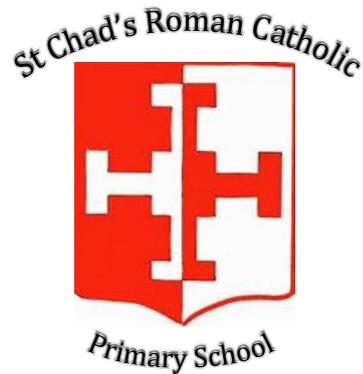


St. Chad's RC Primary School Policies and Procedures



Special Educational Needs Policy

Updated: January 2021

Review Date: January 2022

INTRODUCTION

Our school Mission Statement expresses our belief in every child's entitlement to access a full curriculum to the best of their ability:-

In having a school, which has a welcoming atmosphere and is firmly rooted in Gospel values, we hope that each member of the school community is able to say with Jesus Christ,

'Love One Another As I Have Loved You'

John, 15:12

Through the partnership of parish, home and school, the mission of St Chad's is to support each other on our journey of faith.

We provide for all pupils and fully believe that 'Every Child Matters.' We want all our children to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives'. (New SEND Code of Practice 2014).

This policy details how our school will endeavour to ensure that the necessary provision is made for any pupil who has SEND. The school will have regard to the Special Educational Needs Code of Practice 2014 when carrying out its duties toward all pupils with SEND. It has been written with reference to the following guidance and documents:

- SEND Code of Practice 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Accessibility Plan
- Safeguarding Policy

Provision for our children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENCo and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND. If a parent/carer has concerns about their child's SEND in the first instance they should contact their child's class teacher.

Our school's SENCo is:

Mrs. Megan Carlson
(m.carlson@st-chads.manchester.sch.uk)
B.A. Hons/PGCE/MTL

POLICY STATEMENT

At St Chad's we aim to ensure that the needs of pupils with SEND are identified and that appropriate planning, provision and reasonable adjustment is made to enable full participation which is based on assessment of need in line with L.A. policies and current SEND legislation.

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need and Disability might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need and Disability. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.

AIM OF THIS POLICY

It is important for us to give our children a balanced and broadly based curriculum in order that they understand themselves and the world in which they live. Our over arching aim is to raise the aspirations of and expectations for all our children with SEND, providing a focus on positive outcomes to enhance life chances.

OBJECTIVES

The 'whole child, whole school' approach which we adopt is devised to achieve continuity, consistency and progression.

1. We will try to identify children with special educational needs and disability at an early stage in their education and make efficient arrangements to meet specific needs by considering desirable outcomes, setting suitable targets and overcoming potential barriers to learning or conformity.
2. We will operate a graduated response to meet children's needs. This encompasses an array of strategies and interventions, which will be reviewed regularly to assess their impact, the child's progress and the views of the child, their teachers and their parents/carers.
3. We will try to involve parents at all stages of identifying, assessing, developing, monitoring, reviewing and evaluating provision for children with special educational needs and disability. We believe that all our parent/carers should feel that they are treated as partners and therefore we encourage regular and effective communication between parents and school.
4. We will endeavour to take into account the views of our children with special educational needs and disability, in the light of their age and understanding, encouraging them to

develop confidence and recognise value in their own contributions to their learning, thereby enhancing their self-esteem and contributing to the enablement of successful transition to adulthood.

5. We will try to maximise the opportunities for children with special educational needs and disability to join in with all the activities of the school.
6. We will try to meet the additional needs of all our children within the framework of a broad, balanced and relevant curriculum, which is differentiated to meet individual needs and abilities.
7. We will provide opportunities for staff development and training in order to enhance 'in house' expertise and specialists. The Special Educational Needs coordinator will provide support and advice to all staff, ensuring that they are informed of any relevant changes in the process of providing for our children with special educational needs and disability.
8. We will endeavour to provide appropriate and adequate resources necessary for children with special educational needs and disability. This is subject to the budget review of special educational needs and disability and provision given to school through the L.A. formula.
9. When appropriate, we will work alongside other professionals including Health Agencies, Speech and language therapists and Educational Psychologists etc to meet our children's needs
10. We will work within the guidance provided in the SEN Code of Practice 2014

DEFINITION OF SEND

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them, specifically if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA.

At St Chad's we support and provide for children with disabilities, children who are gifted and talented, children who have English as an additional language and children with medical conditions, whilst at the same time being mindful of the fact that these alone do not necessarily constitute special educational needs.

SEND provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in schools maintained by the LA, other than special schools, in the area.

The Code of Practice for SEND provides an overview of the range of needs to be provided for within school, suggesting that it is helpful to see children's needs and requirements in the following areas:

- social, emotional and mental health
- cognition and learning
- communication and interaction
- sensory, medical, physical

When identifying children's needs we include the needs of the 'whole child', avoiding a focus which concentrates solely upon the special educational needs of the child.

There are many factors which may impact upon a child's progress and attainment which we do not consider to be a special educational need e.g.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings provided under Disability Equality legislation – these alone do not constitute a special educational need)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being the child of a serviceman/woman

Any concerns relating to a child's behaviour in our school, we consider as being an underlying response to a need (e.g. social or emotional), which we will endeavour to recognise and address appropriately.

Identification, Assessment and Provision

Provision for children with SEND is a matter for the school as a whole. All staff in school have a responsibility for maximising the achievement of and opportunities for vulnerable learners – specifically, all teachers are teachers of children with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all children at all times.

- Quality first teaching of a high standard will meet the needs of the majority of children. All our children will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN. The differentiated approaches adopted will be noted on a 'targeted action' plan for the child.
- All vulnerable learners will be included on a detailed class provision map which outlines and monitors all additional intervention across the school which are created in half termly progress meetings.

'targeted action'

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, early language development screenings, reading ages, other whole-school pupil progress data.
- classroom-based assessment and monitoring arrangements - a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of all of our children is at the heart of all we do. Assessment of children may include observation of children's social skills and learning experiences in all curriculum areas, teacher assessment and use of a number of tests which will enable peer group comparisons to be made. In making assessments to consider the whole child we must accept that gifted children often require additional resourcing to extend and fully develop their potential. Our school will endeavour to respond to these particular needs. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries/pre-school groups on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners which clearly identifies children highlighted for differentiated approaches/activities..
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a children's needs. It may include a bilingual assessment where English is not the first language.
- involving an external agency where it is suspected that advice regarding a specific special educational need is required.

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling
- scrutiny of planning.
- informal feedback from all staff.
- children's views when considering their targets
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Welfare Service.

- regular meetings about pupils' progress between the SENCO and the SLT
- head teacher's report to parents and governors

SEN Support – 'My School Plan'

Children will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum on offer for all children in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.

The triggers for intervention at this level will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management systems employed by the school
- has sensory or physical difficulties which create barriers to learning
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Children who are under achieving and those identified with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the class provision map).

In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the class provision map.

Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

A child will be removed from the SEN list when there are no longer any concerns. A child cannot be removed from the SEN list without consulting the SENCO

When our children are in receipt of additional SEN Support, the provision which is additional to or different from that received by the majority of their peers is outlined on an individual education plan called 'Pupil Centred Plan'

The purpose of this plan is to:

- celebrate what is great/unique about the child in their own view, the view of their parent/carer and the view of staff working with them in school.
- celebrate what is currently working well for the child in school in their own view, the view of their parent/carer and the view of staff working with them in school.
- consider what is not going so well and may require additional support/intervention in the child's view, that of their parent/carer and that of staff working with them in school
- consider any relevant information supplied by the child, their parent/carer or outside agencies which may be impacting upon their development/learning.
- consider long term outcomes for the child over a phase of development or key stage (which are an important factor with a view to transition to adulthood).
- consider short term outcomes in the form of targets focusing on particular areas for development.

- provide a planning, teaching and reviewing tool which is a working document which can be refined and amended.
- provide a record of that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- be a meaningful document, accessible to all those involved in their implementation – children should have an understanding and “ownership of the targets”.
- be based on informed assessment and will include the input of outside agencies.

‘My School Plan’ will:

- contain time limited targets – (at least) termly reviews with an agreed ‘where to next?’ (agreed by child, parent/carer, staff working with the child, SENCo and outside agencies where appropriate)
- have a maximum of four short term outcomes in the form of SMART targets set for the child.
- specify how often the target(s) will be covered.
- state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the child should be able to do at the end of the given period.
- Termly targets for this plan will be arrived at through :
 - Discussion between teacher and SENCO
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional

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 pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

Our school will comply with all local arrangements and procedures when applying for

- Contingency Funding
- An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with LA policy and guidance - particularly with regard to the timescales set out within the process.

PARTNERSHIP WITH PARENTS /CARERS

We believe at St Chad’s that parents are the first educators of their children. We recognise the crucial role that they play. Parents have a right to participate and be involved in all aspects of their children’s schooling. We aim to foster good communication by inviting parents to take part in all discussion and decision making regarding children with SEND.

The 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 perceive their child may be having or other needs the 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 pupils identified as having special educational needs, 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 the Parent Support services available as part of the Local Offer (signposted in our SEND Information Report).
- making parents and carers aware of our links with other agencies via our SEND Information Report (available on school website)
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language
- ensuring admission arrangements for pupils with special educational needs are the same as those for other children. These arrangements are decided by the Governing Body of St Chad's (refer to school's Admissions Policy). At St Chad's, we welcome children with SEND. In the case of children with severe learning difficulties or physical disability, we would have to ensure adequate and appropriate resources and supervision before admitting the children.
- ensuring that transition arrangements are well managed and communicated to parents/carers. We ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education. We ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, we offer transition meetings to all pupils in receipt of additional SEN support and all those with statements of Special Educational Needs/EHC Plans.

INVOLVEMENT OF CHILDREN

We recognise that all children have the right to be involved in making decisions and exercising choice. We endeavour to involve all children by encouraging them to:

- state their views about their education and learning
- identify their own strengths and 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
- (for some pupils with special educational needs) monitor their success at achieving the targets on their 'Pupil Centred Plan'.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

At St Chad's we recognise that children at school with medical conditions should be properly supported so that they have full access to education including school trips and P.E. Some

children with medical conditions may be disabled and where this is the case, school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have special educational needs and may have a Statement or Education Health and Care Plan which brings together health and social care needs as well as their special educational provision in which case the SEN Code of Practice (2014) is followed. Responsibility for managing the needs of children with medical conditions lies with our school's SLT.

MONITORING AND EVALUATION OF SEND

The success of this policy, written in line with the new Code of Practice (2014) is evaluated against the aims and objectives outlined above. SEND issues are discussed by staff and governors and are identified in the School Improvement Plan.

Policy and practice with regard to SEND is reviewed annually.

An SEND Information Report is published on our school website in line with requirements of the new Code of Practice 2014

The Head teacher and SENCo will keep the Governing Body informed regarding SEN provision and practice. The Head teacher and SENCo will provide the named Governor with the necessary information to report to the general Governing Body. The SENCo will meet with the named Governor on a termly basis to ensure sound knowledge of current policy and practice

In assessing the success of this policy, the effectiveness of the school's systems for identification, assessment, provision monitoring, record keeping and use of external agencies will be taken into account.

Use will also be made of the following indicators:

- Children identified as early as possible.
- Children make good progress against targets set for them.
- Children enjoy school and are proud of their achievements.
- Parents express satisfaction with SEN provision.
- St Chad's demonstrates commitment to inclusion.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all our children, all staff are encouraged to undertake training and development.

Staff undertake relevant courses to enhance their CPD; these courses are chosen to support the School Improvement Plan and the teachers' own needs. The school provides financial support for CPD.

Particular support will be given to RQTs and other new members of staff. All teachers and support staff undertake induction on taking up their post which includes a meeting with the SENCo to explain systems and structures in place around SEND provision and practice and to discuss individual needs of children. Should a pupil with a specific low incidence need be admitted to the school, then the Special Educational Needs Co-ordinator will pursue relevant training, in the first instance, for the class teacher and support staff concerned.

Our Special Educational Needs Co-ordinator attends regular SENCo network meetings organised to support Special Educational Needs Co-ordinators in their work in school,

affording an opportunity to discuss special educational needs issues with colleagues in other schools, keep up to date with local and national updates in SEND and disseminate information regarding current practice to colleagues in our school.

ROLES AND RESPONSIBILITIES

Headteacher

- The head teacher is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn
- The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).
- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a provision for vulnerable learners
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCO
 - discussions and consultations with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of provision for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers particularly in relation to the graduated approach to providing SEN support
- advising on the deployment of the delegated budget for SEN
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a Statement of Special Educational Need/ Education Health and Care Plan
- carrying out referral procedures to the Local Authority to request additional funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- monitoring the school's system for ensuring that Pupil Centred Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils.
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision

map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).

- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO network meetings and training as appropriate.
- liaising closely with a range of outside agencies to support vulnerable learners, including Educational Psychology Service and other support agencies, medical agencies, social services and voluntary bodies.
- providing a key point of contact for external agencies, support services and the LA.

Class teacher

liaising with the SENCO to agree :

- which children in the class are vulnerable learners
- which children are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs.
- which children (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, a Pupil Centred Plan to address a special educational need (this would include pupils with statements/EHC Plans)

securing good provision and good outcomes for all groups of vulnerable learners by :

- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies.
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Governing Body

The role and responsibilities of the Governing Body are clearly defined in the new Code of Practice 2014 as follows:

- Use best endeavours in exercising their functions to ensure that the necessary special educational provision is made for any child who has SEN
- Ensure that parents are notified by the school when special educational provision is being made for their child because it is considered that he or she has SEN
- Take account of the SEND Code of Practice when carrying out their duties towards all children with SEN
- Ensure the school produces and publishes online its school SEN information report
- Ensure the school has arrangements in place to support children with medical conditions
- Co-operate with the local authority (LA) in developing the local offer
- Secure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

- Consult the LA as appropriate, the Funding Authority and the governing bodies of other schools, when it seems to them necessary or desirable in the area as a whole.
- Report annually to parents on the school's policy for pupils with SEND.
- Ensure that the pupils join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible, with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- Our named Governor for SEN is currently **Dennis Harrison** who is kept informed of all current policy and practice with regard to SEND.

RECORD KEEPING ARRANGEMENTS

A list of all children requiring differentiated approaches/activities at 'Targeted Action' and all children requiring additional SEN Support via 'Pupil Centred Plan'(including children holding Statements of SEN or EHC Plans) is maintained by the Special Educational Needs Co-ordinator and is stored alongside relevant information in a locked cupboard in the SEN room.

SPECIALIST PROVISION

There are many experienced and well trained teachers and TAs on the staff. The school's CPD records outline the range of qualifications held and courses attended by staff.

CPD needs are identified through:

- Meetings with individual teachers to discuss progress, developments and needs.
- Exchange of good practice in school and with other schools
- SENCO updates
- CPD Needs Audit
- Governor training and Governor updates
- Whole school training and development requirements are identified through provision mapping, whole school planning and SEN Policy review.

External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of the Educational Psychology Service. In addition, school may seek advice from specialist advisory teachers from Manchester's Additional Needs Team for children with sensory impairment or physical/medical difficulties or social communication difficulties.

Our community speech and language therapists contribute to the reviews of children with significant speech and language difficulties. The SENCo also liaises with the speech and language therapists of children noted at 'SEN Support' who advise regarding the implementation of SALT programmes in school.

School maintains links with child health services, social services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.

Our School Health Practitioner is available for advice and attends meetings in school on request following referrals to the service made by school.

School has also enlisted support from 'Caritas' – the Salford Diocese

Our school's anti-bullying procedures are outlined in our Behaviour and Discipline Policy and all staff at St Chad's are acutely aware of the requirement to safeguard the needs of our children with SEN, promote independence and build resilience in their learning; many strategies are implemented in school to address these factors, for example:

- providing safe places of retreat where children can go during less structured times of the school day.
- creating a sign/signal which children can use to communicate to staff if they need to leave a class room.
- provision of appropriate training for staff in SEND.
- encouraging communication between teaching staff and lunch time supervisors to increase awareness of what's happening on the playground and in the class room.
- providing opportunities to stay indoors at lunch times.
- facilitation of education sessions within classes where children with a diagnosis
- explicit teaching, where necessary of social skills such as turn taking and use of social stories/comic strip conversations to develop social understanding.
- positive ethos within the school where praise and encouragement are an integral part of all we do.

DEALING WITH COMPLAINTS

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:

- the complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved,
- the complaint is dealt with by the SENCo or by a senior manager. If there is still no resolution
- the Head teacher should become actively involved
- if the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors
- the Governing Body will deal with the matter through their agreed complaint resolution procedures
- in the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.