

# **SEND Policy 2019/20**



## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

**The following relevant policies have also been taken into account and should be read alongside this document:**

- Equality Act 2010: Advice for Schools DFE Feb 2013
- Schools SEN Report Regulations August 2014
- Accessibility Plan



1. This policy was created by the school's SENDCO/Inclusion Manager with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND. It was a co-produced policy in the spirit of current reform (2014).

The SENDCO/Inclusion Manager at Gwladys Street Primary and Nursery School is **Mrs G Potts**

The SEND Governor at Gwladys Street Primary and Nursery School is **Mr John Atkinson**.

He can be contacted directly at the school on 0151 525 0843.

2. The policy is an update on the previous year's policy.

3. **Aims and objectives of Gwladys Street Primary and Nursery School in relation to SEN provision**

- To create an **ethos and educational environment that is person centred** and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on **high aspirations and on improving outcomes for children and young people with SEN** which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the **Code of Practice** (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. **Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.**
- To fully adopt the **graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early**, assessed and catered for within the school with high expectations for the best possible progress;
- To work within a 'person centred approach' fostering and promoting **effective collaboration with children/young people, parents/carers and outside agencies**
- **To encourage and engage the participation** of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- **To clearly identify the roles and responsibilities** of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- **To be proactive in enabling full access for pupils with SEND** to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.



#### **4. How Pupils with SEND are identified within Gwladys Street Primary and Nursery School**

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published **Local Offer** which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality. (please see link on website).

We recognise the definition of SEND as stated in the Code of Practice 2014:

**“A pupil has SEN 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”.**

The school reflects what the Code of Practice states in that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching.

This is known as **‘SEND Support’**.

We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

The four broad areas identified within the SEN Code of Practice 2014 are:

1. **‘Communication and Interaction’**,
2. **‘Cognition and Learning’**,
3. **‘Social, Emotional and Mental Health Difficulties’** and
4. **‘Sensory and/or Physical needs’**

The children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.

#### **4. Identification**

- The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENDCO/Inclusion Manager and information is shared appropriately and frequently
- Although the SENDCO has overall responsibility for the identification of pupils with SEND in the school it is recognised that other members of teaching and pastoral staff have a



key role to play in this process. This is part of the collective responsibility and collaborative approach of the school

- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking data, OTRACK online data and FFT
- At Gwladys Street School we also use a number of indicators to identify pupils' special educational needs. Such as:
  - Close analysis of data including: EYFSP, termly and yearly assessments, reading ages and annual pupil assessments
  - Any teacher or support staff concerns
  - Following up parental concerns
  - Tracking individual pupil progress over time
  - Liaison with feeder schools on transfer
  - Information from previous schools.
  - Information from other services
  - Very close liaison at the outset with EYFS staff and the SENCO and parents

**What is not classed as SEN but may impact on progress and attainment may include:**

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC
- LAC within a family setting
- Young Carer
- Being a child/young person of servicemen/women
- EAL

## **5. Gwladys Street Primary and Nursery School teaches pupils with special educational needs and disabilities**

Differentiated quality first teaching is a priority for all pupils in the school including those with SEN. Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place.

The SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This cycle is known as the graduated approach (**Assess, Plan, Do and Review**). It forms the basis of our SEND report to all Stakeholders and is available on the website.

## **6. How Gwladys Street Primary and Nursery school adapts the curriculum and the learning environment for pupils with special educational needs**



The Head Teacher, Governing Body, SENDCO and all staff members contribute to the discussion and problem solving of aspects of school life, environment and curriculum that may disadvantage SEND pupils.

To that end, a continual framework of challenge and change is encouraged to find the best way forward for those pupils.

In terms of disability, the school will fund extra requirements for children with mobility issues or adapt the curriculum and environment to avoid the environment stopping such children from accessing lessons. e.g. the school has adapted parts of the building to ensure any child with a disability is able to access the buildings safely.

**The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan, which is also available on the school's website.**

### **Our school is proactive in removing barriers to learning.**

The school increases and promotes access for disabled pupils to the school curriculum.

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment;
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- Access to LA support services for one-off or occasional advice on strategies or equipment.

### **All pupils follow the full National Curriculum.**

All SEND pupils including those with EHC plans spend the majority of their time in mainstream classes following the same curriculum as their peers, differentiated where necessary.

Some pupils, are withdrawn for short periods for individual programs based on their One Page Profile targets. One Page Profiles have replaced the previous SEND Plans and are more informative for all stakeholders. Care is taken not to disadvantage pupils by this withdrawal e.g. missing the same part of the enhanced curriculum each week.

The school is continually improving access to the physical environment of the school through the use of ramps for any children in wheelchairs or with mobility problems. Communication is improving where information and work is disseminated to the children



and parents in an accessible and timely manner. This takes into account the child's needs and the parents' ability to attend and support activities.

## **7. How Gwladys Street Primary and Nursery school assesses and reviews the progress of pupils with special educational needs.**

**ASSESS:-**In Assessing a child/young person the school takes a holistic approach and carry out an analysis of the pupil's needs, which draws on the teacher's assessments and experiences of the pupil and their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are continually reviewed throughout each term in our school.

**PLAN:** - We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The

teacher and SENDCO agree, in consultation with the parent and pupil, in regards to the adjustments, interventions and support to be put in place. They will also examine the expected impact on progress (outcomes), development or behaviour along with a clear date for the next review.

**DO:** - The School's SENDCO/Inclusion Manager supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child at all times, especially examining the impact of interventions. Interventions may include group or 1:1 teaching by experienced teaching assistants. Although the teacher is not doing the input they are responsible and they work closely with the teaching assistants to plan and assess the impact of the support given .

**REVIEW:** - Reviews are arranged at school and are part of the SENCO/Inclusion Manager's role.

The focus of a review is to evaluate the impact and quality of the support and take into account the views of the parents and pupils. This also feeds back into the analysis of the pupil's needs. Following the analysis, the SENDCo, teacher, and teaching assistant discuss any concerns and devise the next steps. This is then shared with parents and pupils to ensure everyone agrees.



If a child has an Education Health Care Plan, reviews are carried out annually to analyse the impact of provision and discuss further steps to meet the child's needs. Reviews are carried out on the agreed date. These reviews involve an education officer from the local authority and the dates for the following review are set.

If a child is transitioning to another setting, all relevant information will be passed on and also shared with parents and pupils. Sometimes additional professionals are involved in reviews to ensure all needs are communicated effectively. There are occasions when the SENDCO/Inclusion Manager attends meetings off-site to support the transition process.

## **8. How Gwladys Street Primary School manages the needs of pupils who qualify for SEN support**

In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published can be seen on the School's website and the Liverpool Family Services directory.

Where a pupil continues to make less than expected progress, despite interventions and additional support focused on their needs, it may be necessary to collaborate with professionals from Outside Agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).

Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible.

The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in Gwladys Street Primary and Nursery School include for example, Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services and links with the ADHD Foundation.

Some children may have multi-agency involvement and the school will consider the criteria for their levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance, and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child or young person, and they have not made expected progress, the SENDCO or parents should discuss the possibility requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.





**9. How Gwladys Street Primary and Nursery School works with parents and carers in planning for provision and reviewing progress, and how you support them in accessing information.** Please see Gwladys Street Primary and Nursery Schools' SEND report.

Parents/carers are informed and consulted about all action taken regarding their child's education via:

1. Additional SEN parent/carer consultation meetings.
2. Parents/Carers consultation evenings
3. Appointments are available to meet with the SENDCo after school for individual parents/carers
4. SEN information meetings.
5. One Page Profiles to be written and signed with parents/carers and pupils. (age appropriate)

Parents/carers are kept up to date on all initiatives via the weekly news bulletin, teacher/parent/carer meetings, school prospectus, and initial admittance meeting with the head teacher.

At Gwladys Street Primary and Nursery School we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEND support outside school as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide.

In creating the School's Local offer parental consultation was crucial and parents views on this were sought, acted upon and valued.

This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as PTA, questionnaires and coffee mornings or afternoons etc.

Where a pupil is receiving SEND Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.





At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

#### **10. How Gwladys Street Primary and Nursery School enables pupils with SEND to participate in all activities together with pupils who do not have SEND.**

At Gwladys Street Primary and Nursery School we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant advantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.

Children/young people are encouraged to participate fully in the life of the school. This includes extra-curricular clubs and activities where the SENCO/Inclusion Manager monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.

#### **11. What support Gwladys Street Primary and Nursery School offers for improving the emotional, mental and social development of pupils with special educational needs.**

Gwladys Street Primary and Nursery School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways.

These may include:

- becoming withdrawn or isolated

- 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 conditions such as:

Attention Deficit Disorder (ADD)  
Attention Deficit Hyperactive Disorder (ADHD)  
Attachment Disorder (AD)  
Autistic Spectrum Conditions(ASC)  
Pathological Demand Avoidance

It is also recognised by the school that children may display certain behaviours as a result of self esteem or other issues such as neglect.

We are fortunate to have the added bonus of access to 'Calm Central' This is a setting where children are focused on developing their social and emotional awareness, self esteem, confidence and mental health issues. The staff liaise with the teachers to ensure progress is continually shared and the next steps are identified.

At Gwladys Street Primary and Nursery School we have clear processes to support children and young people and this is linked to the Behaviour Policy and Supporting Children and Young People with Medical Conditions policy. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- PSHE Curriculum
- SENDCo support
- Learning Mentor Interventions
- Mindfulness
- Individual targets, programmes and plans
- Targeted interventions – Provision Maps are created to identify children accessing specific interventions.

## **12. How senior leaders and governors at Gwladys Street Primary and Nursery School monitor and evaluate the impact of the school's SEN provision.**



Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The SEN Governor at Gwladys Street primary and Nursery School is Mr J Atkinson. He can be contacted via the Head teacher or Chair of Governors. The SEN Governor promotes the development of SEN provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- being familiar with key legislation and policy
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEN present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEN is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitor the effectiveness of the SEND Policy.

The Governing Body reports annually on the success of the policy under the statements listed in 'The aims and values of this policy'. The SEN Governor also liaises with the SENCO/Inclusion Manager in relation to the Local Offer and the SEN Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENCO and Link SEN Governors
- Parents/carers questionnaires and views
- Pupil views
- Outcomes for all SEND children

**Evidence base:**

- Consideration of each pupil's success in meeting outcomes:
- Use of standardised tests including reading, spelling, Grammar, Punctuation and Spelling and
- Mathematics ages.
- An analysis of external tests i.e. Statutory Assessment Tests.
- The school's tracking systems (OTrack) and teacher assessments

- Evidence generated from One Page Profiles and Annual Review meetings.
- Raise online
- Reports provided by outside agencies including Ofsted.

### **13. What training on SEN will be available for teachers, support staff and the SENCO.**

Gwladys Street is part of Liverpool North 3 Consortia and the Link Network which is supported by Everton Teaching School.

Currently the Consortia model is going through a 'Traded Services and Procurement Consultation' which the SENDCo is a member of within the Link network. The emphasis is to provide the best possible outreach support with the fairest possible access for all. Gwladys Street has committed to the needs of its intake by purchasing the 'Gold Package' from the Educational Psychology Service. As part of this there is also training opportunities to be arranged depending on the staff requirements. We also have access to resources from the ADHD Foundation -one to one therapy is presently being applied for some of our vulnerable children.

The SENDCo currently working in the school is also providing training as and when it is required based on Inclusion and SEND. Initially One Page Profiles were promoted with the addition of target books. These are continually sampled by the SENDCo to ensure quality outcomes are continually provided based on enhancing the needs of the children. This also gives Parents/ carers an opportunity to come in to school each term, meeting with the teacher, to discuss the needs of their child. We have recently had a SEND afternoon (Nov) and the feedback received was very positive. This has therefore been an indicator to develop further SEND afternoons for Parents/ Carers. The children also participate in developing their outcomes and the Key Stage two children are encouraged have the autonomy to meet their outcomes independently when they have free time. The teachers and children will evidence their progress through the use of the Red target books. These will include their outcomes and any work they have achieved to meet the outcomes set.

The SENDCO is presently promoting a Dyslexia intervention program called IDS, to develop reading and spelling across Key Stage 2 and also in Year 2. This is a very individualised program that uses a baseline, and from that, it personalises the learning of each child. It also shows the progress the children are making as they go through the steps.

Any training is 'needs' led and linked to the school development plan. All records and evaluations of training are kept and scrutinized as part of the effectiveness of provision and careful financial planning



Liverpool school Improvement service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN Information report.

#### **14. How SEND is funded at Gwladys Street Primary and Nursery School**

The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCO/Inclusion Manager along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The school budget allocation for SEND in the year 2019 to 2020 is detailed in the SEND information report. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school is allocating SEN funding in a variety of ways:

1. Learning Support Teachers and Teaching Assistants
2. Additional support from SEND Consultants including SENISS and Educational Psychology, CAMHS and Occupational Therapy
3. Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively.
4. Specialist books and equipment
5. Purchasing and maintenance of ICT and electronic equipment
6. Speech and Language Therapy on site two days a week



7. Tracking systems including PIVATS 5 to ensure all children make good or better progress.
8. Additional coaching to promote Inclusion for All
9. Additional adults for out of school visits
10. Parent workshops from Educational Psychologist and outside agencies including Autism in Motion and the ASD Training Team
11. Sign posting and drop in workshops

#### **15. How your school supports pupils with medical conditions**

Please refer to Gwladys Street Primary School's 'Supporting Children and Young People with Medical conditions in School' policy.

#### **16. How Gwladys Street Primary and Nursery School approaches its statutory duties in terms of increasing its accessibility over time. Also, see the 'Accessibility Plan and Disability Equality Scheme'.**

All pupils at Gwladys Street Primary and Nursery School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs.

Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The school's Teaching and Learning Policy promotes best practice towards students with SEND.

Provision Mapping features significantly in the SEND provision provided by the school. Intervention Plans contain outcomes to ensure that all pupils experience success.



Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

#### **17. How Gwladys Street Primary and Nursery School handles complaints from parents/carers of pupils with SEN about SEN provision.**

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEN Governor. All complaints follow the school's complaints procedure.

#### **Managing parental complaints related to SEND:-**

Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership). Key issues are identified including where there is agreement.

- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered and discussed.
- Outcomes are reviewed examining what progress the pupil has made.
- Where possible Behaviour Logs are referred to, strategies used may be included and shared with parent/carer.

#### **18. Who is responsible for what at Gwladys Street Primary School.**

As a school, we acknowledge that the SENDCO shares responsibility with the rest of the staff within the school and the governing body.

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



**The Core role of the SENDCO is to:**

- ensure all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- advise and support colleagues
- ensure parents are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting

**The SENDCO has day-to-day responsibility for:**

- the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually.
- Overseeing and updating the school's SEND information report in line with statutory guidelines.
- Co-coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements ensuring that the school keeps the records of all pupils with SEN up to date.
- Monitor and support a graduated approach of Assess, Plan, Do and Review.
- To ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision. of support staff in our schools including Teaching Assistants, Learning Mentors, Behaviour Support Staff and others.
- Review the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENDCOs should review targeted support on a regular basis.
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions. advising on the deployment of the school's delegated budget and other resources to meet



pupils' needs effectively liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- To keep up to date analysis of registers of SEND children's participation in activities and the outcomes.

Completed November 2019 to be Renewed November 2020



