

Davyhulme Primary School

Special Educational Needs
Policy



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SECTION A: SCHOOL ARRANGEMENTS

A1 General Aims and Principles

At Davyhulme Primary School we value the abilities and achievements of all our pupils and we are committed to providing the best possible environment for learning for each pupil. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a broad and balanced curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

We encourage, in all members of our school, a code of positive behaviour which promotes consideration for a tolerance of the needs of others (see Behaviour and Discipline Policy). We believe that every child should feel able to make a valued contribution to school life in order that self-esteem can develop. We aim to build each child's self-esteem using a positive approach, ie. a praise and reward system, while ensuring the setting of realistic, achievable goals which are closely monitored and reviewed.

THE SEN AIMS OF THE SCHOOL

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school life.
- To ensure that SEN pupils take as full a part as possible in all school activities.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

A2 Working Definitions

The definition of **special educational needs** is set out in the SEND Code of Practice (2015) stating.

'A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made for him or her.' (Pg 18, xiii)

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA.
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so special educational provision was not made for the child.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind.

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.

All staff at Davyhulme Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

The definitions of disability are from the Children's Act 1989 and the Equality Act 2010

A person has a disability for the purposes of this Act if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The range of special educational needs is very wide, from relatively mild degrees of learning difficulty to profound and multiple disabilities. Sometimes, children's learning difficulties are caused or compounded by hearing or visual impairment, physical disability or a specific learning disability. The emotional and behavioural needs of a child may also affect the child's potential to learn. The school has developed a Behavioural and Discipline Policy which provides guidelines for strategies and procedures to be used with children displaying inappropriate behaviour.

A3 Roles and Responsibilities

(1) The Governing Body

Davyhulme Primary School Governing Body has a statutory duty towards pupils with Special Educational Needs and will follow the guidance as set out in section 6, 'Schools' within the Code of Practice 2015.

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils.
- Ensuring that a 'responsible person' is identified to inform about the Statement of all those involved with teaching and supporting those pupils with Statements and those with EHC plans.
- Ensuring that SEN pupils are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy.
- Reporting annually to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget.

(2) The Headteacher

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision.
- Keeping the Governing Body well informed about SEN within the school.
- Working closely with the SENCO.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

(3) The SENCO

It is the SENCO's responsibility to ensure that the school's policy is put into practice, the agreed systematic process for the identification, assessment and provision for SEN is employed correctly

and to monitor and evaluate the school's provision, working alongside the headteacher and Governing Body.

The SENCO will:

- oversee the day-to-day operation of the policy
- ensure the school's SEN Policy regularly is monitored and reviewed
- manage the teaching assistants appropriately
- co-ordinate the provision for children with SEN, including liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies
- act as intermediary in the communication of information between parties involved with the child- Headteacher, parents, class teacher, teaching assistants and support services
- ensure evidence and information for outside agencies or Statutory Assessment is collated
- ensure Referral Forms, IEPs and 'My Progress targets' are complete and that the school's SEN records are maintained
- support, liaise with and give advice to class teachers, teaching assistants and one-to-one support staff
- liaise with parents and Governors
- monitor that the terms and objectives of Statements of Special Educational Needs / Education Health care plans are being met
- provide advice and guidance for parents where required
- purchase, or liaise with subject co-ordinators in purchasing, adequate resources to cater for special educational needs within school
- contribute to the in-service training of staff to develop understanding and whole school approaches
- be involved in the induction of new staff to inform them of School's SEN processes
- offer a half-termly drop in clinic to all staff across the school regarding further advice surrounding any issues relating to SEN

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point interventions/ Progress Targets are needed
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and subsequent SEN provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

(4) The Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher and quality first teaching and their responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils.

- Collaborating with the SENCO and teaching assistant to decide the action required to assist the pupil to progress.
- Working with the SENCO and teaching assistant to collect all available information on the pupil.
- Working in collaboration with the SENCO and teaching assistant to develop IEPs and Progress Targets for SEN pupils.
- Working with SEN pupils on a daily basis to deliver their specific Progress Targets within differentiated planning.
- Developing constructive relationships with parents.
- Being involved in the development of the school's SEN policy.

(5) Teaching Assistants

Teaching Assistants have a crucial role to play in SEN provision within school. This will include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils.
- Delivering programmes of work, generally in English and Maths, to groups of children who require additional support, in the form of intervention groups.
- Teaching within the class setting or to withdrawal groups for certain activities.
- Being involved in the planning process wherever possible.
- Being aware of learning objectives, the needs of the individual children in the group and their targets as identified on their IEPs or Progress Targets.
- Providing feedback to the class teacher on the progress of individual children orally or by written report after lessons.
- Working with the SENCO and class teacher to collect all available information on the pupil
- Working in collaboration with the SENCO and class teacher to develop IEPs and Progress Targets for SEN pupils.
- Being involved in the development of the school's SEN policy.
- Recording and monitoring the impact and outcomes of intervention sessions in order to ensure progression. This should be shared with class teacher and the SENCO.

A4 Admission Arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (CoP 1:33)

Davyhulme Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

The school does not specialise in provision of any type of special educational need. The school has made special arrangements for access to the buildings by disabled persons, by adding ramps and a disabled toilet as well as widened doorways.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1 Allocation of Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. Davyhulme Primary School follows LEA guidance to ensure that all pupils' needs are appropriately met.

B2 Identification, Assessment and Review

(a) Categories of Special Educational Need

The Code of Practice 2015 does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction (speech and language difficulties or autistic spectrum disorders)
- Cognition and Learning (general or specific).
- Emotional, social and behavioural development.
- Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties).

The SEN Code of Practice 2015 makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEN provision.

(b) Early Identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance judged against National Curriculum level descriptions.
- Pupil progress in relation to age-related expectation / expected standards
- Standardised screening or assessment tools
- Screening /diagnostic tests
- Reports or observations from teachers and/or specialised professionals if required
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results

(c) SEN Provision

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities and attainments, and will be used to improve continuity in learning on entry to Key Stage 2, and on transference from another Primary school. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the SENCO/class teacher will use the records to:

- Provide starting points for an appropriate curriculum.

- Identify the need for support within the class.
- Access strategies to help / cater for those with learning difficulties.
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning.
- Involve parents in a joint home-school learning approach.

(d) The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher, teaching assistants and one-to-one support workers through a differentiated curriculum.
- Periods of withdrawal to work with a support teacher or teaching assistant where appropriate.
- In-class support with a teaching assistant.
- Support from specialists within class or as part of a withdrawal programme.
- Other provision as detailed within individual children's provision maps, to cater for their individual needs.

(e) English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

(f) Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress .
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.

If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCO. The SENCO and teacher will review the approaches adopted. Staff have been given frequent training from the school SENCO regarding Trafford's Graduated Approach document, which can be found through Trafford's Local Offer. Here, support additional to that of normal class provision is required, it will be provided through SENAS. This will include differentiation in class, TA support and small group support where possible. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment.

(g) Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. Information collected about a child's SEN will be kept in different places according to its nature but it is always confidential and will only be communicated to involved persons with the knowledge and agreement of the child's parents, the Headteacher or the SENCO.

Each teacher has copies of the Individual Education Plans for those with statements and Progress Target sheets for those other children on the SEN register. Each TA also has copies of the information relating to children in the year group they support too. The SENCO has copies of all information in individual files in a locked filing cabinet, situated in the Junior PPA room.

When a child with SEN leaves the school, the information in the Action File (and individual files) is forwarded to the next school. This may be supported by liaison discussions with the next school's designated SEN staff.

The individual files contain past and current copies of IEPs for individual children on with Statements of special educational need, EHC Plans or Progress Targets for those children within the SENAS bracket at Davyhulme Primary. The year group SEN folder should contain the original documents and examples of work/other evidence, such as copies of Trafford's Graduated Approach document, with annotations and copies of signed letters and Criteria forms. The files are updated on a termly basis and support the regular review and target setting procedure. Reviews and targets are discussed with parents and signed copies of the IEPs/Progress Targets are given to parents for them to keep.

Teaching pupils with SEN is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEN, the school will intervene through different stages and act accordingly.

(h) The Stages of the SEN Action File Teacher's Concerns (Monitoring)

Teachers will use their own professional judgement to make informed decisions about children they consider to be performing at a level significantly below that of their peers, including information about attainments gained from Assessment. Teachers should refer to Davyhulme Primary's 'Identification of SENAS checklist' to substantiate their concerns or provide evidence. Having carefully considered all their judgements, and discussed their concerns with the SENCO, they should note their concerns in the appropriate section in their file.

Generally at this stage, the child will continue to be monitored for 2 terms. If sufficient progress is made, the teacher can complete an Exit Criteria form for SENAS, and put the child onto the monitoring stage. The child must continue to make progress for a further two terms before they can be removed from the monitoring level.

SENAS (Special Educational Needs with Additional Support.)

SENAS, (previously categorised as School Action / School Action Plus), at Davyhulme Primary is characterised by interventions that are different from or additional to the normal differentiated

curriculum. SENAS intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing their English or Maths skills.
- Show persistent emotional/behavioural difficulties, which are not affected by behaviour management strategies.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum. E.g. having access to interventions or Speech and Language Therapy.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will be responsible for planning and delivering individualised programmes, working with the SENCO and teaching assistant as appropriate. Parents will be closely informed of the action and results.

Use of Support Staff within SENAS and the Nature of Intervention

The SENCO in collaboration with the class teacher and teaching assistant will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil based upon the allocation of additional funding from Trafford, determined through their assessment panel procedures.
- Provision of alternative learning materials/ special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LEA support services for advice on strategies, equipment, or staff training. E.g Speech and Language / Educational Psychologist.

Individual Education Plans will not be used for pupils at the SENAS stage. Instead, Progress Targets will be set for the children and frequently accessed and monitored. Individual termly targets will be set and recorded and placed within the individuals' books. Progress targets will be set when needed surrounding the particular area of need and these targets and each child's progress will be reviewed on a regular basis.

If a child is working within SENAS and appears to be making little or no progress then involvement with outside agencies may be considered. External support services will advise on future objectives to be placed on the child's 'My Progress Targets' and provide specialist inputs to the support process, where possible.

This intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work significantly below age-related expectations
- Continues to experience difficulty in developing English/Maths skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.

- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil to gain further information. Parental consent will be sought for any additional information required. The resulting 'My Progress Targets' will consequently incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. The 'Progress Targets' will be discussed with the parent and the child. Regular reviews will be held termly to discuss the current provision and progress made.

Request For Statutory Assessment

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within SENAS, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to entry and support within SENAS.
- The pupil's Progress Targets.
- Records and outcomes of regular reviews undertaken.
- Information on the pupil's health, relevant medical history and attendance.
- Attainment levels, with previous years' tracking
- English/Maths attainments.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents.
- Where possible, the views of the child.
- Social Services/Educational Welfare Service reports.
- Any other involvement by professionals.
- Evidence of following Trafford's Graduated Approach.
- Evidence of teachers following the assess-plan-do review cycle.

From 2014, a newly issued 'Statement of Special Educational Need' will now be named an 'Education, Healthcare Plan' (EHC Plan.) This will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan.

An EHC Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the plan
- Established through parental/pupil consultation
- Set out in an IEP (Individual Education Plan, catering for the specific needs outlined in the EHC Plan,) along with My Progress Targets
- Implemented in the classroom and throughout the rest of the school day
- Delivered by the class teacher with appropriate additional support where specified.

Reviews of Education Healthcare Plans

EHC Plans must be reviewed annually at a meeting called the Annual Review. The SENCO will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher(s) and support staff
- The Headteacher
- A representative of the LEA (if required / possible)
- Any other person the LEA considers appropriate
- Any other person the SENCO considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets and My Progress Targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic English/Maths and life skills
- Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year
- Discuss any issues surrounding the child's experiences at Davyhulme Primary School

Year 5 reviews will indicate the provision required in Secondary school, and the SENCO of the Secondary school will be invited to attend. Transfer arrangements to Key Stage 3 will be discussed at the end of Y5. This would enable the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

The SENCO will write a report of the Annual Review meeting and send it with any supporting documentation, to the LEA within two weeks of the review meeting. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a Statement or EHC Plan.

(i) Managing An Individual Education Plan (IEP)

Strategies for pupils' progress will be recorded in an IEP containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on between two and four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent.

(j) Reviewing IEPs

IEPs will be reviewed termly. The school will hold the reviews with the parents and their views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

B3 Curriculum Access and Inclusion

Davyhulme Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Davyhulme Primary School we have adopted a whole-school approach to our SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

B4 Evaluating success

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

- Monitoring of classroom practice by the Senior Management Team and subject co-ordinators
- Analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- Value-added data for pupils on the SEN Register
- Consideration of each pupil's success in meeting IEP targets / Progress Targets.
- Appropriate movement of children through the Graduated Approach (both up and down the stages of the Action File)
- Close working links with outside agencies and the Governing Body
- Monitoring of procedures and practice by the SEN Governor
- School self-evaluation
- The School Development Plan/SEN Development Plan
- The positive involvement of, and feedback from, children and parents.
- Analysis of intervention groups.
- Termly analysis of overall progress.

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

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

- Teachers
- Parents
- Pupils
- External professionals

B5 Complaints

School responds to complaints in line with our general complaints procedures. If the parents of a child with SEN have a complaint, they should initially arrange a meeting with the class teacher to discuss their concerns. If they are not satisfied with the results of this, they can arrange a meeting with the SENCO who may then involve the Headteacher in resolving the issue. Complaints can usually be solved by informal discussions with the SENCO, Headteacher and the class teacher. However, more complex problems which cannot be resolved in this way will be referred to the Parent Partnership Service within the LEA.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

C1 Staff development and appraisal

The SENCO should liaise regularly with class teachers and teaching assistants to support them in their provision for children with SEN and to provide for individual development needs. The SENCO should liaise and discuss with subject co-ordinators, the staff development needs relating to SEN within subject areas. NQTs and staff new to the school will be given training on the school's SEN policy as part of their induction.

The Senior Management Team and SENCO have a responsibility to identify areas for future staff development, building them into the school's INSET programme and ensuring the provision, whether external or in-house, is appropriate in meeting the needs of staff and providing for professional development. The SENCO will be given opportunities to attend appropriate courses and offer feedback to staff where necessary.

C2 Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational psychologists
- Medical professionals
- Speech and Language therapists
- Physiotherapists
- Hearing and visual impairment service
- Special Support Service
- CAHMs

In addition, important links are in place with the following organisations:

- The LEA
- Specialist Services
- Education Welfare Officer
- Social Services
- Friends of Davyhulme Primary School
- Parent Partnership Service

C3 Partnership with parents

Davyhulme Primary School firmly believes in developing a strong partnership with parents and that this will enable children with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. The school will make available, to all parents of pupils with SEN, details of the Parent Partnership Service available through the LEA.

At the first stage of the process it is important that parents are informed of the concerns which the school has about the child's difficulties. The nature of the child's needs should be discussed sensitively with the parents and they should be given the opportunity to provide any background information or information regarding external influences which may be affecting their child. Parents will be asked to contribute to the child's learning/behaviour targets at home, with the class teacher, and the SENCO where appropriate, providing suggestions or materials.

Parents will be informed of their child’s progress by receiving regular copies of evaluations of progress and copies of the new targets which have been set. Parents of children with Special Educational Needs will be invited into school for review meetings to discuss their child’s progress with the class teacher, SENCO and members of support services involved in their child’s education as appropriate.

C4 The voice of the child

The Code states “All children should be involved in making decisions right from the start” and “Practitioners should ensure that the child is involved in the development of the Individual Education Plan and in setting targets.” All children, including those with SEN, are consulted about the targets they are to work towards. The teacher and parents will discuss with the child how they are going to help them achieve their targets.

The children will be invited to attend the review meetings- or part of the review- as appropriate. The child should also be given regular opportunities to reflect on whether they are achieving their targets and be aware, through regular informal contact with the teacher, that there is ongoing interest and encouragement regarding their progress towards the achievement of their targets. The child should feel confident that they will be listened to and that their views are valued.

C5 Links with other schools and transfer arrangements

The SENCO and Year three staff liaise with the Year two staff of Davyhulme Infant School to discuss transfer arrangements as appropriate. Where children transfer from other Infant, Primary or Primary schools, records are received and the SENCO may make contact with the previous school’s SENCO if further information is required.

The SENCO and year six staff liaise with the SENCOs and staff of the Secondary schools to ensure smooth transfer for pupils to Year seven. Action File information is forwarded to the Secondary schools in the Summer term of Year six.

If a pupil transfers from Davyhulme Primary School at any time, Action File information is forwarded to the pupil’s new school.

Transfer arrangements for pupils with Statements or EHC Plans are discussed elsewhere in this policy.

Review of Policy

POLICY REVIEW DUE AUTUMN 2016

APPROVED BY THE CHAIR OF GOVERNOR _____

DATE__12/10/2016_____

Minutes Ref __12/10/16_____

Next review Autumn 2018

