

Special Educational Needs and Disability Policy



Gwladys Street CP and N School

NOT YET RATIFIED

DATE FINALISED – September 2022

DATE TO BE REVIEWED – September 2023

Section 1: Front Page

Name of SENCO – Mr Ben Jones

National Award for SEN Coordination (NASCO) Status – SENCo, Mr B Jones, is currently enrolled to the NASENCO award course commencing September 2022. Inclusion Manager, Mrs L Jackson, holds the National Award for SEN.

Contact Details of SENCO – 0151 525 0843 admin@gwladysstreet.com

The SENCO will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The role of the SENCO at Gwladys Street CP and N School is a member of our Senior Leadership Team. The policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher Miss Nicola Booth **or** member of SLT (Mrs Laura Jackson) advocates and works closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND – Ms Jill Davies

Section 2

At Gwladys Street CP and N School we aim to: Create an Inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood.

Objectives

At Gwladys Street CP and N School we will fulfil our aim through the following objectives:

1. To identify and provide for children and young people who have special educational needs, disability and additional needs
2. To work within the guidance provided by the SEND Code of Practice (January 2015)
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
5. To provide support and advice for all staff working with special educational needs pupils

Section 3: Identifying Special Educational Needs and Disabilities

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

At Gwladys Street CP and N School we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCO becomes involved we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach** (See Section 4). At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

The following areas identified are not considered SEN when alone, yet may impact on progress and attainment;

- 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)
- Attendance and Punctuality

- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Section 4: The Graduated Approach

The Graduated Approach provides a continuous cycle of assessment as children's strengths and needs develop and change. This cycle forms a key part of good teaching practice ('high quality teaching') for all children, but needs to be applied with a tighter focus for those children who require, or potentially may require, SEN support in schools.

Prior to any child being placed at SEN Support, the class teacher will provide high quality first teaching for all pupils using the graduated approach, clearly identifying the specific needs and planning the necessary support to ensure needs are met. The DfE Code of Practice (2015) states "High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014."

Some essential characteristics of High Quality First Teaching are:

- Clearly designed, differentiated lesson plans
- Plenty of opportunities to involve and engage with pupils
- Appropriate use of modelling, explaining and questioning for pupils to engage with higher levels of critical thinking skills.
- Providing pupils with the chance to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regularly using encouragement and (authentic) praise to engage and motivate pupils.
- Use of accurate formative and summative assessment.

Additional intervention and support cannot compensate for a lack of high quality teaching. Gwladys Street CP and N school use the LA/SIL Graduated Approach Windscreen to help to drive the Graduated Approach process and identify those pupils that require support additional to or different from their peers receiving 'universal' high quality first teaching.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and personalised high quality first teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants, 1:1 or specialist staff.

Gwladys Street CP and N School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement by carrying out monitoring, observations, book scrutiny, Pupil Progress Meetings and Performance Management. In addition, this includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. All staff have access to training and support of specialist members staff, e.g. SENDCo, Inclusion Manager and SLT.

If the class teacher believes that a pupil is not making the adequate progress, despite high quality first teaching, a SEND Referral Form would be completed. Once the form has been received by the SENDCo, a meeting will take place between the SENDCo and Class Teacher, considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This also includes high quality and accurate formative assessment, using effective tools and early assessment materials. During the meeting, outcomes are agreed and provision identified. This is monitored for one term before meeting again, with the parents, to discuss the progress made and whether the child would benefit from being at SEN Support.

For higher levels of need, Gwladys Street CP and School are part of the Consortia Model in Primary (CN3). At Consortia, the SENCO has the opportunity to speak with external professionals, as well as discussing the needs of the children. Consortia provides a wealth of experience and knowledge. At Gwladys Street CP and N School, we access the following services in-house: SENISS, Educational Psychologist, ADHD Foundation, OSMEE (for more information visit the Local Offer). In addition, to draw on more specialised assessments from external agencies and professionals, school can refer to the following services if necessary: Developmental Paediatrics, school nurse ('health'), ASD and ADHD Pathways, Speech And Language Therapy, Occupational Therapy, Bowel and Bladder Team.

The role of the SENCO requires that they hold QTS. The Headteacher and Governors developed the role of the SENCO in accordance to the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families.

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- 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 head teacher 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

Section 5: Managing Pupils Needs On The Send Register Through The Graduated Approach And Exit Criteria

To manage the needs of our pupils as SEN Support, the Graduated Approach is used, which is a rigorous cycle of 'ASSESS, PLAN, DO, REVIEW'. Each stage of the cycle supports staff, parents/carers and the child to gain a better understanding of the needs, as well as provision required to achieve the best outcomes. The

The Graduated Approach cycle is conducted as follows:

ASSESS:-In Assessing a child, Gwladys Street CP and N School takes a holistic approach and carries 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. Using the individual development of the child and their baseline, it is compared to the whole school pupil progress, attainment, behaviour and national data. The pupil's own views are sought as are those of external or internal support services, if involved. The school liaises fully with outside agencies who are conducting any assessments. Any concerns by parents are actively listened to and recorded. Assessments are continually reviewed throughout each term.

PLAN: - 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. We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. A 'One Page Profile' is created for the child, outlining what people admire about them, what the child would like others to know, what this means, what they can find difficult, additional support they have access to, how they feel they can be best supported, agreed long term outcomes, attendance and academic data, their short term outcomes (termly), the provision required to meet the outcomes and an evaluation of how the child has met any previous outcomes for the current academic year. The CT will complete a 'Provision Map' capturing all of the provision taking place for all pupils, including those at SEN Support. School host parent meetings to discuss the 'One Page Profile' in detail, where it can be amended if required. Once finalised, the child will discuss it with the teacher, sign and (if they wish to) add a comment to personalise it, and the parents would receive a copy to keep and one to sign and return if not already signed at the parent meeting. Once the outcomes for each pupil in the class at SEN Support have been agreed, the Class Teacher (with guidance from the SENDCO/Inclusion Manager) would carefully plan the provision to enable each child to achieve their outcomes. A 'Provision Map' is completed, outlining all of the provision taking place within the year group for that term.

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 provision outlined within the Provision Map is delivered as well as the work and resources required to facilitate progress towards the personalized outcomes of those children at SEN Support. 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 in all cases, they are responsible and they work closely with the teaching assistants to plan and assess the impact of the support given. In addition, any strategies or provision advised within reports created by external professionals or outlined within an Education, Health and Care Plan would be fully implemented.

REVIEW: - Reviews are arranged at school and are part of the SENDCO/Inclusion Manager's role. Firstly, the class teacher will meet with the staff delivering interventions to discuss each child and the progress they have made, as well as areas in which they still need focus. Any barriers are discussed, as well as reviewing the progress made. All new assessments carried out are considered e.g. reading ages, RWI assessments, online learning products (purchased by school) e.g. Nessy, etc and specialist reports. 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, specialist teachers and teaching assistant discuss any concerns and devise the next steps. This is then shared with parents and pupils to ensure everyone agrees. Amendments can be made and agreed by all parties at this point. In addition, any CPD required to promote high-quality teaching would be highlighted and discussed with the Head Teacher and Business Manager. Furthermore, the progress made for each child accessing provision outlined within the "Provision Map" is reviewed and the provision itself 'RAG rated' to better support the staff with planning future provision within the next cycle. The review takes place three times a year as part of the Graduated Approach cycle.

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.

Some children and young people identified as having SEN may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to provision map). Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

If during the review stage of the Graduated Approach cycle the class teacher feels that a child no longer requires to be at SEN Support and has made sufficient progress to 'close the gap' in their learning, the teacher would discuss this with the SENDCo and using all assessments, outcome of provision, observations, pupil books and professional reports a consideration to remain or exit the SEND Register would be made. Following this, the parents/carers of the child would be invited into school to meet with the class teacher and SENDCo and the reasons for exiting the SEND Register along with all discussions and evidence will be discussed. The child would have an informal discussion with the class teacher, discussing and celebrating their progress and that a 'One-Page Profile' won't be needed anymore. With agreement of all parties, the

child would be removed from the SEND Register and would be carefully monitored for the remainder of the academic year to ensure that the progress continues.

Section 6: Supporting Pupils and Families Throughout the Graduated Approach to SEND

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website (<https://gwladysstreet.org/send/>) and available as a printed copy at our Main Reception and is updated regularly. We guide parents towards the LA Local Offer <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10> for information about wider services which can be found across Liverpool and the wider Merseyside Area. In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy - <https://gwladysstreet.org/admissions/>
- Our links with other agencies - Please see the schools Information Report at <https://gwladysstreet.org/send/>
- Our arrangements for examination and assessment access - A range of observations and short assessments would be made - especially prior to end of key stage assessments - to ensure that any barriers are removed, or additional time/scribe/transcribe/quiet areas are provided so that all pupils can access the assessments.
- Our transition arrangements – Prior to moving year groups, children take part in transition such as visiting the next year group, taking photographs of key areas and staff and having them available at home and in school, an introduction to playing on a new yard or eating lunch in a new area, a series of visits to a new setting with (or without) school staff present and visits from staff from a new setting to ours to meet the pupils.
- Person-Centred Approaches – Children and parents/carers are fully integrated into each stage of the Graduated Approach (as outlined above), discussing pupils needs, agreeing children's outcomes and provision, capturing child and parent/carer voice within the one-page profile documents and SEND Parents Afternoons, as well as provide courses for parents/carers to access to empower them to better support the children.
- The Governing Body – the SEND Governor reviews the schools SEND processes, policies and procedures regularly.

Section 7: Supporting Our Children/Young People with Medical Needs

At [Gwladys Street CP&N School](#) we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website. (<https://gwladysstreet.org/policies-and-key-documents/>)

Section 8: Monitoring and Evaluation of SEND

At Gwladys Street CP&N School we regularly and carefully monitor and evaluate the quality of provision we offer all pupils. During, and particularly at the end of each cycle of the Graduated Approach, the provision outlined within the Provision Map is reviewed and RAG rated depending on the successes and outcomes of

the pupils accessing the provision. This is discussed and reviewed by the Class Teacher, SENDCo and any other staff delivering the provision, using pedagogical understanding, up-to-date and accurate assessments and the parent/carer and pupil voice.

Annually, school will capture anonymous parent/carers views in terms of the SEND provision received by their child(ren) and how they feel they are included in the process. Pupils' views are gathered during the Graduated Approach cycle, but also randomly selected children from the SEN Register are spoken to informally about their experiences and thoughts on their learning and the support they receive. In addition, staff views are also gathered to ensure that they feel supported any CPD or suggestions can be actioned.

The SEND Governor reviews the schools SEND processes, policies and procedures regularly.

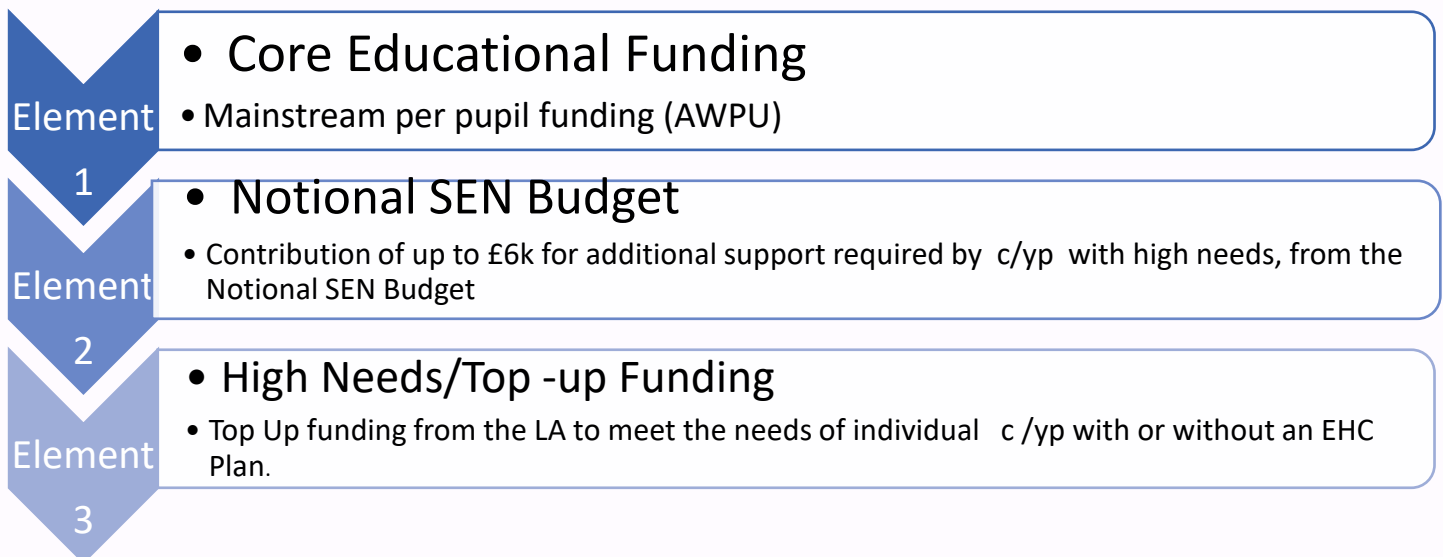
At Gwladys Street CP&N School the evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. We use Department Action Plans to clearly show our aspirations for SEND by the academic year and the steps we will take to achieve this, this will also reflect the outcome of the self-evaluation forms and reflects the overall needs of the whole school outlined in the School Development Plan.

Section 9: Resources and Training

Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENCO.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school

and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development and CPD

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this. The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools.

Section 10: Roles and Responsibilities

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High Quality Teaching to support children and recognise how the SENCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at Gwladys Street CP & N School these include;

- The SEN Governor is Mrs Jill Davies, she meets with the SENCO and monitors the progress of pupils/students with SEN.
- The school employs 16 of support staff. They carry out a range of roles across the school (specify) and are line managed by Class Teachers or SLT. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Mrs Laura Jackson.
- The member of staff responsible for Looked After Children is Mrs Laura Jackson.
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are Mrs Laura Jackson.

Section 11: Storing and Managing Information

Gwladys Street CP & N School log any communications and actions electronically using the CPOMS system and labelled with 'SEND' – this is our predominant method of storing data. Teacher's SEND folders containing key SEND information such as One-Page Profiles are kept in a metal, locking filing cabinets within each year group. Children's SEND files are kept in the KS2 SEND office in a metal locking filing cabinet. Gwladys Street CP & N follow The General Data Protection Regulation (GDPR) (Regulation (EU) 2016/679) which is a regulation by which the European Parliament, the Council of the European Union and the European Commission intend to strengthen and unify data protection for all individuals within the European Union (EU). Please visit our website for more information on this.

Section 12: Reviewing the Policy

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working,

Section 13: Accessibility

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

Parents/carers can contact key staff by making an appointment with the school office.

Section 14: Other Policies Relating To SEND

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Supporting Medical Conditions Policy
- Remote & Blended Learning Accessibility Plan

Section 15: Emergency Planning (e.g. Covid-19 Response)

Due to Covid-19, Gwladys Street CP & N School has refined its practices for home-learning in the case of any emergency or lockdown. The following points apply to the pupils, including those with SEN:

- School will ensure that all pupils have access to technology required to access the curriculum. If the technology is not currently available to the parents, school will ensure that a device is loaned out to them for the duration of any lockdown.
- Pupils who require adaptations will be provided with ways to access the curriculum: e.g. enlarged fonts, background colours, overlays, braille, etc. If this is not possible electronically, then a paper copy of the work to be completed will be provided.
- Social stories will be available for children who require support in this area.
- Visuals will be used to reinforce social distancing, to continually remind children of what is expected.
- Visuals about coughing and sneezing and how to care for themselves and others safely.
- Any risk assessments (including those for pupils) will be continually adapted, if required in guidance with Government guidelines.
- School uses the Zones of Regulation to support Social, Emotional and Mental Health needs, with each classroom beginning each session with mindfulness breathing and self-regulation strategies outlined in

their personalised 'menu's'. This is a focus of those pupils at SEN Support and their menu's and resources to help them recognise their feelings and emotions may be individualised and personalised to meet their needs. In the case of home learning, these resources will also be provided for home if they are not already.

- Where specialist services are required, this may be completed using different media e.g. Zoom, or video conferencing instead of 1:1 meeting's following Safer Working Practices documents. Many outside agencies e.g. CAMHS, Educational Psychology, ADHD Foundation, OSSME and Speech and Language therapists are presently using this form of communication to ensure children are continuing to access their provision.
- These outside agencies will be contacting school or be contacted by to ensure we are up to date with the changes in their provision and these may be altered as we return to school.
- Children requiring additional 1:1 support, and who are still in school possibly accessing a 'bubble' the 1:1 will wear full PPE if unable to work within social distancing guidelines. This is to protect the staff and the child as it is difficult to follow social distancing rules in these situations.
- Parental involvement will continue to be priority but this may now be completed over the phone rather than 1:1 meetings. In some circumstances a video conference may be beneficial and if required will be organised appropriately.
- Children with an EHCP will continue to access the 1:1 support they require, to meet their needs, but again the staff will wear full PPE if required.
- Children will continue to access interventions but this will be completed in their bubbles following the social distancing rules. Staff may require PPE.
- School will provide a variety of social stories and some signposting to outside agencies that can be contacted if necessary. Social stories will be put on the website for parents to access to enable them to go over the transition back to school. Hopefully these will help to continue to support the child's understanding of the changes that have occurred.
- There will also be a range of information sheets available through a link to ADDvanced solutions, that may support the needs of the child. This will be on our website under SEND, along with lots of additional information and websites.
- Access to Calm Central and Calm Central Stations around school may also be available for children who are really finding their social, emotional well-being very challenging at this time. This would require a conversation with parents and teachers to ascertain their needs and what provision would be beneficial.
- Access to Calm Central would also be on a 1:1 basis to support the child's needs, due to any social distancing rules.
- Targeted activities i.e. Mindfulness activities will also be available in the classrooms. E.g. colouring, exercises, activities etc.
- The main Calm Central Station room in Key Stage 2, will also be a sensory room where some children can access sensory activities, as and when required.
- Additional input from outside agencies may also be available but these may be through video conferencing until further input and recommendations from the Government identifying ways in which to communicate with parents and children.

- Staff will access additional training through use of video conferencing and webinars from the relevant agencies. These will raise awareness of the best practice strategies for transitioning children back into mainstream school, ensuring they have the best possible provision, ensuring their safety.
- Upon transitioning back into school, additional input may be required to support children with SEND due to the time they have missed from school.

Section 16: Dealing with Complaints

Many concerns and minor complaints can be resolved quickly and informally. If you have a concern or complaint it is important you should try to resolve this immediately through the class teacher or another member of staff, depending upon the nature of the complaint. Every effort will be made by the school to have a full discussion before moving into the stages of this procedure.

If you are unable to resolve the concern through discussions with the class teacher, SENDCo, Inclusion Manager, Assistant Head teacher, Deputy Headteacher or Head teacher you can follow the complaints procedure as outlined in our Complaints Policy which can be found on the school website at <https://gwladysstreet.org/policies-and-key-documents/>.

Compliance

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

Authored by – Mrs L Jackson

Contributions by – Miss N Booth