make a

transition passport.

Enhanced transition arrangements are tailored to meet individual needs. At the end of each year the current teacher meets with next year's teacher to discuss the transition of the pupils and especially the pupils with SEND. Discussions about Year 6 SEND pupils moving to the Secondary Phase take place between the Primary SENCO and Secondary SENCO so that relevant information is passed on.

Partnership with External Services

The school works closely with external services recognising the importance of the role they play in helping the school identify, assess and make provision for pupils with SEND. The school has good links with the following services:

External Agency	Nature of support provided for pupils	Referral routes	Liaison arrangements
Learning Support Service	Academic assessment, monitoring, reviewing	Proforma via SENCO	Weekly
Educational Psychology	Behavioural support, observations, Behaviour support plans/advice	Proforma, via SENCO	Open

Speech and Language Therapy	Speech programmes written, implemented and delivered.	Proforma, via SENCO	Termly
Occupational Therapy	Exercise plans and OT advice.	G.P	Open
Physiotherapy	Physiotherapy advice and programmes for children with physical disabilities	G.P	Termly
Autistic Outreach Service (AOS)	The AOS holds termly forums for SENCOs to provide advice and sometimes observations of children with a diagnosis of autism or Asperger's syndrome.	G.P/ CAMH's	Termly
School Health Advisor	The school Health Advisor comes into school on a regular basis to carry out health check and see parents.	Drop in/ Proforma, via SENCO	Monthly
The Sycamore Centre	Behavioural support, observations, Behaviour support plans/advice	Proforma, via SENCO	Open

We also have links with the, Child and Adolescent Mental Health Service, Counselling Service, Physical and Sensory Support Service and Social Services when the need arises. Support from the service for the visually impaired, the hearing impaired, the occupational therapist or physiotherapist is accessed as and when required. Regular contact is established and developed with all the above agencies. The SENCO co-ordinates the liaison, contact and support times of external staff to ensure the work of these agencies is efficient, effective and the benefit to the pupils and staff in the school is maximised. Parents are always informed when the school consults an external agency on behalf of their child, and parental permission is required if an external specialist assesses or supports a child.

Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

LAs must make arrangements to provide information and advice on Special Educational Needs and Disability matters to the parents of children with Special Educational Needs or Disability in their area. The Special Educational Needs and Disability Information, Advice and Support Service within Dudley LA is based at Saltwells Education Centre, Bowling Green Road, Netherton, Dudley DY2 9LY. Help line (answering machine): 01384 236677
E-Mail: dudley.sendiass@dudley.gov.uk
Web: www.dudley.gov.uk/dudleysendiass

The Special Educational Needs and Disability Information, Advice and Support Service has the following core activities:

- Working with parents and pupils
- Providing information and publicity
- Training, advice and support
- Networking and collaboration
- Helping to inform and influence local SEND policy and practice

Providing access to an Independent Parental Supporter for those parents who want one.

SEND Information Report

The school will ensure that the SEND information is assessable on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required should include:

- Identifying children and young people with SEN and assessing their needs;
- Assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review;
- Supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society;
- Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology;
- Securing expertise among teachers, lecturers or other professionals to support children and young people with SEN;
- Assessing and evaluating the effectiveness of the provision they make for children and young people with SEN;
- Enabling children and young people with SEN to have access to facilities and extra-curricular activity available to all children in the setting;
- Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.
- Named contacts for parental concerns

Resources

SEND Budget

The SENCO is given a set amount of money each year and this is used to purchase resources for children with SEND.

Additional costs

- Administration (e.g. secretarial, photocopying...)
- Non-contact time (e.g supply costs...)
- Cross-curricular expenditures for Special Educational Needs

Teaching facilities in Red Hall Primary School

- **Rooms** – All downstairs classrooms have wheelchair access. Display incorporating multi-sensory input.
- **ICT** – Interactive whiteboards, Portable laptops, iPads. Access to A.E.N websites and Portal.
- **Library** – Research facilities for pupils (Gifted and talented)
- **Others** – Specialist equipment, pencil grips, writing boards and resources identified for Gifted and Talented pupils.

Allocation of resources

- Resources are allocated to support children with identified needs as identified above.
- Each year we map our provision to show how we allocate human resources to each year group, this is also reviewed regularly.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Where necessary specialist equipment, books or other resources that may help the child are purchased.

Conclusion:

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Related policies

This policy should be read in conjuncture with other school policies particularly all teaching and learning policies, behaviour for learning, the home school agreement and the Local Offer.

This policy was agreed by the Governing Body

Date Completed: / /

Signed School
Governor.....

Date: July 2017