



MERCHANT TAYLORS'
Prep

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This applies to the EYFS (including Wrap-Around Care), the Pre-Prep and Prep departments of Merchant Taylors' Prep.

Disability

This policy has regard to:

The Equality Act 2010

The Children and Families Act 2014

The SEN and Disability Code of Practice, 0-25 years 2015

This policy is linked to the Safer Recruitment Policy, Equality Policy and SMSC Policy.

Aims of the School

Merchant Taylors' Prep seeks to encourage a diverse community to which individuals may contribute as fully as possible. It aims to create conditions whereby staff and pupils are treated solely on the basis of their merits, abilities and potential by ensuring that no member of the School is unfairly discriminated against as a result of race, religion and belief, cultural background, linguistic background, sexual orientation, gender reassignment, special educational need or disability.

The Equality Act requires that early years providers and schools:

- must not directly or indirectly discriminate against, harass or victimise children and young people with disabilities;
- must make reasonable adjustments, including the provision of auxiliary aids so that pupils with disabilities are not disadvantaged compared with others. This duty is what is known as 'anticipatory'. Schools are also required to think in advance about what pupils with disabilities may need in the future.

We recognise our duties regarding equality and inclusion for individual pupils with disabilities under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for pupils with disabilities to prevent them being put at significant disadvantage. We also foster good relations throughout the School and promote equality of opportunity generally so that we seek to remove barriers to learning. We have a fully developed three year accessibility general plan to constantly improve facilities and provision for those with disabilities and three-year specific plans for individual pupils when required.

The School expects all staff to be aware of this policy and its related Code of Practice and to treat people with disabilities, whether pupils, staff or visitors, fairly, with respect and in accordance with this policy.

Merchant Taylors' Prep School does not treat pupils with disabilities less favourably. To this end and in accordance with the Equality Act 2010, Merchant Taylors' Prep will:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not
- not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, educational provision, or by excluding a pupil or subjecting them to any other disadvantage
- provide auxiliary aids and services: 'where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled'
- seek to identify and remove all unjustified direct and indirect discrimination against people with a disability/learning difficulty
- pursue a consistent programme of development and improvement in facilities, in processes and in the skills, knowledge and understanding of staff to meet the needs of people with disability/learning difficulty
- liaise with national organisations and local support services to ensure that a range of options, resources and facilities are identified for the benefit of individuals

In addition:

- admissions from potential pupils, or applications for employment are assessed on the basis of the applicant's aptitudes, abilities and qualifications
- staff and pupils with disabilities have access to the appropriate support and adaptations to enable them fully to be included in the life of the School
- the views of the individual pupil or member of staff are taken into account at all times when their requirements are being assessed
- members of staff working with people with a disability, either as colleagues or pupils, have appropriate information and support
- the School takes steps to enable staff and pupils who become disabled during their time at the School to continue in their chosen career or school career, wherever possible
- the School will endeavour to accommodate visitors with disabilities, wherever possible, to enable them to participate in events held on School premises
- so far as is reasonably practicable and within the constraints of existing buildings, the School endeavours to ensure locations are accessible and safe for people with disabilities

Supporting pupils with medical conditions

The School has a fully qualified registered nurse on site who liaises with the SENDICO seeking to ensure that medical conditions are well supported and pupils having such have full access to the curriculum, including School visits and trips. If a pupil has a disability, the School will comply with its duties under the Equality Act 2010.

If a pupil's medical problem could affect their ability to learn, they will be identified in the SEND register giving details of their condition and what is required. It may be necessary to

share a pupil's information about a medical condition with staff and other professionals (eg Supply teachers).

If a pupil has special educational needs (SEND), or an Education, Health and Care Plan (EHCP) the statutory elements of the SEND Code of Practice (2015) are followed.

Equality and disability code of practice relating to pupils

Admissions:

Parents of pupils who are being called for interview will be asked if they require assistance to enable them or their child to access the buildings and/or to participate fully in the interview and assessment, for instance the provision of information or tests in an alternative format. Applications from all pupils will be assessed on the basis of academic suitability.

The School will make available clear information about access to buildings and support facilities to enable the parents of pupils with disabilities to make an informed choice of school.

The School will identify a designated member of staff with whom the parents of pupils with disabilities may discuss the curriculum and the teaching and the learning activities entailed, seeking to ensure that any learning support and other needs are clearly identified.

No pupil will be refused a place at the School on the grounds of disability alone before an opportunity has been provided for full consideration of the specific support or facilities required, in consultation with the Head, the Senior Leadership Team, the SENDICO and others whose expertise may be relevant.

If a pupil is rejected on grounds other than academic considerations, a record of the decision and the reasons for it will be kept for one year. When requested, the School will give feedback to the pupil's parents.

Curriculum and Assessment

The School will take appropriate steps to ensure that lessons are organised in ways that offer the best possible opportunities for full participation by pupils with disabilities.

The School will identify designated members of staff with whom pupils with disabilities and their parents may discuss the specific requirements of their intended curriculum, in advance, seeking to ensure that learning support and other needs are identified and made known to relevant staff. This mechanism will also be used to enable pupils and their parents to discuss any emerging needs and identify appropriate possible courses of action to address those needs. Designated members of staff will receive appropriate training.

Appropriate modes of examination and assessment will be determined after consultation with the pupil and their parents, relevant academic staff, the SENDICO and others, as necessary, to enable pupils to demonstrate that they have met the criteria for progression or the conferment of an award. The purpose of any special arrangements shall be to compensate for any restriction imposed by the disability without compromising academic standards.

Any request for special arrangements, in relation to examination and assessment procedures must be supported by medical or other evidence, and it is the pupils and their parents' responsibility to make such evidence available to the School.

The School will take all appropriate steps to ensure that a pupil who becomes disabled during their career at the School has every opportunity to remain at the School through the provision of the same level of adaptation and support as a comparable pupil who has a disability at the start of their school career.

The School will aim to ensure that pupils with disabilities have equal access to all pupil facilities. Examples of this could be use of the stair climber, assistance from the library to obtain books, provision of information in Braille or large print, special keyboards and software programmes.

Health and Safety

The School will seek to ensure that all pupils, including pupils with special educational needs and disabilities, are familiar with emergency evacuation procedures and all other health and safety issues within the School buildings that affect them.

Visitors

The School is used for School events, by visitors and members of the public. The School will aim to ensure that all buildings intended for use by these groups are accessible. Provision of information will also be provided for emergency and evacuation procedures.

Responsibilities

All School staff are expected to be aware of this policy and treat people with disabilities, whether pupils, staff, visitors, members of the public in accordance with these provisions. In particular, Heads of Section and Heads of Department will be responsible for ensuring that the policy is communicated effectively and is being implemented in their areas of control.

Special Educational Needs

This policy has regard to the following documents:

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

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2015
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Health and Social Care Act 2012 and the Equality Act 2010.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children

The aims of our provision for special educational needs and disabilities (SEND) are:

- Seek to ensure all pupils with special educational needs and/or disabilities are identified early.

- Seek to ensure pupils with special educational needs are given full access to the School's broad, balanced and relevant curriculum.
- Seek to ensure that pupils' special educational needs are identified, assessed, provided for and reviewed regularly.
- To raise the aspirations of and expectations for all children with SEND and enable them to maximise their achievements.
- To create an environment that ensures all pupils with SEND, including those in the Early Years, are offered full access to all elements of a broad, balanced and relevant curriculum.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To identify the roles and responsibilities of the SENDICO in ensuring and monitoring quality provision for SEND pupils.
- Seek to ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- Seek to ensure that parents are actively involved in supporting their child's education, in the decision making, planning and review of outcomes, thus enabling them to make an active contribution to the education of their child.
- Seek to ensure that our pupils have an active voice in this process.

Definition of a pupil with SEND

The Code of Practice states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, as defined by:

- having a greater difficulty in learning than the majority of others of the same age, or
- having 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
- being under five and falling within the above statements when they reach compulsory school age or would do so if special educational provision were not made for them

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice 0-25 years. July 2014)

There are four broad categories of SEND:

- communication and interaction (e.g. Autism Spectrum Disorder)
- cognition and learning (e.g. Learning Difficulties, including Specific Learning Difficulties SpLD such as dyslexia and DCD)
- social, emotional and mental health difficulties (including attention deficit disorder, attention deficit hyperactive disorder and attachment disorder)
- physical and/or sensory needs (e.g. hearing impairment)

Individual pupils often have needs that cut across all of these areas and their needs may change over time.

Identifying children requiring SEND support

The School procedures for identifying pupils with SEND are distributed to all staff and it is the responsibility of every member of staff to familiarise themselves with all aspects of these procedures.

Pupils with medical or other needs are identified on the SEND and/or medical register and the School nurse informs staff how they can support any barriers to learning.

Form and subject teachers are continually aware of pupils' learning. If they observe that a pupil, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

This can be characterised by a pupil's progress which:

- is significantly slower than that of their peers
- fails to match or better the pupil's previous rate of progress
- fails, over an appropriate time, to close the attainment gap between themselves and their peers

A pupil for whom the teacher has expressed specific concerns regarding learning or progress is referred to the SENDICO. At Merchant Taylors' Prep, the SENDICO is Claire Williams, with assistance from Colette Quinlivan for Pre-Prep pupils. The SENDICO will investigate the problems, may arrange for the pupil to take a range of standardised tests and will discuss the situation with teacher, pupil and parent. Depending on the problem, parents may be advised to contact external agencies. In line with JCQ guidance, privately commissioned assessments that are carried out without prior consultation with the school will not be used to award access arrangements for exams. This is to ensure smooth transitions to other schools.

The School aims to have good and informative relationships with parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. Concerns, results of assessments and reasons for concerns will be discussed and possible strategies to support the child will be identified.

Where a pupil is identified as having SEND, action is taken to seek to remove barriers to learning and put effective special educational provision in place and a record of support and strategies used is maintained by the SENDICO. The SEND support takes the form of a cycle through which decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The SENDICO, in partnership with the staff, parents/carers and pupil, may agree a plan of action, to be known as a 'Fact Sheet'. Should it be felt that a pupil be placed on the SEND register, parents will be fully informed of the reason for the decision and the provision planned.

Where appropriate subject teachers and/or tutors will be provided with information about achievements and potential next steps to include in the termly School reports to parents, either through the subject specific comments or the tutor comments. If more information needs to be shared than can be included in the report, this information is emailed separately, or a meeting is held with parents.

For pupils with an EHCP an annual review (including pupil and parents) is made of the effectiveness of interventions and teaching strategies in enabling a pupil to make progress. Following this review, plus the results of any assessments, the SENDICO, pupil and parents

will agree a new plan of action, involving personalised target setting and success criteria to measure progress.

Pupils with SEND have a fact sheet listing strategies, approaches and adjustments to be made in class as well as any other appropriate actions to be taken by other members of staff or the parents. These can be accessed by all members of staff and are checked and updated at least once a year. Where children are working regularly on a 1:1 basis they are consulted on what they feel would be valuable foci for the sessions and the manner in which they work.

If a pupil does not make sufficient progress following the provision in the SEND support register the SENDICO may advise consideration of an Education, Health and Care Plan (EHCP).

An Education, Health and Care Plan offers an intensive level of specialist help that may not be available within the resources available to the School. In these circumstances, the School may consider asking the pupil's local authority for an Education, Health and Care (EHCP) needs assessment for the pupil. This assessment could lead to a pupil getting an EHCP. This process may take up to 70 days. Having a diagnosis of ASD, ADHD or dyslexia or other learning difficulty does not necessarily mean that a child needs an EHCP.

Support for children with SEND and their families

General

In assessing a pupil, the School will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual pupil's progress and development over time and also in comparison to the progress, attainment and behaviour of their peers in the School and nationally.

Specialist SEND support can be offered through:

- One to one or small group work (intervention).
- Specific support programmes, adjustments and interventions produced by the SENDICO that are supplied to staff who incorporate the requirements of pupils with SEND in their planning and in provision for the pupils concerned.
- Additional resources for staff to support pupils with SEND.
- Regular assessment of the progress of all pupils identified as having SEND as frequently as appropriate to the pupil's needs.
- Discussion and monitoring the SENDICO seeks to ensure provision is implemented in all lessons.
- The SENDICO advising the class or subject teacher in problem solving and the effective implementation of support and meeting staff regularly to discuss individual pupils' progress and to advise on any changes required to provision.
- Access arrangements for examinations and other assessments, for example larger text for visually impaired children or additional time for children with specific learning difficulties, can be negotiated by the School with relevant bodies

If the interventions involve group or one to one teaching away from the teacher then the teacher remains responsible for overseeing this. The teacher is also responsible for working

closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and how it can be linked to classroom teaching.

Class or subject teachers are available to discuss the progress of pupils with families on designated dates. Such reviews also evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. If a concern arises between such meetings parents may contact the school at any time.

The SENDICO is available to discuss the progress of SEND pupils with families by appointment.

The SENDICO seeks to ensure that, at times of transition, meetings with staff ensure provision is in place to promote a smooth and confident move.

The School Nurse assists pupils and families to manage medical conditions. The School can also lead referrals to other services such as Speech and Language therapy.

The Learning Support List and SEN Register

Children who are part of the School's Learning Support List or SEND Register are identified on iSAMs by a coloured star (grey, blue or red). To support data analysis, they are all identified as having a SEND, but do not all form part of the SEN Register as explained below:

Grey Star (Teacher Support)

Pupils who are identified as needing specific, individual consideration/monitoring by their teachers or pupil progress group in order to maintain progress. They are supported in class by their teacher and a 'Quality First Teaching' (QFT) approach is encouraged (see Stage 1 below). They may also be in receipt of short-term intervention/support from the members of the learning support team (SENDICO, Intervention Teacher or TA). These pupils are not included in the SEND register but are part of The Learning Support List.

Blue Star (Learning Support Involvement)

Pupils who have a diagnosed learning difficulty, or medical condition which could have a significant impact on their learning. They often require additional support in order to maintain progress. This is either through in class support, small group support or exam access arrangements. This support runs alongside a QFT approach in class. If appropriate these children may be offered support sessions. These pupils are part of the SEND register.

Red Star (1:1 or statement or EHCP)

These pupils require a higher level of support on a 1:1 basis. This support addresses a very specific problem that is holding back their learning. In addition to a diagnosed learning difficulty these children may have an EHCP. These pupils are also part of the SEND register.

Specific support at Merchant Taylors' Prep:

Stage 1: Differentiation

It is the policy of Merchant Taylors' Prep that meeting pupils' individual needs is the responsibility of all teaching staff, including subject teachers, class teachers and teaching assistants. It is an expectation that quality teaching at Merchant Taylors' Prep includes differentiation to cater for the variety of individual needs with any class of pupils.

Stage 2: Additional support

There is a variety of systems established at Merchant Taylors' Prep that aim to provide additional support for pupils, above and beyond the differentiation provided in lessons. Pupils receiving initial additional support are not necessarily placed on Merchant Taylors' Prep's SEND register, although it is recognised that extra support would be beneficial to their learning. The progress of these pupils remains the responsibility of the subject teacher/class teacher and it is the expectation that the subject teacher/class teacher identifies additional needs, sets targets for these pupils and monitors progress regularly. Parents and pupils should be involved in both the target setting and monitoring. The SENDICO should also be kept fully informed.

Additional support includes, but is not limited to:

- Development of reading skills and comprehension
- Mathematics sessions before school
- Subject Clubs or Surgeries before school and during break/lunch times
- Support in small groups provided by teaching assistants and/or Intervention Teachers

Stage 3: Action Plan ('Fact Sheet')

For many pupils, short periods of additional support will be sufficient in meeting their individual needs so that they no longer require support outside the classroom. However, some pupils may continue to require additional support and at this stage we would draw up an Action Plan, known as a Fact Sheet at MTP. Pupils with Action Plans would be included on Merchant Taylors' Prep's SEND register. Action Plans are only used when the special educational need and/or disability is regarded as significant. Significant is defined as: a difficulty which does not allow the pupil to access parts or all of the curriculum at all.

Action Plans are written as a joint responsibility between the subject/class teacher and the SENDICO with input from Learning Support staff as necessary. It is likely that pupils with an Action Plan will be in receipt of additional support either individually or in a group facilitated by one of the Learning Support staff. Their Action Plan will be regularly monitored and reviewed by the class/subject teacher and SENDICO.

Stage 4: Involving outside agencies

Where a pupil continues to make less than expected progress, despite evidence-based support and School interventions that are matched to the pupil's area of need, it may be necessary to seek specialist help from outside agencies in order to meet pupils' needs at Merchant Taylors' Prep. The decision to involve specialists should be made by the SENDICO, in consultation with SLT, and should be taken with the pupil's parents. Depending on the needs of individual pupils, this may require requesting an EHC Plan assessment. In line with JCQ guidance, privately commissioned assessments that are carried out without prior consultation with the school will not be used to award access arrangements for exams. This is to ensure smooth transitions to other schools.

4. PUPILS WITH AN EHC PLAN

Some pupils may enter Merchant Taylors' Prep with an EHC Plan and some may need to go through this process whilst at Merchant Taylors' Prep. For any pupils with an EHC Plan, it is the responsibility of the SENDICO to:

- follow procedures as outlined in the Code of Practice
- seek to ensure that the pupil's needs are met at Merchant Taylors' Prep
- communicate with and support staff in meeting the pupil's needs
- liaise with parents about supporting the pupil's needs
- maintain effective communication
- review the EHC Plan annually as prescribed by the Local Authority

Staff training

- The SENDICO contributes to whole School staff training in the area of SEND
- Staff are encouraged to undertake training and development
- The SENDICO advises all teachers of the support systems and structures in place for SEND provision and practice for the needs of individual pupils
- The SENDICO supports staff in delivering support systems for pupils

Roles and Responsibilities

Form teachers and subject teachers:

- are teachers of every pupil, including those with SEND
- respond to pupils' needs by providing high quality teaching that ensures the progress of all children
- are responsible and accountable for the progress and development of the pupils in their class or form, including where pupils access support from teaching assistants or specialist staff
- provide support for pupils who need help with any area of learning
- plan to develop pupils' understanding through the use of varied experiences
- plan for pupils' full participation in learning, and activities
- help pupils to manage their behaviour and emotions and learn effectively and safely

The role of the SENDICO

The SENDICO is responsible for:

- The provision, regular updating and revision of School SEND policies and procedures in line with national guidance
- The effective implementation of School procedures for special educational needs and disabilities
- The effective implementation of any Education and Health Care Plans
- Oversight of the work of Intervention Teachers
- Oversight of the work of teaching assistants and support staff
- Reporting to senior leaders on SEND effectiveness and needs
- Communication with external agencies

The SENDICO will:

- a. Identify and diagnose the type of specific difficulties experienced by pupils referred by class teachers (where appropriate) or recommend diagnosis by an external agency
- b. Maintain a comprehensive register of the types of specific needs presented by pupils, including;
 - ❖ the School provision for each child identified as having SEND,
 - ❖ the results of regular assessment and monitoring of progress,
 - ❖ reports of discussions with parents,
 - ❖ reports by staff of effectiveness of agreed strategies
 - ❖ results of any communication and assessment by external agencies
 - ❖ identify and adopt the most effective teaching approaches for pupils with SEND and looked after children
- c. Advise staff on methods for teaching the basic skills that will develop pupils' ability to work independently
- d. Work with teachers to devise suitable classroom strategies, individual plans and activities to meet pupils' with SEND specific needs
- e. Support teachers in implementing strategies
- f. Monitor, evaluate and adjust teaching and learning activities to constantly meet the changing needs of pupils with SEND
- g. Liaise with other schools to ensure continuity of support and learning and fast exchange of records when transferring pupils with SEND
- h. Establish effective communication channels with external agencies and parents
- i. Evaluate assessment data and discuss next steps with senior leaders.

Recording and assessment- the SENDICO will:

- a. Enable early identification and intervention through assessment and observation within the Early Years.
- b. Seek to ensure the interventions within year groups meet the needs of all pupils with SEND
- c. Identify, assess and review SEND provision and collect and interpret SEND assessment data
- d. Support teachers in using assessment data to set appropriately challenging targets for raising achievement among pupils with SEND
- e. In collaboration with class teachers, keep parents informed (through structured conversations) about their child's progress, throughout the year and record content of meetings.

Training and Development-

The SENDICO has:

1. The National Award for Special Educational Needs.
2. AMBDA and Assessment Practising Certificate as a specialist teacher and assessor for dyslexia.
3. An MA in Specific Learning Difficulties (dyslexia) Institute of Education, November 2019

The SENDICO will:

4. Deliver and share training of staff in the identification of and provision for SEND
5. Share information concerning new guidelines and changes in School provision with all staff
6. Support and help train new members of staff, including Newly Qualified Teachers, in provision for SEND across the School.
7. Attend external courses/meetings and evaluate and report back to senior leaders
8. Seek to ensure teachers use the strategies within EHC Plans and the recommendations within specialists' reports, in their planning for pupils with SEND.
9. Audit, order, organise and allocate SEND resources throughout the School and keep an inventory of resources
10. Produce an annual development plan for SEND provision, with relevant costs for inclusion in the School development plan
11. Assist class teachers with parent meetings, workshops and general communications with parents.

Leadership

- a. Seek to ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND and ensure all School staff understand their roles and the changes under the SEN Code of Practice.
- b. Organise, in consultation with senior leaders, training for teachers, teaching assistants and other adults working with SEND pupils, to increase their knowledge and understanding of SEND and effective teaching strategies.
- c. Help teachers of children with SEND and EHCPs to meet individual needs
- d. Seek to ensure required statutory paperwork and other preparations for multi-agency meetings are completed in good time and, where necessary send reviews to the appropriate agencies.
- e. Monitor SEND pupils regularly to check that they are making expected progress (through the Pupil Progress Meetings).
- f. Monitor the effectiveness of interventions delivered by teaching assistants, support staff and the impact such staff have on pupils when working with them in classes.
- g. Write and review fact sheets for pupils with SEND.
- h. Write and review action plans for improving provision for and achievement of pupils with SEND.
- i. Develop productive partnerships with outside agencies

Standards and quality assurance

- a. Support and promote all School policies and procedures, especially child protection and safeguarding, equality and health and safety.
- b. Support and promote the high expectations, positive ethos and inclusive culture of the School
- c. Be an approachable and knowledgeable reference in providing information and support for families of children with SEND
- d. Seek to ensure senior leaders are well-informed of the content of meetings involving pupils and parents and keep up to date records of any actions/outcomes from the meetings.
- e. Seek to ensure all pupils with SEND have equal access to all School opportunities.
- f. Promote the general progress and well-being of pupils with SEND throughout the School.

- g. Offer advice and guidance to pupils with SEND and their parents on educational, emotional and social matters in line with School policies.
- h. Attend and participate fully in School events e.g. open evenings, parental workshops and pupil performances
- i. Attend staff meetings as identified on the School's calendar.

The Governing Body

The Governing Body, in co-operation with the Head, agree the SEND policy and approach to provision for children with SEND.

The Head

The Head has responsibility for oversight of the management of SEND.

Senior Leadership Team

The Senior Leadership Team is responsible for the day-to-day oversight of provision for children with SEND. The senior leadership team work closely with the SENDICO.

The Teaching Staff

All teachers actively seek to adapt the curriculum to meet pupils' special educational needs and disabilities. Teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

Pupil participation

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them. They will be encouraged to participate in the decision-making processes including the setting of learning targets. This will be achieved through a variety of different approaches as appropriate to the age of the pupil.

Policy Reviewed: June 2023 (CW)

Date of next review: June 2024

Appendix 1:

USEFUL CONTACTS:

The following list gives examples of organisations that are able to provide assistance for a range of learning difficulties and offer disability training. This list is not intended to be comprehensive. There are other organisations that offer help.

1. AbilityNet West, www.abilitynet.org.uk

Telephone: 0800 048 7642 Email: enquiries@abilitynet.org.uk

AbilityNet offers a comprehensive range of services to pupils, professionals, schools and statutory bodies and provides some free information and advice on any aspect of the use of a computer by someone with a disability.

2. ADHD Foundation, adhdfoundation.org.uk

Telephone: 0151 541 9020 E-mail: info@adhdfoundation.org.uk

3. Anxiety UK, anxietyuk.org.uk

Telephone: 03444 775 774 E-mail: support@anxietyuk.org.uk

4. British Dyslexia Association, www.bdadyslexia.org.uk

Telephone: 0333 405 4555. E-mail: helpline@bdadyslexia.org.uk

The British Dyslexia Association offers advice, information and help to families, professionals and dyslexic individuals. The BDA is working to raise awareness and understanding of dyslexia and to effect change.

5. Centre for Studies on Inclusive Education (CSIE), csie.org.uk

Telephone: 0117 353 3150. E-mail: admin@csie.org.uk

CSIE gives information and advice about inclusive education and related issues

6. The Dyscalculia Association, dyscalculiaassociation.uk

Eform for information on website

7. Dyspraxia Foundation, dyspraxiafoundation.org.uk

Telephone: 01462 454986 E-mail: info@dyspraxiafoundation.org.uk

8. Epilepsy Action, epilepsy.org.uk

Telephone: 0808 800 5050 E-mail: epilepsy@epilepsy.org.uk

9. Helen Arkell Dyslexia Charity, www.helenarkell.org.uk
Telephone: 01252 792 4000 E-mail: enquiries@helenarkell.org.uk

10. Joint Council for Qualification (JCQ), www.jcq.org.uk
Telephone: 020 7638 4132 E-mail: info@jqc.org.uk

11. Keytools Ltd., hypertec.limited/keytools/
Telephone: 01488 686 844. E-Mail: info@hypertec.co.uk
Suppliers of specialist IT equipment and resources for users with a disability.

12. Maximising the Practice of Teaching Assistants, maximisingtas.co.uk
E-mail: enquiries@maximisingtas.co.uk

13. MENCAP, www.mencap.org.uk
Telephone: 0808 808 1111. E-mail: helpline@mencap.org.uk
Mencap works with children and adults with learning disabilities and their families and carers to improve their lives and opportunities.

14. Michael Palin Centre for Stammering, <https://michaelpalincentreforstammering.org/>
Telephone: 020 33136 8113 E-mail: mpc.admin@nhs.net

15. MIND, mind.org.uk
Telephone: 0300 123 3393 E-mail: info@mind.org.uk

16. The National Autistic Society, autism.org.uk
Telephone: 020 7833 2299. E-mail: nas@nas.org.uk
The National Autistic Society provides information, advice, training and support to families, professionals and organisations supporting people with Autism.

17. National Association of Special Educational Needs (NASEN), www.nasen.org.uk
Telephone 01827 311500. E-Mail: welcome@nasen.org.uk
Nasen offers a range of courses, publications, resources and advice for schools, parents, governors, and LEAs on supporting learners with special educational needs.

18. National Handwriting Association, nha-handwriting.org.uk
Telephone: 07749 416 604 E-mail: admin@nha-handwriting.org.uk

19. OCD UK, ocduk.org.uk
Telephone: 01332 588112 E-mail: eform for queries on website

20. Royal National Institute of Blind People (RNIB), www.rnib.org.uk
Telephone: 0303 123 9999. E-mail: Cservices@rnib.org.uk
RNIB offers practical support and advice to anyone with a sight problem. Also, transcription services

21. Royal National Institute for the Deaf (RNID), rnid.org.uk
Telephone: 0808 808 0123 E-mail: contact@rnid.org.uk
Gives information and raised awareness of deafness, hearing loss and tinnitus. Provides training courses and consultancy.

22. SCOPE, www.scope.org.uk

Telephone: 0808 800 3333 E-mail: helpline@scope.org.uk

23. Tourettes Action, tourettes-action.org.uk

Eform for information on website