



Ellingham VC Primary School

## Special Educational Needs and Disability (SEND) POLICY

### Section 1: Main Contact details and Policy key dates

Headteacher:

Ellingham VC Primary School, Church Road, Ellingham NR35 2PZ  
Woodton Primary School, Norwich Road, Woodton, NR35 2LL

SEND Co-Ordinator: Sarah Querelle PGCertSENCo

SENCo is a member of the Senior Leadership Team as Deputy Head (SLT)

Date of previous Policy	Previous policy was written by Sarah Querelle in January 2018 and approved by Governing Body Feb 2018
Reviewed Policy agreed by Governing Body on:	January 2019
Reviewed Policy shared with staff on:	January 2019
Shared with parents/ carers on:	Added to website – January 2019
Policy to be reviewed again on:	January 2020

## CONTENTS

- Section 1: Main contacts and Policy details
- Section 2: Legislative Compliance
- Section 3: Our School Profile and Educational Principles
- Section 4: Aims and Objectives of this Policy
- Section 5: Definitions of SEN and of Disability
- Section 6: Graduated approach to identifying whether a child should be in receipt of SEN Support
- Section 7: Request for statutory Education, Health and Care needs assessment
- Section 8: Statement of Special Educational Needs or Education Health and Care Plan (EHCP)
- Section 9: Management of SEND within our school
- Section 10: Partnership with Parents/Carers
- Section 11: Involvement of Children
- Section 12: Supporting pupils at school with medical conditions
- Section 13: Effective Transition
- Section 14: Admission Arrangements
- Section 15: Accessibility and Exam Access arrangements
- Section 16: Storing and Managing information
- Section 17: Complaints
- Section 18: Other key members of staff in our school
- Section 19: Links with Other Services and Information on where the Local Authority's Local Offer is published

## Section 2: Legislative Compliance

2.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Ofsted Section 5 Inspection Framework, September 2015
- Teachers Standards 2012
- National Inclusion Statement
- National Curriculum frameworks 2014

See Headteacher / SENCo for details of relevant documents.

2.2 Our schools have separate policies in place for:

- Safeguarding,
- Accessibility,
- Children in Public Care,
- Assessment,
- Anti-Bullying.

2.3 Our SEN Information Report (Local Offer) sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010.  
See appendix and school website.

2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/344424/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

## **Section 3: Profile and Values**

### **3.1 Our School Profile**

Ellingham is a mainstream Voluntary Controlled Primary School for children between the ages of 4 and 11.

Ellingham VC Primary serves children of the local village as well as from the wider community. The classes are organised into mixed year groups as follows:

- Sparrows – Foundation 2 and Year 1.
- Skylarks – Year 1 and 2.
- Swifts – Year 3 and 4
- Swallows – Year 5 and 6.

Woodton is a mainstream primary school for children between the ages of 4 and 11. There is also an independent nursery onsite which caters for pre-school children. The classes are organised into mixed year groups as follows:

- Willows - Foundation 2, Year 1 and 2.
- Oaks – Year 3, 4, 5 and 6.

All children are taught in differentiated groups and also have many opportunities to work in mixed ability and mixed age groupings.

### **3.2 Our Educational Principles**

- We celebrate our children's strengths, interests and individuality
- We have high expectations and aspirations daily for *all* our children
- The views, wishes and feelings of our children are central to all we do
- We work positively and proactively with parents/carers and other parties involved with our children
- All our children are entitled to a broad, balanced and relevant education and to feel secure, safe and valued
- All children are encouraged to participate in the life of our school
- All our teachers are teachers of children with SEND and are responsible for their progress and development

## **Section 4: Aims and Objectives of our approach to SEND**

### **4.1 We aim to:**

- put our values into practice every day
- use our best endeavours to achieve maximum inclusion and success for all our children
- encourage high levels of participation from children, parents and carers
- have a clear focus on steps toward positive life-long outcomes
- explain what we do, when, why and how
- meet our statutory duties

#### 4.2 Our Objectives are:

- to work in partnership with families and others involved in the care of children in our school
- to promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to sustain a "whole child, whole school" approach to the co-ordination and provision of support for special educational needs
- to ensure that every teacher is a competent teacher of every child, including those with SEN through well targeted and continuing professional development
- to deploy support staff effectively whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching
- to provide differentiated and personalised learning opportunities building on each child's strengths and interests
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to focus on individual progress across a wide range of outcomes as the main indicator of success
- to develop and support the role of Special Educational Needs Co-ordinator (SENCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEN
- to map provision across our school to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- to work always in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

## **Section 5: Definitions of SEN and of Disability**

### **5.1 SEN Definition**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.

### **5.2 Communication and Interaction (C and I)**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **5.3 Cognition and Learning (C and L)**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation.

Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD),

- Severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and
- Multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### 5.4 Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behavior should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (BESD) is no longer a type of SEN.

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

The Department for Education (DfE) has published Guidance on managing pupils' mental health and behaviour difficulties in schools.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/326551/Mental\\_Health\\_and\\_Behaviour\\_-\\_Information\\_and\\_Tools\\_for\\_Schools\\_final\\_website\\_2\\_25-06-14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/326551/Mental_Health_and_Behaviour_-_Information_and_Tools_for_Schools_final_website_2_25-06-14.pdf)

#### 5.5 Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

## 5.6 Difficulties which may not be related to SEN

Some children in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

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

## 5.7 Disability

The definition of disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Ellingham and Woodton will endeavour to include all children with a disability. Specialist training can and will be provided for teachers and support staff. The buildings are completely accessible and should we find an area lacking, every effort will be made to rectify this. Specialist equipment will be sourced, where possible, to ensure every child is included in education.



## **Section 6: Graduated approach to identifying if a child requires SEN Support**

### **6.1 Whole school general Identification and Assessment**

All our children's needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- exchanging information from other services across education, health, care and the voluntary sector
- involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.

**The children at Ellingham and Woodton are assessed using formative assessment on a daily basis which in turn informs the planning of teachers and intervention support staff. Twice termly the children in Key Stages 1 and 2 are also assessed against the requirements of Curriculum 2014 using more structured tests and teacher assessment. Children in FS2 are constantly assessed against the Early Learning Goals. Pupils in years 2 and 6 are also subject to SAT assessments in the summer term. Every class teacher is responsible for assessment which is then moderated by the SLT and the Headteacher during Pupil Progress meetings.**

### **6.2 General provision for all children using core school funding**

- All children will have access to well-differentiated, quality first teaching enhanced, where appropriate, through low level, short term interventions.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEN.
- The whole school provision map enables us to:
  - plan strategically to meet children's identified needs and track their provision;
  - audit how well provision matches need;
  - recognise gaps in provision;
  - highlight repetitive or ineffective use of resources;
  - cost provision effectively;

- demonstrate accountability for financial efficiency;
- demonstrate to all staff how support is deployed;
- inform parents, the Local Authority, external agencies and Ofsted about resource deployment;
- focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### 6.3 Examples of Curriculum Access and Provision

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- teachers differentiate learning activities as part of quality first teaching
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence based intervention programmes
- targeted additional adult group and, where appropriate, individual support
- differentiation of curriculum resources
- study buddies
- **SMART** target setting
- booster intervention groups
- Nurture sessions
- emotional care, friendship and support groups
- co-ordination and handwriting support within class
- support to participate in the life of the school

### 6.4 Monitoring and Evaluation of progress

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- scrutiny of planning and level of differentiation and use of classroom resources
- informal feedback from all staff
- child and parental questionnaires and conversations
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- regular meetings about children's progress between teachers and the Headteacher
- Headteacher's report to parents and governors

## 6.5 Additional SEN Support provision, monitoring and review using school's delegated additional needs funding

The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEN support to replace School Action and School Action Plus from September 2014. We will meet with parents during the spring term to discuss whether their child should continue to receive SEN provision at this level. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEN funding which is calculated based upon a formula agreed by schools locally. Our schools fund the first £6,000 per annum to meet the needs of SEN pupils within each setting, if further funds are required we are able to apply for these to ensure needs are met appropriately.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEN Support is as follows:

- the class teacher, sometimes with the SENCO, will discuss with parents if we feel that their child requires SEN Support;
- additional SEN support will be in place when a child's needs require intervention which is "additional to" or "different from" the well-differentiated curriculum on offer;
- we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate
- children will have targets they can understand;
- our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working document which can be constantly refined and amended;
- we will use the latest government guidance on SEN Descriptors;
- targets will address the underlying reasons why a child is having difficulty with learning;
- Targets are accessible to all those involved in their implementation – children should have an understanding and 'ownership of their targets;
- our staff celebrate what the child can do and identify what the child has difficulties doing and plan how they will be supported to move forward with learning and wider outcomes;
- our targets have a maximum of four SMART goals;
- targets will be arrived at through:
  - discussion, wherever possible, with parents/carers, support staff and the child
  - discussion with other practitioners as appropriate
  - classroom observations by the school's Special Educational Needs Co-ordinator (SENCO) and other senior leaders;
- Our targets are time-limited – at termly review, there will be an agreed "where to next?"
- Our targets are based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are

significant and may require consideration of a statutory assessment if expected progress is not made over time.

Where the child's class teacher, SENCo and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEN Support.

Targets are written by individual class teachers with support from the SENCo. This then helps to inform the whole school provision maps which are created by the SENCo with support from the Headteacher. They are continually monitored by the SENCo as well as the SLT.

### **Section 7: Request for statutory education, health and care assessment**

For some children with SEN, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.

When specialist equipment or a high level of staffing support is required to support a child with SEN, our school will fund this as part of additional SEN support up to £6,000 per year for each individual child. Children with no SEN but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEN Team before a request is submitted.

### **Section 8: Statement of Special Educational Needs or Education Health and Care Plan**

Children with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for **children in receipt of SEN Support** and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

## **Section 9: Management of SEND within our school**

### **9.1 General**

The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEN on the ongoing effectiveness of this policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care and will work in close partnership with the SENCO where a child may also have SEN.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

All staff will regularly receive updates on SEN policy both school based and national. Where there is a need staff will access specific training programs to meet the needs of individual children with SEN. This will then be disseminated to the rest of the staff in order to ensure consistent approaches.

### **9.2 Headteacher**

The Headteacher is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn.

### **9.3 Special Educational Needs Coordinator (SENCO)**

Our SENCO will oversee the day- to-day operation of this policy and will:

- be a qualified teacher working at our school and will have gained statutory accreditation (PGCert SENCo)
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- maintain and analyse our whole-school provision map for vulnerable and disadvantaged children

- identify on the provision map those children requiring SEN support from the school's delegated budget, children in receipt of High Needs funding and with Education Health and Care plans
- co-ordinate provision for children with SEN
- liaise with and advise teachers and other classroom / targeted support staff
- manage the records on all children with SEN
- liaise with parents of children with SEN, in conjunction with class teachers
- contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development
- co-ordinate multi agency meetings and statutory Annual Reviews for children with a Statement of SEN or Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners
- ensure effective and timely transition arrangements for children moving into and out of our school
- evaluate regularly the impact and effectiveness of all additional interventions for children with SEN
- follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEN may require significant support through statutory processes
- attend SENCO network meetings and training as appropriate
- liaise with the school's SEN Governor, keeping him/her informed of current issues regarding provision for children with SEN
- liaise closely with a range of outside agencies to support vulnerable learners

#### 9.4 Classroom and subject teachers

Teachers are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO and specialist staff.

Our teachers will:

- focus on outcomes for every child and the outcome desired from any SEN support;
- be responsible for meeting special educational needs under the guidance of the SENCo and Headteacher;
- have high aspirations for every child setting clear progress targets; and involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

### 9.5 Teaching Assistants

- TAs are part of our whole school approach to SEN working in partnership with the classroom teacher and the SENCO.
- We deploy our TAs depending on their level of experience.
- Our TAs are most effective when the support they give is focused on the achievement of specific outcomes.
- TAs can be part of a package of support for the individual child but are never a substitute for the teacher's involvement with that child.

## **Section 10: Partnership with Parents/Carers**

Our school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEN, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of sources of information, advice and support;
- producing an SEN Information Report that will be published on the school website; and
- publishing information about the Pupil Premium (expenditure & impact) on the school website.

## **Section 11: Involvement of Children**

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour to involve all children fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their SEN Support Plan

- create a One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

## **Section 12: Supporting pupils at school with medical conditions**

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

Full details of our support for children with medical conditions can be gathered by asking the Headteacher.

## **Section 13: Effective Transition**

- For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.
- During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEN this may include additional familiarisation visits, buddy bonding activities, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.
- When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- We will discuss transition needs of all children with Statements of SEN or an Education Health and Care Plans at their statutory Annual Review
- A transition timeline will be produced and shared with the family.
- For children with an Education Health & Care Plan in transition years, the SENCO will also attend any Annual Reviews for the children at their feeder school if invited.

## **Section 14: Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school*).



## **Section 15: Exam Access arrangements**

Pupils with additional requirements during exam times will be assisted in line with the DfE Guidance for KS1 and 2.

## **Section 16: Storage of records**

All SEN pupil records are stored securely with direct access available to the SENCO and Headteacher only. Relevant information will be shared with teachers and support staff but no confidential documents will be stored in unsecure areas. The period of storage of documents is in line with Government and LA recommendations. Basic details of SEN pupils are stored within the classrooms for daily use; targets, intervention groupings and timetables, information about children of concern for supply staff etc..

## **Section 17: Complaints**

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Headteacher. The Governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (*see separate Complaints Policy*)

## **Section 18: Other key members of staff in our schools**

Tracey Kenyon, at Ellingham, and Nicola Colbeck, at Woodton are Designated Teachers with specific Safeguarding responsibility with Sarah Querelle responsible in their absence.

The headteacher is responsible for managing PPG/LAC funding

Sarah Querelle and the Headteacher are responsible for managing our responsibility for meeting the medical needs of pupils

## **Section 19: Links with Other Services**

Effective working links are maintained with many different external agencies. Details of which can be found on the Norfolk County Council Local Offer page.

[www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_and\\_disabilities/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm)

Norfolk SEND Partnership, Information, Advice and Support Service (IASS):

Contact number 01603 704070 website address

[www.norfolksendpartnershiassi.org.uk](http://www.norfolksendpartnershiassi.org.uk)

or email [sendpartnership.iass@norfolk.gov.uk](mailto:sendpartnership.iass@norfolk.gov.uk)

Attendance Improvement Officer: Contact number: 0344 800 8020