



**Alma
Primary**

עולם חסד יבנה
A world built on kindness

Alma Primary Special Educational Needs Policy Policy no. 54

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Policy Development

Change	Responsible	Date

Executive summary

A copy of this executive summary in in the staff handbook – any changes to this policy should be reflected there.

Key points:

- We welcome all children to Alma Primary, regardless of need;
- We work in partnership with parents as well as specialists, advisors and support groups;
- We work to support transition between years;
- We recognise that provision for children with SEN is a matter for the school as a whole at that staff at different levels have specific responsibilities. These responsibilities are detailed in the policy.
- We recognise the importance of early assessment and intervention to support children's needs.
- Children with Special Educational Needs are given an Individual Education Plan detailing their support and ensuring access to a broad and balance curriculum.
- Alma Primary will monitor and evaluate the impact of its Special Needs provision reporting on this to the governing body.

1. Introduction

This policy outlines the framework Alma Primary uses to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

In 2014 Parliament approved a new 'Special Educational Needs and Disabilities Code of Practice: 0 to 25 years'. This was revised in January 2015. This policy has been developed by the SENCo (also Headteacher) in conjunction with the school's SLT governor, based on the January 2015 version of the CoP, as well as other statutory documentation and guidance, including the Schools SEN information Report Regulations (2014), the Children and Families Act (2014) and related regulations, the Health and Social Care Act (2012), the Equality Act (2010), Every Child Matters, the Disability and Discrimination Act (2006), the Mental Capacity Act (2005) and the Children's Act 1989. Parents, staff and governors are all invited to comment on the draft policy, before submission to the GB Children's committee for approval (April 2015).

This policy aims to provide a framework of systems and procedures which:

- Provide identification of children and young people's needs;
- Ensure the best outcomes for all pupils in both progress and attainment;
- Involve children, parents and young people in decision making;
- Work with parents in partnership to deliver the school's SEN provision, providing greater choice and control for young people and parents over their support;
- Ensure collaboration between education, health and social care services to provide support;
- Ensure high quality provision to meet the needs of children with SEN;

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- Support transition for children with SEN between years and into the next stage of education or alternative type of education if required, maintaining close links with the support services and other professionals and agencies.

2. Personnel

The following individuals hold responsibility for SEN at Alma Primary:

- Marc Shoffren: Headteacher and SENCo.
- Andrew Sutcliffe: SEN Governor.

Their roles and responsibilities, along with those of all staff, are defined in section 5 below.

3. Our Vision and Aims

At Alma Primary we welcome all children including those who have different cognitive profiles and may be identified as having Special Educational Needs (SEN) or disabilities. We have high expectations for our pupils and will work to enable all children make progress in their academic as well as social and emotional development.

Inclusion is at the centre of our schools aims and values. We believe that inclusion is successful when attitudes are welcoming, positive and empathetic, as well as when there is sufficient and appropriate support for the child, the parents and the school, ensuring the establishment of good links. Our priority is to ensure that every child with special educational needs has access to the right support. To this end, we work hard to maintain links with parents and health, social care and education professionals.

This policy ensures that provision for children with special educational needs takes account of the type and extent of the difficulty experienced by the child and involves them and their families in addressing their needs.

A child has a special educational need if s/he has a:

- Significantly greater difficulty in learning than the majority of others of the same age;
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

At Alma Primary every teacher at Alma Primary has responsibility for meeting the needs of each individual in their class, with or without an assessment of special educational needs.

We aim to maintain an atmosphere of encouragement, acceptance and respect for achievements in which all children can thrive, as well as to develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow. We have a graduated response to identifying and supporting children with Special Educational Needs. If there is a concern, a referral to the SENCo should accompany a structured and well-differentiated teaching programme.

This policy works within the guidance provided by the revised SEND Code of Practice (2015), to communicate the systems we use to ensure high quality provision for children with SEN with parents/carers, staff, the local community and the Local Authority and to guide the work of the school's SENCo.

4. Objectives: the practice of supporting students with SEN at Alma Primary

We will achieve these aims by ensuring that we

- Providing differentiation within a balanced and broadly based curriculum, in a way that supports children with SEN, ensuring that there is a whole school approach to differentiation across the school and that staff understand the implications of the Disability Discrimination Act;
- Identify and assess children with SEN as early as possible, providing appropriate intervention and support;
- Maintain clear procedures for identifying children with SEN which are known and understood by all staff;
- Raise awareness of and expertise of SEN through INSET;
- Provide advice and support for for all staff working with special educational needs pupils;
- Develop the monitoring and assessment of needs and track the progress of pupils with SEN ensuring records relating to SEN follow the child through the school and are clear, accurate and up to date;
- Provide adequate resourcing for SEN.

5. Areas of Special Educational Needs (SEN)

Under the revised code of practice, a pupil is identified as having Special Educational Needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEN code of Practice 2015). These might be associated with

- Communication and interaction needs;
- Cognition and learning needs;
- Social, emotional and mental health needs;
- Sensory and/or physical needs

or a combination of these.

The purpose of identification is to work out what action staff and Alma need to take. At Alma Primary we identify the needs of children by considering the whole child, not just the special educational needs of the child.

The following are descriptions of the four areas identified in the SEN Code of Practice:

5.1 Communication and interaction

Children and young people with speech, language and communication need (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Individual SLC needs vary and may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

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5.2 Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

5.3 Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

5.4 Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

6. Other Difficulties

Children may experience a number of difficulties that can impact on their learning. These can include:

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

Although some of these difficulties, such as EAL, may link to some aspects of SEN, these difficulties all fall under separate area of provision and are, accordingly, addressed in a other policy documents. Children with these difficulties should not be regarded as having SEN per se, although they may also have SEN.

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Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need that falls within the four broad categories of SEN.

7. Access to the curriculum

The school's SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of Special Educational Needs.

We will have a graduated response to need using three 'waves' of support for children, as described below:

- i. Wave One: High quality class teaching using a differentiated curriculum.
- ii. Wave Two: Small group intervention for pupils who can be expected to catch up with their peers as a result of the intervention. These are not primarily SEN interventions.
- iii. Wave Three: These are specifically targeted interventions for children identified as requiring SEN support.

The variety of provision we will make for children include:

- A curriculum differentiated by class teacher.
- Intervention groups run by Teaching Assistants.
- Teaching Assistants supporting individual work.
- Small group teaching of individuals and groups.
- Social skills groups.
- Support from Learning Mentors for individuals, groups and whole classes.
- Splitting classes for literacy/numeracy between two teachers.

SEN Support Plans will assist class teachers and teaching assistants in differentiating the curriculum. Through this varied provision and with high expectations, we aim to maximise progress whatever a child's starting point.

Quality First Teaching

High quality, differentiated teaching with appropriate resources is the basis for learning at Alma. The following steps are taken to address the varying needs of children in every class:

- Any child at Alma prompting concern through under performance will be monitored in order to identify potential barriers to learning and concerns explored with the SENCo.
- The class teacher will ensure that appropriately differentiated learning opportunities are provided to enable staff to better understand the learning needs of the child.
- The SENCO will provide support and advice, and may observe the child in order to determine any required provision.
- A meeting will be arranged with the child's parents to raise any concerns. Following this parents will be clearly informed about concerns staff have, monitoring being undertaken, their

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child's development and any intervention being offered. Parents are encouraged to share information and knowledge with the school.

- Parents' learning journey meetings will provide additional opportunities to share information with parents about their child's learning and to agree targets to support progress.

8. Identifying, assessing and supporting children with SEN

At Alma Primary we will cater for different needs through careful planning. We will record all pupils' progress as part of our monitoring and assessment practices. In the Foundation Stage these will include, child observations and record of achievement books. In Key Stages One and Two, we will carry out termly tracking of progress in maths, reading, writing and Ivrit.

Identification and Assessment

To identify pupils with SEN, Alma Primary will:

- Assess each pupil's current skills and levels of attainment on entry.
- Make regular assessments of all pupils to ensure that the intervention:
 - Ensures that the child's progress is similar to that of their peers starting from the same baseline.
 - Matches or betters the child's previous rate of progress.
 - Closes the attainment gap between the child and their peers.
 - Prevents the attainment gap growing wider.
- Provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
- Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.
- Where external support staff are already involved, their work will help inform the assessment of need.
- Where appropriate in consultation with the pupil's parents, request a statutory assessment of SEN where the pupil's needs cannot be met through the resources normally available within the school.
- Meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

SEN Support

Where it is determined by the SENCo working with the class teacher, that a pupil does have Special Educational Needs, we take action to remove barriers to learning and put effective special educational provision in place. The support follows an 'Assess – Plan – Do - Review' cycle.

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This is an on-going cycle to enable any provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of interventions that are the most effective in supporting the child's learning.

- **Plan:** Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Special Educational Needs Policy (2014) All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

- **Do:** The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with learning support assistants and specialist teachers and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.
- **Review:** Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents.

The school will take great care over the identification and assessment of children whose first language is not English. We do not assume that lack of progress in English means that a child has a special educational need. However, we are aware that for some children, slow progress may be a result of a special educational need.

SEN Support Plans

- SEN Support Plans will be written for all children on the SEN Register, including those with and Education and Health Care Plan.
- They will be reviewed and updated three times a year by the SENCo and class teacher in consultation with parents/carers.
- Targets will normally be specific, measurable, attainable, relevant and time limited (SMART). There will generally be a maximum of four targets on a Support Plan.
- Support Plans will be kept in the class SEN file and will be monitored by the class teacher and the Teaching Assistant.

If a child is making adequate progress, he or she may no longer need to receive SEN provision. We will consider a child to have made adequate progress when s/he no longer meets our criteria for SEN. We will record this discussion in the SEN Records and we will keep these SEN Records for reference in the pupil's office file and pass them on when he or she transfers to another school.

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Education, Health and Care (EHC) plans

Alma Primary will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

The school will admit any child that names the school in an EHC plan.

The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.

The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

Reviewing an EHC plan

Alma Primary will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting if requested and ensuring that sufficient arrangements are put in place at the school to host the annual review meeting;
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited;
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting;
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting;
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

Involving Parents and Children

Effective planning should help parents, children and young people with SEN express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEN label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

9. Roles and Responsibilities:

The Governors and staff at Alma Primary recognise that provision for children with SEN is a matter for the school as a whole.

The Governing Body has a responsibility to:

- Fully engage parents and children with SEN when drawing up policies that affect them.
- Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- Designate an appropriate member of staff (the SEN co-ordinator or SENCo) as having responsibility for co-ordinating provision for pupils with SEN, who is a qualified teacher and ensure that they attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEN, in line with their EHC plan.

In addition, the governing body will appoint a named governor to have responsibility for the implementation of the SEN policy. It is the responsibility of the Governor appointed:

- To be fully involved in developing and monitoring the SEN policy;
- To have up to date knowledge about the school's SEN provision, including funding;
- To know how equipment and personnel resources are deployed;
- To ensure that SEN provision is an integral part of the school.

The Headteacher has a responsibility to:

- Allocate roles and responsibilities to staff so that special needs are met.

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- Liaise with staff, SENCo, support services, parents and pupils.
- Report to governors on the needs of the SEN children in the school.
- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet the needs of SEN children within the school.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

The SEN Coordinator (SENCo) has responsibility to:

- Work with the Headteacher and the school governors to determine the strategic development of SEN policy and provision in the school and to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Undertake day-to-day responsibility for the operation of SEN policy, playing a key role in delivering the strategic development of the SEN policy and provision, overseeing the day-to-day operation of the school's SEN policy and leading the annual review of the Special Educational Needs Policy;
- Advise on a graduated approach to providing SEN support, acting as an advocate for the rights of children with disabilities or identified SEN.
- Coordinate the specific provision made to support individual children with SEN, including those who have EHC plans and liaising with the relevant designated teacher where a looked after pupil has SEN;
- Draw up a profile of the child or young person with SEN and work with professionals providing a support role to the family, ensuring that SEN support plans and records of all pupils with SEN are kept up-to-date;
- To contribute to INSET meetings with information about SEN pupils, planning CPD to help raise awareness and standards of differentiation, special needs and inclusion and to promote staff development in relation to SEN.
- Liaise with the parents of pupils with SEN, discussing and supporting needs and progress, and informing the child's parents that SEN provision is being made, where the child does not have an EHC plan;

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- Be a key point of contact with external agencies, especially the LA and LA support services, early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Become a resource for teachers on SEN, inclusion and differentiation and to guide teachers implementing the School's policies relating to SEN and inclusion, giving advice on the level of support and on appropriate resources and strategies to support learning, and working closely with staff members, parents, carers, and other agencies, including SEN organisations;
- To monitor the needs of SEN and gifted & talented children together with the Head teacher and class teachers, regularly auditing School provision for special needs and differentiation, and ensuring that provision for pupils with SEN is accurately mapped;
- Ensure, as far as possible, that pupils with SEN take part in activities of the school together with those who do not have SEN, including on forums;
- Keeping their own skills updated by reading, researching & attending INSET on SEN and appropriate related external courses.

Class Teachers have responsibility to:

- Identify the Special Educational Needs of individual children in their class;
- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves, to provide learning experiences which are appropriate to the needs of every child;
- Write individual SEN Support Plans for pupils on the school's SEN Register, and those with an EHCP, maintaining an SEN file for their class reflecting this information for each individual child and copies of all relevant SEN Support Plans;
- Ensure that SEN Support Plans are reviewed with the parents and child if appropriate, at least three times a year, making sure that the Head teacher, SENCo and relevant colleagues are aware of children's needs;
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment, ensuring that other adults working in their class are supporting pupils in their class, as directed;
- Use appropriate assessment to set targets which are deliberately ambitious;
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving;
- Attend appropriate INSET and courses.

Under the guidance and supervision of the class teacher, Learning Support Assistants have responsibility to:

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- Carry out activities and learning programmes planned by the class teacher and the SENCo;
- To keep records of this work as requested;
- To support children in class or by withdrawing individuals and small groups;
- To attend INSET and courses where appropriate;
- To be fully aware of the school's SEN policy.

10. Admissions

We welcome children with SEN into our school and are committed to working in partnership with parents to ensure a smooth start to their child's time with us. The Local Authority's SEN department will inform us when parents/carers of a child with a Statement of SEN want a place at our school. All other requests for places for children with SEN, who do not have a Statement, are no different to those for other pupils and are outlined in the School's admissions policy.

Alma Primary we meet its duties under the Schools Admissions Code of Practice by:

- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan, including ensuring admission for any child that has named the school in their EHC plan.
- Considering applications from parents of children with identified SEN but who do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

11. Local Offer, joint commissioning, planning, and delivery

Alma Primary will cooperate generally with the local authority and local partners in the development and review of the local offer.

Alma Primary will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

- Identifying improved system outcomes in consultation with pupils and their parents;
- Draw on the wide range of local data-sets about the likely education needs of children and young people with SEN to forecast future need;
- Plan, deliver and monitor services against how well outcomes have been met.

12. SEN and Disability Tribunal

Alma Primary will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

13. Training and support for staff

We understand the importance of training in special needs, inclusion and disability equality and that teaching and non-teaching staff will need regular training on aspects of special needs and inclusion in order to inform practice.

If there are pupils with significant mobility difficulties who need help with personal care, they are likely to have substantial support from a dedicated teaching assistant and this person will have completed manual-handling training;

All staff will discuss their individual training needs at annual Performance Management review meetings.

14. Working in partnership with parents and carers

Parents and carers play a key role in enabling children with SEN to achieve their potential. The school recognises that parents will hold key information and have vital knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

We will work hard to ensure good communication with parents and carers of children with SEN to facilitate a close partnership and ensure that their views and needs are taken into consideration and that they can also make a positive contribution to the education of their children through:

- A systematic effort to support parents/carers through periods of transition, by clearly explaining all the procedures, paying visits to new settings (internal or external), having interviews with newcomers and making sure that all needs are communicated effectively so that they can be followed up successfully.
- Good communication including telephone, email and face to face conversations, and annual review meetings. We will meet parents/carers to discuss any questions and and/or concerns that they may have about their children's education in our school.
- Involve parents at the earliest stages of identification and assessment of SEN.

15. Working with External Services

On occasion, the needs of individual children may be beyond the range of expertise within the school, and on these occasions the school will work with the following outside agencies to support the education of children with SEN:

- Parent Support Advisor.
- Education Welfare Officer providing attendance support.
- Health Service, particularly through the school nurse, Occupational and Physio therapists.
- Social Services.
- Parents' Line Plus.
- Children's Centre including Family Outreach work.
- High Incidence Support Team.
- Educational Psychologists.

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- Specialist Teams for visual and hearing impairment, physical disability and autistic spectrum condition.

Links with other schools and supporting children with SEN through the transition between year groups and into secondary education

Alma Primary will support the smooth transfer of all children to the next school year. In addition to this, we will have the following measures for children with SEN:

- The SENCo will ensure that all records are passed to the next class teacher.
- At the hand-over meeting in the summer term the current class teacher will share detailed information with the new class teacher using an Inclusion check list.
- We will put in place additional strategies for individual children e.g extra visits to the new classroom, photo books, buddying with older child/sibling/learning mentor support.
- Use of social stories to assist within-school transitions such as a change of teacher or teaching assistant during the year (especially for children who work one-to-one with adults).

Children from Alma Primary move on to a variety of secondary schools. Additional support for individual children will be provided as necessary and additional visits to their new school will be arranged for any vulnerable children.

When children with statements transfer to secondary school or to a special school, the SENCo and Year 6 teacher will invite the SENCo of that school to attend either an Annual Review or IEP review. We will pass on all the SEN records to the receiving school.

For children with special educational needs who do not have statements, the Year 6 teacher/ SENCo will meet with the Year 7 transition teacher of the new school to discuss the child's particular needs with this teacher. We will pass on all the records to the receiving school.

When a child transfers to another primary school we will pass on the SEN records and the SENCo will, if possible, speak to the teacher with responsibility for SEN at the new school.

16. Supporting Pupils with Medical Conditions and/or Disabilities

Alma Primary 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 children 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 may 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 the SEND Code of Practice (2014) is followed.
- Alma Primary is under a duty not to treat disabled pupils less-favourably than their non-disabled peers, and to make 'reasonable adjustments' to ensure that they are not put at a substantial disadvantage in comparison to pupils who are not disabled. This involves planning strategically (via the accessibility plan) to increase access to school premises and the curriculum (including participation in after-school clubs, leisure and cultural activities and school visits);

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- Arrangements in place to support pupils at Alma Primary with medical conditions are described in the Alma Primary's policy for supporting pupils with medical conditions, available from the school office.

17. Preventing Bullying

Children with Special Educational Needs and/or disabilities, may be vulnerable and need to be protected from the harmful effects of bullying. Alma Primary's policy on preventing bullying specifies the steps that are in place to mitigate the risk of bullying of vulnerable learners at your school.

18. Monitoring and Evaluating SEN provision

The following strategies and outcomes will be used to monitor pupil progress and the effectiveness of provision at Alma Primary:

- Ability of teachers to identify pupils who need additional support.
- Nature of intervention programmes provide to support SEN pupils.
- Monitoring of work which shows clear differentiation in planning, and which also reflects high but realistic expectations of pupils' progress.
- Use of regular IEP reviews to monitor targets and their effectiveness take place.
- Formal assessments carried out by the SENCo to obtain reading and spelling ages.
- Reports and assessments from outside agencies.
- Feedback on intervention programmes and progress from teachers and other school staff.
- Teacher assessments and monitoring of IEP targets by teachers and Teaching Assistants.
- The views of parents taken from responses to questionnaires, letters to staff and comments made during meetings.
- SEN Governor liaising with the SENCo to have an understanding of how the policy is being implemented.

The Governors of Alma Primary will review this policy annually and evaluate the effectiveness of:

- Systems for identifying and assessing children with SEN.
- The provision made to meet children's SEN.
- The record-keeping for children with SEN.
- The allocation of resources for children with SEN.

19. Complaints

Parents/carers of pupils with SEN and disabilities can approach school staff to discuss the progress of their child and to seek information and advice. They will also be given the space to express concerns and complaints about any issue around their child's provision, both formally and

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informally. The school will respond to these concerns by arranging meetings with relevant stakeholders and possibly external professionals to clarify matters. Any complaints regarding the support for children with SEN will be dealt with in line with the school's complaints policy.

20. Data and record keeping

Alma Primary will:

- Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils;
- Maintain an accurate and up-to-date register of the provision made for pupils with SEN;
- Record details or additional or different SEN provision on a provision map.

21. Confidentiality

Alma Primary will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996;
- On the order of any court for the purpose of any criminal proceedings;
- For the purposes of investigations of maladministration under the Local Government Act 1974;
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children;
- To Ofsted inspection teams as part of their inspections of schools and local authorities;
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education;
- To the Headteacher of an institution at which a pupil from Alma is intending to start education.