



Special Educational Needs And Disability Policy

By Mrs Katherine Maddock (Provision Manager)
Updated February 2016



** Due to be reviewed February 2017

CHERRY ORCHARD PRIMARY SCHOOL

Special Educational Needs and Disability (S.E.N.D) Policy

Policy Statement and General Principles

At Cherry Orchard Primary School, it is our philosophy to develop and maximise the full potential of every individual.

1. As a school, it is our task to ensure that we meet the special educational needs of every child and that they have access to a broad, balanced education as set out in the National and Foundation Stage Curriculum.
2. We believe that the early identification and monitoring of pupils with special educational needs and/or disability is essential and that as far as possible, every child identified with S.E.N.D should be educated alongside their peers.
3. We believe that parents have a vital role to play in supporting their child's education and that the views of the child should also be sought and taken in account.
4. At Cherry Orchard Primary School, the Governors, Head teacher and staff are committed to the implementation of the Special Educational Needs and disability Code of Practice January 2015.

What are Special Educational Needs (SEN)?

At Cherry Orchard Primary School we adopt the definition of special educational needs as started in the Special Educational Needs and Disability Code of Practice: 0-25 (January 2015)

Children have a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for them. This will be if they:

- Have significantly greater difficulty in learning than the majority of children the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the age in schools within the area of the Local Education Authority.

Children **must not** be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special Educational and disability Provision means:

- educational provision which is **additional to** or **different from** that provided as part of the school's usual differentiated curriculum for children of their age in schools (other than special schools) maintained by the LA.

What is a disability?

A child or young person who has a physical or mental impairment which has a long term and substantial adverse affect on their ability to carry out normal, day to day activities. This definition includes sensory impairments such as those affecting sight and hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Children with a disability do not necessarily have a special educational need although there is a significant overlap.

Through planning, teaching, monitoring, assessment and record keeping, children displaying difficulty with making progress over time will be placed on the S.E.N.D Register.

The area of Special Need or disability will be identified as either:

- Cognition and learning (general or specific learning difficulties)
- Social, Emotional and Mental Health.
- Communication and interaction difficulties (speech and language difficulties, Autistic spectrum disorders)
- Sensory and/or physical difficulties (hearing impairment, visual impairment physical & medical difficulties)

Aims and Objectives

The aims and objectives of this policy are to:

1. Provide a clear structure for agreed S.E.N.D procedures as set out in the Code of Practice January 2015
2. Identify pupils with S.E.N.D as early as possible by measuring the child's progress through the use of:
 - monitoring progress and on-going observation by the class teacher/TA
 - Foundation Stage Profiles (baseline assessment)
 - National Curriculum level descriptors and teacher assessments
 - FLIC
 - End of Key Stage standardised assessment tests (SATs)
 - Standardised screening or assessment tools
 - Medical information/reports from GP or Community Paediatrician
 - Information gained from parents/carers.
3. Provide equal opportunities and access to the National/Foundation Stage Curriculum.
4. Set achievable but challenging targets and ensure all pupils with S.E.N.D achieve their full potential.
5. Provide additional provision, or provision different from the normal, for S.E.N.D pupils based on areas of difficulty and nature of need.
6. Keep up-to-date records of pupil's progress.
7. Involve pupils in target setting, IPPs/Pupil Profiles and reviews.
8. Inform parents of targets and pupil progress through termly reviews in addition to parents evening.
9. Inform Governors and staff of the practices and developments concerning S.E.N.D through relevant information and training.
10. Seek advice and resources from outside agencies as appropriate.

Success Criteria

- Special educational needs are identified as early as possible
- All pupils have access to the National Curriculum/Foundation Stage Curriculum
- Achievement is measured against set targets
- Staff and parents work in partnership: parents informed of reviews and encouraged to contribute to IPPs/Pupil Profiles and support the pupils at home.
- Those responsible for S.E.N.D provision take into account the views and wishes of the child and encourage them to participate in making decisions about their education
- Pupils with S.E.N.D display a positive self image and have high self esteem
- Whole school assessments demonstrate rising standards for all pupils
- End of Key Stage Results demonstrate progress of pupils with S.E.N.D
- Training, advice and support secured for personnel involved in S.E.N.D
- The Graduated Approach is used when planning for S.E.N.D pupils
- The culture, management and deployment of resources are designed to ensure all children's needs are met
- Provision and progress is monitored and reviewed regularly.

Procedures and Guidelines for the Implementation of the S.E.N.D Code of Practice

Continuous assessment of all pupils and subsequent target setting will identify the needs of pupils. Pupils are placed on the S.E.N.D Register when, **after a differentiated curriculum, they continue to display lack of progress** and meet the S.E.N.D Criteria.

In 2014, the S.E.N.D Code of Practice devised a new model of action and intervention in schools to support children identified as having special educational needs. This is referred to as 'The Graduated Approach' and consists of a Four Part cycle of



Cause for Concern

An informal stage when class teachers identify a concern about the educational needs, and /or progress of the pupil.

- The class teacher identifies a particular concern regarding a pupil through on-going observation although their needs do not warrant their receiving the support at SEN support level.
- The class teacher discusses their concerns with the Provision Manager
- Provision Manager registers pupil as a Cause for Concern.
- Class teacher records initial concerns and sets targets for the pupil on a Cause for Concern form and/or Intervention Monitoring sheets. The class teacher shares this information with the parents and pupil.
- Provision Manager and class teacher (after discussion with the pupil) review the provision in place on a termly basis in order to monitor pupil progress and set new targets as appropriate.

When a class teacher identifies that a pupil has S.E.N.D and is required to devise interventions **additional to or different from** those provided as part of the school's usual differentiated curriculum then the child is now identified as needing SEN provision we take action to remove the barriers to learning and adopt the graduated response which has four stages of action.



Assess

When a child has been identified as needing SEN support the class teacher, working with the Provision Manager, will carry out a clear analysis of need. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. If relevant advice and support from external services may be sort. We take serious any concerns raised by a parent via the class teacher

Plan

Where it is decided to provide a pupil with SEN support parents will already be fully involved in the process. Through meetings, the teacher and provision manager will agree with the pupils and parents any interventions and support which will be in place in order for the pupil to make progress.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistant or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked with classroom teaching. The Provision Manager will support the class teacher in the further assessment of particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and support will be evaluated by the class teacher and discussed with the pupil and parents during the termly review meeting. Pupil and parent views will feed into the reviews and will contribute to the planning and setting of targets for the following term.

SEN SUPPORT (previously known as School Action and School Action Plus)

- Pupil's needs are identified in discussion between class teacher and Provision Manager during review
- Provision Manager registers S.E.N.D as SEN Support on S.E.N.D Register
- Head teacher informed via regular up-date of S.E.N.D Register
- Provision Manager and class teacher set targets for the IPP or generate information for the Pupil Profile in collaboration with pupil, parents and TA involved with the child
- The class teacher remains responsible for working with the child on a daily basis and for planning and implementing the IPP targets or Pupil Profile information
- Provision Manager and class teacher (after discussion with the pupil) review the IPP or Pupil Profile on a termly basis in order to monitor pupil progress and set new targets as appropriate

All SEN Support children are given extra support either in a 1:1 or small group context with the teacher or teaching assistant. This support will usually be based within the classroom, for example during the daily Literacy/Numeracy lessons. Sometimes this support may take place outside of the classroom.

In some cases children at **SEN Support** who are causing concern and not making progress with the support ordinarily available in school, are discussed at the termly School Support Team Meeting (SST) attended by:

- The Educational Psychologist (**EP**) Independent
- A member of the Behavioural Support Team (**BST**)
- A member of the Family Support Worker Team (**FSW**)
- A member of the Speech and Language Therapist Team (**SALT**)
- Provision Manager

Parents are then informed and invited to meet representatives from **BST, EP, FSW or SALT** as appropriate. The external agencies assess the children and help draw up a joint IPP by suggesting future targets and appropriate future provision.

Special Provision (Education, Health and Care plan or Higher Needs Funding)

If a pupil does not make progress at the SEN Support stage then the Provision Manager, class teacher, parents, outside agency, Head teacher and other specialists will consider asking the LA to make consider Higher Needs Funding for the child or request an integrated assessment for an Education, Health and Care Plan (EHC)

Education, Health and Care plan(EHC)

An EHC plan brings together health, education and care needs for a young person aged 0-25 and sets out the provision that they need from education, health and care to meet these needs.

If a child or young person has not made progress despite following the graduated approach, we will consider in complex and extreme cases requesting an Education, Health and Care needs assessment. Parents and pupils will be involved in these discussions and the assessment at all times. As evidence will be needed to be provided by school and external agencies we ask that parents contact us to discuss any concerns.

Following the request for an assessment the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. Evidence will be gathered. Parents will be informed by the Local Authority of the outcome of the EHC assessment.

Where an EHC assessment is not successful children with special educational needs will have their needs in school met through the ordinarily available provision.

Individual Provision Plans (IPPs) or Pupil Profile and Reviews.

Once a child has been identified as having special educational needs or disability, the Provision Manager and class teacher must decide what the most appropriate course of action should be. An IPP or Pupil Profile will then be devised and discussed with the child and their parents. An [IPP](#) contains:

- short-term targets set for the child (up to three in number);
- teaching strategies to be used;
- the provision to be put in place;
- the outcome of the action to be taken;
- when the plan is to be reviewed.

A Pupil Profile contains

- the child's Areas of Difficulty,
- Strengths,
- Targets,
- How you can help them.

Class teachers are required to complete [Intervention Monitoring Sheets, IPPs/Pupil Profiles](#) for those S.E.N.D pupils at SEN Support or who have a Statement of Educational Needs/Education Health and Care Plan in collaboration with the Provision Manager.

- The Class File copy will be given to the class teacher to share with the class TA and file in the class S.E.N.D File for easy reference.
- A copy will be shared with the child's parents/carers by the class teacher on a termly basis and parents will be encouraged to contribute to the IPP. This copy will require signatures from the parent/carer and pupil as evidence that the IPP has been agreed by all those involved with the child.
- A copy will be given to the parents so they can support the child at home with the targets set.

A copy of all IPPs will be kept in the S.E.N.D Folder on the school network to ensure that all members of staff involved with the pupil and the Headteacher can gain access to them at any time.

IPPs and Pupil Profiles should be continually monitored within the classroom by the class teacher, teaching assistant and pupils themselves. Termly meetings are held between the class teacher and Provision Manager in order to review IPPs/Profiles and progress of pupils with S.E.N. and those that are a Cause for Concern. Prior to the review meeting, the class teacher and/or teaching assistant working directly with the pupil are advised to gather evidence of the child's views towards their progress and attainment in line with their IPP targets. This maybe in the form of written notes, pupils target sheets or child friendly IPP depending on age/ability of the child and are shared with the Provision Manager at the review.

The review meeting is to include the Provision Manager, class teacher and teaching assistant where possible. The Provision Manager/class teacher will record outcomes, progress and achievements towards previous set targets and any other relevant information will be shared.

In order to review and discuss the child's progress in relation to the IPP with the parents/carers, the class teacher will send home a standard school letter or note in the home-school book with the child, and if necessary a reminder, inviting them to see the class teacher. The class teacher will then share key points of the review and the subsequent revised targets with parents and pupil and invite them contribute to the IPP. Parents Evenings may also be an additional or alternative occasion at which to discuss pupil progress and agree IPP targets.

Strategies

The organisation of teaching for pupils with S.E.N.D remains flexible within the school. The level of support depends on the needs identified, however, provision may differ from year to year in line with meeting the needs of the individual children.

Pupils with S.E.N.D will continue to receive the majority of their teaching in ordinary mixed ability classes. They will access the National/Foundation Stage Curriculum at a level suited to their needs and are expected to make progress with the appropriate support in place.

Whilst it is recognised that class size prevents a teacher from being able to give pupils individual attention on a consistent basis, there are a wide range of methods that can be, and are being used, to provide differentiation for pupils with S.E.N.D

These include:

- matching the demands of the activity to the pupil's level of attainment
- simplifying the language of instruction (verbally or through the use of an individual task board)
- recording pupils work in different ways to suit their capabilities, e.g. use of ICT, recording devices, mind-mapping, pictorial form, tables, writing frames etc
- giving pupils first hand experience selected from, or reinforced by everyday examples
- ensuring pupils' strengths are used to build their confidence and maintain motivation
- providing a range of activities in a lesson which ensures the participation of all pupils (differentiation by task)
- providing similar work for the whole class but allowing different outcomes for different individuals (differentiation by outcome)
- explaining new words to pupils regularly to ensure they understand and can use them
- allowing sufficient repetition to consolidate skills
- allowing time for pupils to reflect on their work and progress
- using a clearly defined, step by step approach to promote gradual development of skills/concepts
- using a range of communication methods including speech, pictorial, video, written, ICT etc
- using a range of teaching styles and resources in order to appeal to visual, auditory and kinaesthetic learners
- enlarging print when necessary with simple and consistent language and clear instructions
- giving opportunity to participate in discussion, role play, collaborative activities
- providing informative/interactive classroom displays, table prompts, word lists, visual cues to give pupils sufficient guidance when working independently or with minimal support.

At Cherry Orchard Primary School, there are also opportunities for pupils to be withdrawn from the classroom when deemed appropriate by the class teacher/Provision Manager in order to attend support groups targeting specific difficulties. These may include:

- Intervention groups to support S.E.N.D pupils with reading and spelling difficulties (with TA staff in Phase Areas/D. Rolph in 'Think Tank')
- Intervention groups to support S.E.N.D pupils with gross/fine motor and coordination difficulties (with TA staff in Phase Areas/'Think Tank')
- Intervention in the form of 'Social Groups' to support S.E.N.D pupils with Social and Emotional difficulties (with trained TA staff or Educational Psychologist in Think Tank, Brighter Futures Room)
- Small groups for S.E.N.D pupils within year groups in order to provide extra support with reading, spelling, handwriting, coordination, speech and language and social skills.

Staffing

S.E.N.D Coordinator (Provision Manager): Katherine Maddock

Provision Manager Role and Responsibilities:

- Overseeing the day-to-day operation of the school's S.E.N.D policy
- Co-ordinating the provision for pupils with S.E.N.
- Liaising with and advising staff
- Managing and advising teaching assistants
- Writing IPPs for pupils at SEN support or with EHC/Statements in collaboration with the class teacher/teaching assistant
- Checking records and monitoring sheets for pupils identified as a Cause for Concern.
- Overseeing the records of all pupils with S.E.N.
- Liaising with parents of pupils with S.E.N.
- Contributing to the in-service training of staff
- Liaising with external agencies, including the LA's support agencies, the educational psychology service, health and social services and voluntary bodies.
- Informing parents of the Parent Partnership Service
- Monitoring and up-dating S.E.N. Files (Class files and Teaching Assistant Folders)
- Managing and up-dating the S.E.N. data base
- Overseeing the LA Audit Criteria
- Provision mapping for S.E.N.
- Managing resources for S.E.N.
- Liaising with S.E.N. Governor
- Reporting to Governing Body as requested.

Governing Body

S.E.N. Governor: Andie Ridley

Governing Body roles and responsibilities:

- To ensure that they are fully involved in developing and monitoring the school's S.E.N. Policy.
- To ensure that S.E.N. provision is an integral part of the School Development Plan.
- To do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure they are included in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical.
- To ensure they are up-to-date and knowledgeable about the school's S.E.N. provision, including how funding, equipment and personnel resources are deployed.
- To ensure that where the Head teacher has been informed by the LA that a pupil has special educational needs, the child is made known to the Provision Manager and all who are likely to teach them.
- To ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- To consult the LA and governing bodies of other schools, when it is deemed necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- To ensure that the quality of S.E.N. provision is continually monitored.

Headteacher Responsibility for S.E.N.D

Head teacher: Mr M Painter (Headteacher)

Head teacher roles and responsibilities:

- Overall responsibility for the day-to-day management of schools S.E.N.D work.
- Informing the Governing Body of S.E.N.D issues.
- Endorsing requests by the school to LA for Special Provision.
- Working closely with Provision Manager, outside agencies, specialists and parents as requested or appropriate.
- Ensuring confidentiality of systems operated by the school for identifying medical issues, keeping medical information and transferring between phases.

Partnership with Pupils

At Cherry Orchard Primary School we ensure pupil participation in the processes that are involved in special educational needs by:

- Involving pupils in the decision making processes.
- Determining the pupil's level of participation, taking into account approaches to assessment and interventions which are suitable to their age/ability/past experience.
- Recording pupil's views and identifying their difficulties, setting realistic goals/targets, agreeing a development strategy, monitoring and reviewing progress.
- Involving pupils in implementing IPPs and achieving targets
-

Partnership with Parents

At Cherry Orchard Primary School, we believe that the implementation of our S.E.N.D Policy needs the full involvement of parents and carers. This may be through:

- Reviews and parent's meetings
- Direct intervention of the class teacher, Head teacher, Provision Manager or other outside agency/specialist involved
- Provision Manager informing parents of any specialist's intervention, explaining role and gaining parental permission for any assistance and support regarding a child's S.E.N.D
- Assist parents if first language is not English; provide translators if and when possible for translation of information.

It is felt that the relationship between parents of children with S.E.N.D and the school has a crucial bearing on the child's educational progress, and the effectiveness of any school based action. A child's progress will be enhanced if their parents are seen as partners in the educational process, with unique knowledge and information to impart.

Cherry Orchard Primary School endeavours to create a learning atmosphere in which pupil's individual needs and differences are recognised, respected and valued and parents are perceived as part of the solution needed to help these children reach their individual goals.

Parents are notified at any early stage if the school becomes concerned about a pupils learning development. They are encouraged to contribute to IPP reviews and are informed of outcomes by the class teacher and/or Provision Manager.

All parents are encouraged to support their children at home with reading, spelling and any other work the child may be given, this is especially important for those children receiving additional help through action plans and IPPs.

Resources

At Cherry Orchard Primary School high quality first teaching is our primary resource. We have approximately 30 Teaching staff and 30 Teaching Assistants based within different Phases or year groups to enhance and deliver the high quality teaching and offer additional support and targeted interventions.

Resources are allocated by the Provision Manager in liaison with class teachers and teaching assistants for children with IPPs at SEN Support and above. The school is continually developing its S.E.N.D resources which maybe centrally located ('Think Tank' SENCo/Deputy Office) or classroom based. Resources include:

- Assessment materials
- Additional reading materials to support pupils with S.E.N.D
- Phonic, spelling, word-recognition and hand-writing teaching materials
- Phonic, spelling and word recognition games
- Resources and intervention programmes to develop speech and language skills
- Materials to aid motor skills
- Number materials and games
- Computer programmes and ICT resources to develop literacy/maths skills
- Information, books and S.E.N.D periodicals for staff reference

Advice and information for staff/parents may be sought from outside agencies including:

- Access and Inclusion (Learning Support Service, Behavioural Support Service, , Integrated Specialist Support Service)
- Educational Psychologist
- Speech and Language Therapy Service
- Medical Services and Children's Health (Community Paediatrician, School Nurse, Occupational Therapist, Physiotherapist)
- Physical Disability Support Team (based at The Regency)
- Educational Welfare Officer
- Educational Social Workers
- Social Services
- Parent Partnership Service

Monitoring and Record Keeping

The Provision Manager keeps a register of all children with S.E.N.D This is stored:

- On the Provision Manager's laptop (user and password controlled).
- On an external hard drive that is user and password controlled (back up copy).
- On the school network (On the Provision Managers drive)
- In file in the Deputy/Provision Manager's Office (paper copy)

The Class Teacher keeps an S.E.N.D File in the classroom which contains:

- A class list highlighting pupils with S.E.N.
- Master copy of parent letters
- IPPs (past and present)
- Relevant reports or information relating to individuals
- A master copy of assessment sheets
- Information on specific Special Needs

The Teaching Assistants are encouraged to keep an S.E.N.D Folder which may contain:

- IPPs (past and present)
- A master copy of assessment sheets
- Information on specific Special Needs
- Completed pupil target sheets/cards

- Completed pupil evaluation/review sheets
- Any observation notes or samples of pupil's work to be kept as evidence of progress
- On-going feedback on the support and interventions they are part.

Why do we keep records?

- to record progress of pupils with S.E.N.D against their individual targets
- to record action taken by the school in response to a child's special educational needs and also a child's response to the attempts to provide for their needs
- to give useful information to support agencies
- to provide the educational advice required by the LA if formal assessment is to take place
- to be an important document at transfer to another school so that a child's needs can be treated in a consistent manner
- to record all meetings or letters from parents and their thoughts regarding a pupil's S.E.N.D

Training and INSET

The Provision Manager attends training to support the S.E.N.D Policy and the S.E.N.D Code of Practice. S.E.N.D training is made available to class teachers, teaching assistants.

Use is made of the expertise and support of the agencies listed above where/when deemed appropriate by the school.

Complaints Procedure

Complaints about S.E.N.D procedures and provision are dealt within the normal framework of the school's complaints procedure approved by the LA. In the first instance, parents should discuss the problem with the child's class teacher and/or Provision Manager. If they are not satisfied they may make an appointment to see the Head teacher. If the issue is still not resolved parents may put their complaint in writing to the Governing Body, who will make a decision. Parents may like to consult the Parent Partnership Service (contact details via Provision Manager/Head teacher/LA) to help and give guidance with regards to any disputes. If parents are unable to accept the decision of the Governing Body, a complaint can be registered with the LA.

Equal Opportunities for pupils with S.E.N. and /or Disability

At Cherry Orchard Primary School, we are committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Inclusion of pupils with physical disabilities.

Entitlement:

- All children have an equal entitlement to the learning opportunities in school.
- As far as possible, no distinction will be made between physically disabled and able-bodied pupils (modifications to the building may be necessary to accommodate children with physical disabilities).
- Some children may have additional medical needs, which will be dealt with sympathetically, discreetly and efficiently (Bathroom management consent form/Care Plan).
- Staff show a commitment to the needs of pupils with physical disabilities and promote high expectations and success.
- Staff show a commitment to the need of appropriate language and behaviour with all children.

Physical Environment and Resources.

- Cherry Orchard is a one storey building with disabled access.
- Improvements may continue to be made to the building and the environment e.g. ramps, hand rails, changing room etc. (May depend on level of funding allowed by LA for adaptations to the building).
- Accessible toilets for children and adults including a disabled toilet in the Phase 3 area.
- Appropriate resources will be provided when required for all areas of the curriculum (in consultation with the Physical Disability Support Team, The Regency).
- An Accessibility Plan will be drawn up alongside the School Development Plan and kept under continual review.

Inclusion of pupils with S.E.N.D

Inclusive practice at Cherry Orchard Primary School is linked to the National Curriculum statutory inclusion statement:

1. setting suitable learning challenges
2. responding to pupil's diverse learning needs
3. overcoming potential barriers to learning and assessment

At Cherry Orchard Primary School, this may be witnessed through the following beliefs and strategies adopted to achieve this.

- All children will be given equal opportunities within all aspects of school life.
- Staff will provide positive images for all children to relate to in order to avoid stereotyping.
- All staff will be made aware of medical issues concerning a child (see lists in staff room, school office, class S.E.N.D files for information relating to individuals) and treat these sympathetically and confidentially.
- Staff will consider the seating arrangements and access to resources and physical aids in their classroom in order to suit a child's needs and capabilities.
- The school will be flexible and consider the most effective break time and lunchtime arrangements for pupils with physical disabilities. Attention will be paid to when and how children move around the school, in particular during FIRE and EVACUATION procedures.
- Physical Education activities may also need to be differentiated to support children with physical disabilities. Access to the swimming curriculum and the travel arrangements also need consideration. Where possible, staffing, resources and coaches with disabled access will be provided to support such pupils.
- Pupils with S.E.N.D will have equal access to Information Technology and strategies may need to be modified to incorporate individual's needs.
- Consideration will be made for pupils with physical disabilities during educational off-site visits, including travel arrangements and the facilities at the venue. Any relevant information or necessary arrangements will be detailed on the standard risk assessment form.
- Health and safety issues will be a priority, including the maintenance of equipment and materials, care-taking and cleaning, access to and suitability of premises.

Evaluation

The Provision Manager, alongside the staff and governors of the school will evaluate this policy and it will be updated as appropriate. The Provision Manager, in conjunction with the class teacher, will monitor the implementation and success of IPPs/Pupil Profiles within the classroom and also liaise regularly with all teaching staff both individually and as a group in order to ensure that all staff are informed of new initiatives and procedures regarding S.E.N.

Policy reviewed by: Katherine Maddock (Provision Manager), February 2016

Date of next review: February 2017

Glossary:

A&I – Access and Inclusion Service

BST – Behavioural Support Team

CCD Team – Complex Communication Difficulties Team

CoP – Code of Practice

DfEE – Department for Education and Employment

DfES – Department for Education and Skills

EAL – English as an Additional Language

EP – Educational Psychology

IPP – Individual Provision Plan

ISSS – Integrated Specialist Support Service

ISL – Integrated Service for Looked After and Adopted Children

LA – Local Authority

LBS – Learning & Behavioural Support

PSP – Pastoral Support Plan

SaLT – Speech and Language Therapy

S.E.N. – Special Educational Needs

S.E.N.D – Special Educational Needs and Disability

Provision Manager – Special Educational Needs Coordinator

