

The Batt School and St Mary's Infant School



Love everybody, love the adventure of learning

'Love your neighbour as yourself' Luke 10:27

Together we love to learn and learn to love

'Do Everything in Love' 1 Corinthians 16:14

SEND Policy



Reviewed by:	Local Governing Body
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St Mary's CE Infants and The Batt CE Primary Schools

Policy for Special Educational Needs

Our vision at St Mary's

Together we love to learn and learn to love

St Mary's Infant School is committed to inspiring every individual. We embed the Christian value of love across school life because we believe that a person who feels loved, secure and happy can flourish. We encourage everyone to achieve their potential, develop their talents, celebrate their uniqueness and rejoice in their relationships with others.

'Do Everything in Love' 1 Corinthians 16:14

Our vision at The Batt

Love Everyone, Love the Adventure of Learning

The Batt is an inclusive and nurturing school, guided by Christ's teaching on love through the parable of the Good Samaritan. We enable everyone in our community to flourish by encouraging supportive friendships, respect for self and others and perseverance in all things. This develops a life-long love of learning and commitment to service.

'Love your neighbour, as you love yourself' Luke 10:27

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Our Special Educational Needs and Disabilities (SEND) policy has been updated by the Executive Headteacher and SENCo in consultation with the local governing body, and the staff at both schools. It has been written with reference to the relevant documents and guidance including those contained in the SEND Code of Practice 2015. It is linked to the school's Equality Policy and Plan and supports any SEND objectives of the School Development Plans.

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Section A: SCHOOL AND CHILDCARE ARRANGEMENTS

DEFINITION AND AIMS

Definition of Special Educational Need (SEN)

The schools in ODST adhere to the definition of Special Education Needs from the Code of Practice 2015 which states that;

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made them.

A child has Special Education Needs if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally for others of the same age in mainstream school or mainstream post-16 institutions.

Additional provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area

(1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because of their home language, or form of the home language, is different from that in which they are taught.

Our schools will have due regard for the Code of Practice 2015 when carrying out our duties towards all pupils with additional needs, and ensure that parents are notified when additional provision is being made for their child.

Aims

In our schools, we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Our schools aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEN equal opportunities to take part in all aspects of school life
- identify, assess, record, and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their child's development
- encourage collaboration with parents, other professionals and support services including the Educational Psychology Service

- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

ROLES AND RESPONSIBILITIES

Governors

The Governors of the school, together with the Executive Headteacher, have a legal responsibility for overseeing all aspects of the school and childcare's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

At St Mary's Infant School, the governor with responsibility for SEND is Richard Watts. At The Batt School, the governor with responsibility for SEND is Alison Spicer.

Governors must ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- they report to parents on the implementation of the school's SEN policy through the Annual SEND Information Report
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN.

Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school SEND policy, and that the school as a whole will also be involved in its development
- SEND provision is an integral part of the School Development Plan
- the quality of SEN provision is regularly monitored.

Executive Headteacher

The Executive Headteacher has overall responsibility for the management of provision for children with special educational needs and keeps the governing body fully informed and works closely with the SENCo and Assistant Head (at St Mary's Infant School) and Head of School (at The Batt School).

The Executive Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEN issues
- working closely with the Special Educational Needs Co-ordinator (SENCo)
- the deployment of all special educational needs personnel within the school.

They also have overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.

Special Educational Needs Co-ordinator (SENCo)

The Special Educational Needs Co-ordinator for both schools is Tracy Holme. She works closely with all staff, the Executive Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

The SENCo is responsible for:

- overseeing the day to day operation of the school SEN policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- ensuring that detailed assessments and observations of pupils with specific learning problems are carried out by appropriate agencies
- ensuring that class teachers are supported in devising strategies, drawing up Pupil Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining each school's SEND register and SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information
- contributing to the in-service training of staff and managing TAs in liaison with the Executive Headteacher and Assistant Head or Head of School
- liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in moderation as appropriate
- attending ODST, Witney Partnership and Locality SENCo meetings as appropriate

Teachers

Teachers are responsible for the progress that all children make in their class and implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo assists class teachers and parents in developing inclusive practice, designing further adaptations and accessing specialist resources if they are needed.

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum, using targets set by outside agencies as appropriate. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN.

Teaching Assistants

TAs work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and helping with the inclusion of pupils with SEN within the class. They play an important role in implementing Pupil Profiles and monitoring progress. They contribute to review meetings where appropriate and help pupils with SEN to gain access to a broad and balanced curriculum.

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

CO-ORDINATING AND MANAGING PROVISION

The Executive Headteacher and SENCo meet frequently to discuss SEN issues.

The SENCo meets with class teachers to give support and advice. SEN policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of children with SEN. Special needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using provision mapping. The SENCo meets regularly with the Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents, and parents and pupils with Education, Health and Care Plans have an Annual review with the SENCo. Where there is a concern that parents need extra support, the staff would refer them to the Family Support Lead and Nurture Support Worker.

If the situation becomes more worrying, the Early Help Strengths and Needs process would be used to identify areas for change and engage support from other professionals.

At our schools:

- sharing of expertise is welcomed and encouraged
- special educational needs is a part of the school development plan
- SEND is an item on every staff meeting agenda or the main item of a meeting
- the SENCo ensures that regular pupil progress meetings are held to review Pupil Profiles and the current provision, and that the child and his/her parents are invited
- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved as far as practicable in discussions about their targets and provision.

The SENCo ensures that the following information is easily accessible to staff:

- the school SEND policy
- the SEND register
- a class SEND file giving the names of all pupils in the class on the SEND register, and copies of the pupil's Pupil Profiles, provision mapping tools and other relevant information.
- Support and advice

ADMISSION ARRANGEMENTS

Our schools strive to be a fully inclusive. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with an Education and Health Care Plan (EHCP) the Local Authority (LA) must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

SPECIALISMS AND SPECIAL FACILITIES

Our schools have access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

The SENCo and Governor with responsibility for Special Needs liaise regularly to discuss provision within the school for all children with SEN.

See Accessibility Plan

Specialist Training Among the Staff

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

At our schools:

- all teaching staff are well qualified and are able to teach pupils with SEND. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated resources and adaptive teaching are used to ensure access to the curriculum;
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to and work proactively with, the expertise of LA services and other agencies if it is required
- the school has been adapted to provide access for wheelchairs

Section B: IDENTIFICATION, ASSESSMENT and PROVISION

ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for pupils with SEN in four main ways:

- the base budget (Element 1 funding) which covers teaching and curriculum expenses, as well as the cost of the SENCo. This is provided by LA for maintained schools or the Education Funding Agency for Academy schools
- the delegated or notional SEND budget (Element 2 funding) that funds the additional support required for SEN pupils
- Top up funding (Element 3) specific funds may be allocated to pupils who need additional help and are already accessing 15 hours or more support and pupils with an EHC plan by the County Resources panel.

St Mary's Infant School and The Batt School, as part of normal budget planning, have a strategic approach to using resources to support the progress of pupils with SEN. The schools provide additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top up funding.

Both schools follow LA guidance, as given in the SEN Handbook, to ensure that all pupils' needs are appropriately met.

IDENTIFICATION, ASSESSMENT AND REVIEW

Our schools use Oxfordshire County Council's [Guidance for Special Educational Needs \(SEN\) Support \(Sept 2020\)](#) as way of identifying if there is a SEND and what levels of support should be offered.

The progress of the children is assessed at regular intervals by staff as part of the school assessment and tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN. All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the Executive Headteacher and SENCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. This school recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, school employs a graduated approach of Assess- Plan- Do-Review adopting the recommended model for Special Educational Needs as set out in the [SEND Code of Practice \(DfE 2015\)](#). A register of pupils with SEN is kept as a legal requirement.

Criteria for identifying SEN may include:

- a child's early history and/or parental concern
- low entry profile
- low Foundation Stage profile
- a pupil's lack of progress despite receiving a differentiated curriculum
- low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- requiring greater attention in class due to behavioural/learning difficulties
- requiring specialist material/equipment or support for sensory/physical problems.

The SENCo and the class teacher, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Reviews of children with SEN support are held each term and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil may have a primary need of Autism (ASD) and a secondary need of Dyspraxia.

Communication and interaction:

- Speech, Language and Communication needs (including receptive or expressive language difficulties, pragmatic / social communication needs and speech sound difficulties)
- Autistic Spectrum Disorder including Aspergers and Autism

Cognition and Learning:

- Learning difficulties
- Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Auditory processing disorder

- Language processing disorder

Social, Emotional and Mental Health difficulties:

- Behaviour reflecting underlying health difficulties
- Mental health difficulties (e.g. anxiety, depression)
- Attention deficit disorder
- Attention deficit hyperactive disorder
- Attachment disorder

Sensory and/or physical:

- Hearing Impairment
- Visual impairment
- Physical disability
- Multi-sensory impairment Supporting pupils with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a coordinated way with the healthcare plan. Both schools have regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2015). See the 'Supporting Pupils with Medical Conditions' policy.

Provision

Provision for children with SEN is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEN Pupil Profile.

Examples include:

- Use of individual, pair or small group teaching
- Individualised or small group interventions for specific skills and learning needs
- Visual aids and multisensory resources to support understanding and participation
- Adaptations to the physical environment to help with accessing learning.

Request for EHCP

The school will request an EHCP from the LA when, despite an individualised programme of sustained intervention within graduated SEN support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

The school will have the following information available:

- The interventions at SEN support level
- Current and past Pupil Profiles
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Assessed progress
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals.

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child.

These are used to develop targets that:

- Collectively match the longer-term objectives set in the EHCP but individually provide small steps
- Are established through parental/pupil consultation
- Are set out in a Pupil Profile
- Are delivered by the class teacher with appropriate additional support where specified.

CURRICULUM ACCESS AND INCLUSION

Pupils are grouped in classes according to age. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA or SENCo in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs; disabled access ramps are available for children and staff to move safely around the school. Disabled toilet facilities are available.

EVALUATING SUCCESS

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SLT, SENCo and subject co-ordinators
- analysis of pupil tracking data and test results - for individual pupils and for cohorts
- termly monitoring of procedures and practice by the SEND governor
- the schools' annual SEND reviews, which evaluate the success of our policy and set new targets for development
- the School Development Plan, which is used for monitoring provision in the school
- visits from ODST personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan Pupil Profiles, revise provision and celebrate success.
- Parent questionnaire

ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/guardians be unhappy with any aspect of provision they should discuss the issue with the class teacher or SENCo in the first instance.

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first by the Assistant Headteacher at St Mary's or the Head of School at The Batt and escalated to the Executive Headteacher as appropriate.

Clear procedures for formal complaints are set out in the School's Complaints Policy.

The Oxfordshire Parent Partnership Service now known as SENDIASS is available to offer advice (see C1 below).

Section C: PARTNERSHIP WITHIN AND BEYOND SCHOOL

PARTNERSHIP WITH PARENTS

The staff in our schools will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held three times a year in the Autumn, Spring and Summer terms, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCo.

[Special Educational Needs and Disability Information Advice Support Services \(SENDIASS\)](#) provides a range of support for parents of pupils with SEND. Contact details are sendiass@oxfordshire.gov.uk

THE VOICE OF THE CHILD

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

In School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to teachers and TAs about their learning
- class and individual reward systems

LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

Our schools also have access to external specialist support services which include Educational Psychology, a Play Therapist, Speech and Language Therapists, the Special Educational Needs Support Service (SENSS) - which includes Advisory Teachers for Physical Disability, Visual impairment, Hearing Impairment, Complex Needs, Communication and Interaction - and strong links with The Mulberry Bush Outreach Service.

Further services can be accessed through [Oxfordshire County Council's Local Offer](#), which is also accessible to parents

LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

SEND action records are transferred following county procedures; the SENCo, class teachers and Executive Headteacher liaise over the transfer of pupils with SEN. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 2 children at St Mary's Infant School, transferring to The Batt have the chance to visit the school and meet their teachers. Teachers from The Batt also visit St Mary's Infant School. Due to the partnership between The Batt and St Mary's communication between teaching staff, SENCo and support staff is good and staff can be deployed across the school to support effective transition for children with additional educational needs.

Year 6 children at The Batt School, transferring to local Secondary Schools have the chance to visit their new school for 'transition days'. Representatives from Wood Green and The Henry Box Schools visit our school to meet parents and pupils before transfer. We also maintain links with other secondary schools to which our pupils transfer and participate in any appropriate transfer activities. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For Year 6 pupils with an EHCP, the child's Plan should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements regarding needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

Where children with SEND transfer in-year the school works proactively to support communication between schools so that SEN needs are understood by the receiving school.

There are close links between the school and pre-school providers; where possible the reception teacher will visit pre-school settings to observe children with additional or special educational needs prior to them visiting the school on transition days and, wherever possible, meetings with parents of children with SEND, SENCo and class teacher take place prior to their child starting at the school.

Teachers liaise closely when pupils transfer to another class within the school and meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress.

STAFF DEVELOPMENT

Our schools are committed to staff gaining further expertise in the area of Special Needs education. Current training includes school based whole-school INSET, training sessions for TAs, SENCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEN. Individual staff development is provided by various training providers. Staff meetings are arranged to respond to the particular needs of the school.

The SENCo also supports induction of ECTs and new staff with regards to the school's SEN Policy and procedures.

MONITORING AND REVIEW

This policy, approved by governors, will be monitored by the SEN governors and reviewed at least every 3 years. We will also publish each school's Annual SEN Information Report on the relevant school website.

This policy needs to be read in conjunction with schools' policies and practice on Behaviour, Anti-Bullying, Physical Intervention, Curriculum, Transition, Admissions Arrangements, the Accessibility Plan and the Equality Policy and Objectives for each school.