



**SPECIAL EDUCATIONAL NEEDS  
& DISABILITY POLICY**

**Signed** *S Reeves*

**Dated:** 9<sup>th</sup> February 2023

**Review** February 2024

# Special Educational Needs and Disability (SEND) Policy

**Key elements:**

This document provides practical guidance for staff on how Emmanuel Community School implement SEND Provision.

(To be read in conjunction with our policies on, Behaviour, Anti-Bullying, Medical and Curriculum Policies)

This Policy was drafted with reference to:

- *'NASEN' guidance documents via the SEND gateway (National Association for Special Educational Needs)*
- *The Special Educational Needs and Disability (SEND) Code of Practice 2014 (DFE)*
- *the SEN policies of Thorpe Hall Primary School, Greenleaf Primary, Willowbrook Academy, Northfield St Nicolas Primary Academy and Churchfields' Juniors.*

and complies with the statutory requirement laid out in the SEND code of Practice 0-25 (May 2015) updated from September 2014 and has been written with regard to:

- *Children and Families (Act 2014)*
- *SEND Code of Practice (2014, including updates as of May 2015)*
- *Equality Act (2010)*
- *Statutory guidance e on Supporting Pupils with Medical Conditions (April 2014)*
- *Teacher Standards (2012)*
- *Safeguarding Policy.*



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<b>Director of Education</b>	: Mrs T Oluwatudimu
<b>Headteacher</b>	: Mr R Reeves
<b>SEND link The Governor</b>	: Mrs T Hodgkinson

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### SEND Team

**SENCO** : Ms D. Hird

**Learning Support Staff**4: EYFS and KS1 will have Teaching Assistants based in class for small group activities support.  
: Additional interventions will be timetabled for identified pupils on the SEND register, as part of the school's Core Offer.  
: Additional 1:1 TA staff as required for high needs.

**Additional external agencies** where appropriate and as required (e.g. ed psych services, S&L therapist, etc.).

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### Policy Statement

All pupils are entitled to an education and support that enables them to make progress so that they:

- can achieve their best; and
- become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

At Emmanuel Community School, we recognise that children may:

- have different educational needs;
- all have special needs at some time in their lives;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates; and
- need a range of different teaching approaches and experiences.

## Aims and objectives

- Our school provides a broad and balanced curriculum for all children.
- The National Curriculum is our starting point for planning teaching which meets the specific needs of individuals and groups of children.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning.
- In addition, we implement some focused interventions to target particular skills.
- When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.
- In making provision for pupils with SEN, our aims and objectives are:
  - to create a learning environment that meets the special educational needs of each child;
  - to ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age;
  - to ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities;
  - to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational need to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
  - to enable all children, including those with SEN, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
  - to ensure that parents or carers are able to play their part in supporting their child's education;
  - to ensure that our children have a voice in deciding how their individual needs might best be met;
  - to ensure that all necessary resources are made available to meet pupil's individual needs.

***Those pupils identified as in need of additional SEN support, will be placed on the school's SEND register either as on SEN Support level or having a statement/Education, Health and Care Plan (EHCP). This means that all teachers are expected to have children with SEND in their class.***

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## Provision

- In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs.
- We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation.

- Every teacher is a teacher of every child or young person including those with SEND.
  - We want all our children to feel that they are a valued part of our school community.
  - Through appropriate curricular provision, we respect the fact that children:
    - have different educational and social needs and aspirations;
    - require different strategies for learning;
    - acquire, assimilate and communicate information at different rates;
    - need a range of different teaching approaches and experiences.
  - Some children have barriers to learning that mean they have special educational need and require particular action by the school.
  - Children may have special educational need either throughout or at any time during their school career.
  - This Policy ensures that curriculum planning and assessment for children with special educational need takes account of the type and extent of the difficulty experienced by the child.
  - Children identified with special education need are placed in a category of Need known as **Special Education Need Support (K)**. All children are closely monitored, and their progress tracked each term. Those at **Special Education Need Support (K)** are tracked by the SLT/SENCO.
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### Definition of Special Educational Needs

- 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
    - a) have a **significantly greater difficulty** in learning than the majority of others of the same age; or
    - b) have a **disability** which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
  - A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (*clause 20 Children and Families Bill*).
  - This is a broad definition covering children and young people from **0-25 years of age**. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.
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### Broad areas of need

There are four broad categories of SEND:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Issues (SEMH)
- Sensory and/or Physical needs.

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental health</u>	<u>Sensory and/or physical</u>
<ul style="list-style-type: none"> <li>• Moderate (MLD)</li> <li>• Severe (SLD)</li> <li>• Profound &amp; Multiple (PMLD)</li> <li>• Specific Developmental Disorder (SdDL) <ul style="list-style-type: none"> <li>– Dyslexia</li> <li>– Dyspraxia</li> <li>– Dyscalculia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Speech, Language &amp; Communication (SLCN)</li> <li>• Autistic Spectrum (ASD)</li> </ul>	<ul style="list-style-type: none"> <li>• Social &amp; Emotional <ul style="list-style-type: none"> <li>– Withdrawn</li> <li>– Isolated</li> <li>– Challenging, disruptive or disturbing behaviour</li> </ul> </li> <li>• ADD</li> <li>• ADHD</li> <li>• Attachment disorder</li> <li>• Mental <ul style="list-style-type: none"> <li>– Anxiety</li> <li>– Depression</li> <li>– Self-harming</li> <li>– Substance misuse</li> <li>– Eating disorders</li> <li>– Physical symptoms, medically unexplained</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sensory impaired</li> <li>• Multi-Sensory Impaired (MSI)</li> <li>• Physical <ul style="list-style-type: none"> <li>– Visual Impaired (VI)</li> <li>– Hearing Impaired (HI)</li> <li>– Physical disabled (PD)</li> <li>– Disfigurement</li> </ul> </li> </ul>

## Disability

- Many children and young people who have SEN may have a **disability** under the *Equality Act 2010* – that 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 many realise: ‘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.
- Some pupils with disabilities may have **learning difficulties** that call for special educational provision. However, not all children deemed to have a disability will require this provision. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between children who have a disability and young people and those with SEN.
- Where a child with disability or young person requires special educational provision they will also be covered by the SEN definition.

## Children with social, emotional and mental health needs

- **Behaviour is not classified as SEND.** Difficult or withdrawn behaviour does not necessarily mean that a child has SEND.
- It is expected that all pupils will adhere to the school’s Behaviour Policy. All children’s behaviour is responded to consistently in line with our Behaviour Policy, although **reasonable adjustments** are made to accommodate individual needs.
- There needs to be a focus on the underlying reasons for behaviour, e.g. emotional concerns affecting behaviour.
- If a child consistently shows unwanted behaviours, the class teacher will assess the child’s needs, taking into account the child’s known history of experiences and family circumstances.

- Consistent disruptive or withdrawn behaviours **can be an indication** of unmet SEN, and where there are concerns about behaviour, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.
  - If parent(s)/carer(s) and school are concerned that a child may have mental health needs, we encourage parents/carers to ask their GP for a referral to **CAMHS** or the school may do this on their behalf.
  - If the child's behaviour is felt to be a response to **trauma** or to home-based experiences (e.g. bereavement, parental separation), referrals to appropriate external agencies (e.g. the Local Authority's **Early Help Team** or **Social Inclusion Team**), will be considered where appropriate for support and advice.
  - The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities.
  - We will investigate all allegations and work with both the bully and the victim, please refer to Anti-bullying Policy.
  - Appropriate provision will be provided to meet short-term needs, in order to prevent problems escalating.
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### English as an Additional Language (EAL)

- It should ***not be assumed*** that children with EAL have SEND.
  - Difficulties related solely to limitations in EAL **are not SEN**.
  - Children with delayed language will receive support in small Speech & Language nurture groups.
  - If, however, SEND concerns are raised, then an assessment will be completed.
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### Supporting Pupils at school with Medical Conditions

- Pupils presenting with severe and/or life-threatening medical conditions, will have a the Health Care Plan, drawn in in liaison with Health practitioners.
- The school recognizes that pupils at school with medical conditions should be properly supported so that they have 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.
- A child with **asthma** or **diabetes**, for example, may not have special educational need, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.
- Some pupils presenting with medical conditions, may also have special educational needs (SEND) and may have a statement/Education, Health and Care Plan(EHCP), which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Where appropriate, Emmanuel Community School will make arrangements to support pupils with medical conditions, as stipulated by the ***Children and Families Act (2014)***,



inclusive of **Individual Health Care Plans**, which will specify the type and level of support required to meet their medical needs.

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### Additional notes:

- Other areas of impact on progress and attainment which are NOT SEND:
    - Disability alone does not constitute 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.
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### Admissions

- Emmanuel Community School complies with the Waltham Forest admissions criteria, which do not discriminate against children with SEND, and has due regard for the guidance in the Code of Practice. In line with The Equality Act (2010), the school adheres to its legal obligations:
    - We do not directly or indirectly discriminate against, harass or victimise disabled children.
    - We will make *reasonable adjustments* (e.g. physical alterations where appropriate) and access arrangements, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
    - We promote equality of opportunity and foster good relations between disabled and non-disabled children.
  - Children with **Education, Health and Care Plans (previously statements)**, need to apply for placement through the Local Authority's SEND Team, as the school needs to be consulted first.
  - Parents/carers seeking the admission of a child with mobility difficulties are advised to approach the school well in advance, so that reasonable steps can be taken. *Reasonable adjustments* can include the following:
    - Differentiated lessons link to national curriculum and assessment (not by a specialist TA or teacher).
    - Some resources can be integrated as part of their access to the curriculum.
    - Liaison with SENDSuccess Outreach Team.
    - Liaison with other professional agencies to gather information and suggestions for strategies as part of Waltham Forest's Local Offer
    - One Page Profile with educational targets.
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### Storing and Managing Information

- Documents relating to pupils are stored securely, and in confidence, by the Inclusion Leader/SENCO .
  - If a pupil transfers to another school, all documents will be transferred accordingly.
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## Transition Arrangements

- We understand how difficult it is for children and parents as they move into a new school or new class. We will according to the needs of the child, aim to make transitions as smooth as possible by, for example:
    - carry out home visits for children entering reception
    - hold additional meetings for parents and child with the new teacher
    - arrange additional visits to the new classroom environment in order to identify coat pegs, toilet locations etc.
    - opportunities to take photographs of key people and places in order to make a transition booklet.
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## The process of identification of Educational Needs

***“For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child’s development. They should also listen to and address any concerns raised by children and young people themselves. (SEND Code of Practice: 0 to 25 Years, 2014 - 6:20)***

- Early identification of special educational needs is vital.
- The identification of SEND is built into the overall approach of monitoring the progress and development of all pupils. Slow progress and low attainment **do not necessarily mean** that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.
- Most children who join our Reception class, have already been in receipt of pre-school educational provision where any particular individual needs may already have been assessed.
- Class teachers are continually aware of children’s learning and supported by the Senior Leadership Team make regular assessments of all pupils progress. All children are assessed through our normal processes when they enter our school, so that we can build upon their prior learning and any special provision already made for them.
- We recognise that a child’s SEND may
  - change over time
  - be short lived or longer term
  - relate to a single area of difficulty
  - pertain to a range of difficulties that interact
  - be fairly minor
  - be profound and complex.
- In deciding whether to make special educational provision, the teacher and SENCO/Inclusion Leader, should consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. The information gathered should be discussed with the pupil and their parents.

- If a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, the class teacher will seek to identify a cause. This can be characterized by progress which:
    - is significantly slower than that of their peers starting from the same baseline;
    - fails to match or better the child's previous rate of progress;
    - fails to close the attainment gap between the child and their peers; and
    - widens the attainment gap.
  - The class teacher will respond to individual children's needs by:
    - providing support for children who need help with communication, language and literacy;
    - planning to meet children's individual learning needs by recognising a range of teaching and learning strategies;
    - planning for children's full participation in learning, and in physical and practical activities;
    - helping children to manage their behaviour and to take part in learning effectively and safely; and
    - helping individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.
  - Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SENs on our SEN register.
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### A Graduated Approach to SEND

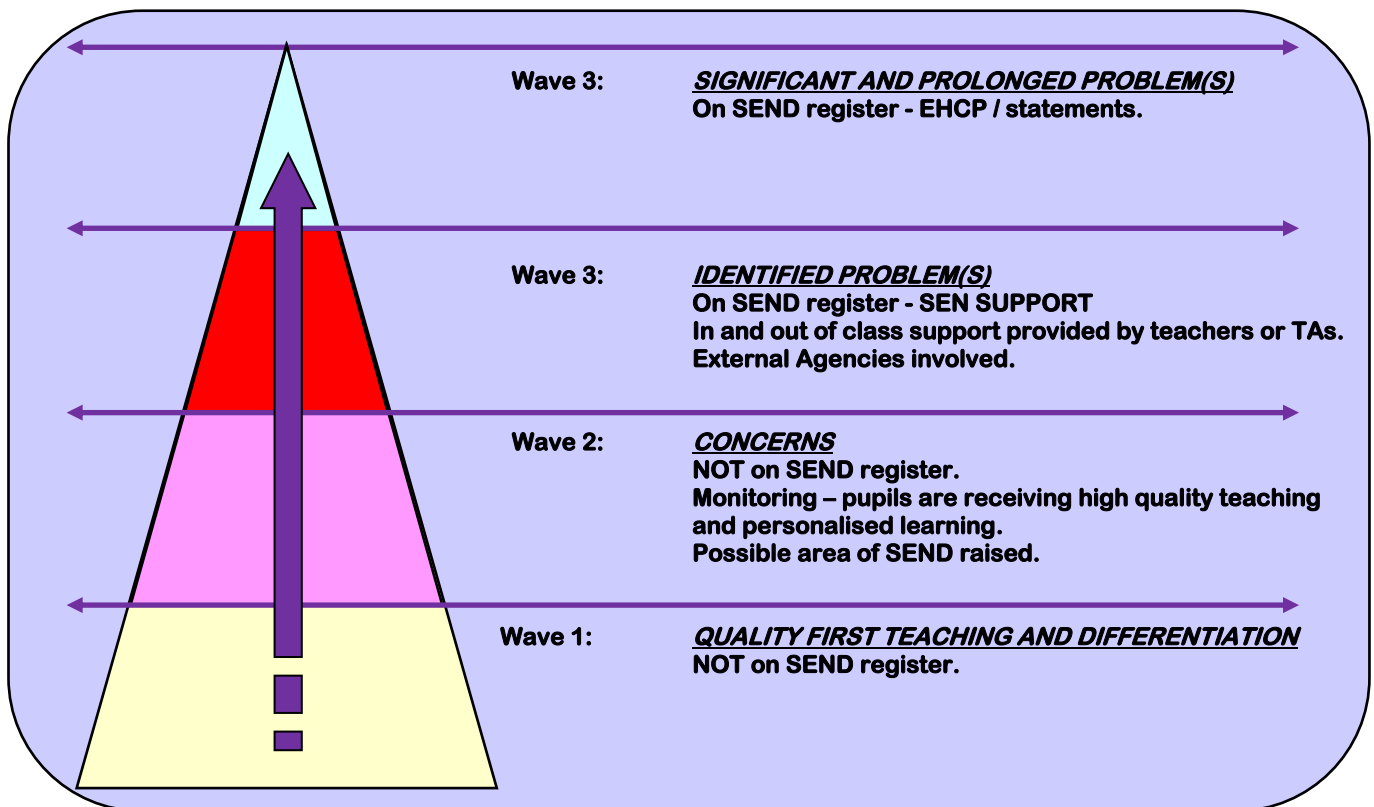
- The **Code of Practice** states a **Graduated Approach** to the identification and assessment of SEND. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.
- Pupils at our school, experience teaching which is differentiated to account for the breadth of needs within each class. However there may be some children who do not respond to such teaching and if this continues over time, then they may warrant being placed on the register for Special Educational Needs.

***6:37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.***

- The progress of every child is monitored at termly pupil progress meetings. Wherever possible, we aim to meet children's learning needs through differentiated planning, teaching and support, as part of our normal classroom practice. Where a child is identified as not making progress in spite of Quality First Teaching targeted at their area of weakness their needs are discussed with the Inclusion Leader/SENCO and a plan of action is agreed.

- The school informs parent(s)/carer(s) at the earliest opportunity to alert them to concerns about their child's progress or additional need and seeks to enlist their and their child's active help and participation. This will be either at parent's meetings or during informal meetings to discuss the child's progress. This meeting will:
  - formally let parents know that their child is being placed at SENs
  - discuss assessment that have been completed
  - agree a plan and provision for the next term
- Once parent(s)/care(s) are formally informed of presenting SEND, the pupils will be placed on the school's SEND register

### Provision mapping



- Consideration of whether special educational provision is required should start with the **desired outcomes**, including the expected progress and attainment and the views and wishes of the pupil and their parents.
- This should then help determine the support that is needed and whether it can be provided by adapting the **School's Core Offer** or whether something *different from* or *additional to* that normally available to pupils of the same age is required.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning.
- SEND pupils' progress and attainment be monitored to be discussed during termly **Pupil Progress Meetings**.
- SEN Support will focus on **outcomes rather than process**.

- The SEN Code of Practice is designed to help bodies to make effective decisions regarding children with special educational needs. It does not (and could not) tell them what to do in each individual case.
- SEND support in school is based on a four-part cycle through which earlier 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. This plan will take the form of an **Assess, Plan, Do, Review** cycle, where earlier decisions are revisited, refined and revised in discussion with the pupil and parents:

<b>Assess</b>	What can the child do and what do they need to learn next?
<b>Plan</b>	What shall we do in order to help them learn what they need to?
<b>Do</b>	Take action to do what is needed, in school and at home
<b>Review</b>	Parents, students and teachers feed into what impacts have our actions have had, what should happen next?

- This is known as the **Graduated Approach**, which considers the following levels of need:

	<b>QUALITY FIRST TEACHING AND DIFFERENTIATION WITH ADDITIONAL CHALLENGE</b>	<b>EXCEEDING &gt; +8</b> More than 48 weeks above expected level	<b>ON HAP REGISTER</b>	<p>A very small number of children will be identified as Higher Achiever Pupils (HAP) and will have their needs met, using additional to and different from approaches to challenge their interests and through higher order thinking skills.</p> <p>Some children will be identified as Higher Achiever Pupils (HAP) and will have their needs met, using additional to and different from approaches to challenge their interests and through higher order thinking skills.</p>	<ul style="list-style-type: none"> <li>• Quality First teaching.</li> <li>• Higher order thinking skills.</li> <li>• Class teachers to set challenging expectations.</li> <li>• Additional to and different from challenges to move all learners from where they are to where they need to be.</li> </ul>
	<b>QUALITY FIRST TEACHING AND DIFFERENTIATION WITH ADDITIONAL CHALLENGE</b>	<b>EXCEEDING +2- +8</b> 12 weeks above expected level			
	<b>QUALITY FIRST TEACHING AND DIFFERENTIATION WITH ADDITIONAL CHALLENGE</b>	<b>EXCEEDING +1</b> 6 weeks above expected level			
	<b>QUALITY FIRST TEACHING AND DIFFERENTIATION</b>	<b>SECURE</b> At expected level	<b>ON HAP REGISTER</b>	<p>Most children will have their needs met by the school without any SEN provision being made, other than that which is normally available to all children.</p>	<ul style="list-style-type: none"> <li>• Quality First teaching.</li> <li>• Class teachers to set high expectations for all.</li> <li>• Differentiated lessons to move all learners from where they are to where they need to be.</li> <li>• It will meet the individual needs of the <i>majority</i> of pupils.</li> </ul>
<b>WAVE 1</b>	<b>QUALITY FIRST TEACHING AND DIFFERENTIATION</b>	<b>SECURE -1</b> At expected level (low)			
<b>WAVE 2</b>	<b>CONCERNS MONITORING</b>	<b>DEVELOPING -2</b> 6 weeks behind	<b>NOT ON SEND REGISTER</b>	<p>Most children will have their needs met by the school without any SEN provision being made other than that which is normally available to all children.</p> <p>Booster interventions and "Cath up" programmes to be implemented to close the gap.</p>	<ul style="list-style-type: none"> <li>• Where there are large numbers of learners who share the same learning needs the best solution is to adjust the planning to cater for them.</li> <li>• If a child is below age related expectations (below being secure) then booster "<i>Catch Up</i>" interventions need to be considered.</li> <li>• Under achievers, to make progress with some provision directed by the class teacher in/out class, through additional time-limited, tailored</li> </ul>
<b>WAVE 2</b>	<b>CONCERNS MONITORING</b>	<b>DEVELOPING -3</b> 12 weeks behind			
<b>WAVE 2</b>	<b>CONCERNS MONITORING</b>	<b>DEVELOPING -4</b> 18 weeks behind			

WAVE 2	CONCERNS MONITORING	DEVELOPING -5  24 weeks behind		<p>intervention support programmes that have an evidence base of impact on support.</p> <ul style="list-style-type: none"> <li>• Pupil's progress and attainment tracked and monitored for impact by the class teacher, SEND Team and SLT. <ul style="list-style-type: none"> <li>• The outcome of Wave 2 intervention is for learners to be back on track to meet or exceed national expectations at the end of the key stage.</li> <li>• The class teacher informs parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.</li> </ul> </li> <li>• If the need is different from academic, then a <b>Cause for Concern Referral Form</b> is completed and given to the Inclusion Leader/SENCO .</li> <li>• If the child still makes little or no progress, then they become <b>SEN Support</b> and will be placed on the SEND register</li> </ul>	
WAVE 3	IDENTIFIED PROBLEM(S) SEN SUPPORT	EMERGING -6  30 weeks behind	ON SEND REGISTER	<ul style="list-style-type: none"> <li>• Individual Targets are set on IEPs</li> <li>• Pupil's progress and attainment tracked and monitored for impact by the class teacher, SEND Team and SLT.</li> <li>• Where appropriate, referrals will be submitted to available external services, in helping the school identify, assess and make provision for specific identified pupils with SEND.</li> <li>• Expectations are to accelerate and maximise progress and to minimise performance gaps. This may involve support from a <b>specialised teacher, HTLA or academic mentor delivered one-to-one or to small groups to support learners towards the achievement of very specific targets.</b> <ul style="list-style-type: none"> <li>• If the pupil still makes no progress; and the Educational Psychologist or other professionals advises, then consideration needs to be given that help is needed from outside the school's resources.</li> </ul> </li> </ul>	
WAVE 3	IDENTIFIED PROBLEM(S) SEN SUPPORT	EMERGING < -6  36 weeks behind			<p>Some children will have identified SEND and will have their needs met, using the approaches to support and intervention set out in this Policy.</p> <p>Where appropriate, more specific and/or specialised intervention programmes by external agencies to be implemented.</p>
WAVE 3	SIGNIFICANT AND PROLONGED PROBLEM(S) EHCP / STATEMENTS	EMERGING  More than 36 weeks behind			<p>A very small number of children, with complex (i.e. in more than just Education, just Health or just Social Care) and significant needs will require a co-ordinated multi-agency approach and a high level of support and intervention.</p>
				<ul style="list-style-type: none"> <li>• The LA can be requested to initiate an Education, Health and Care assessment, by either the school or parents.</li> <li>• The LA may agree an EHCP.</li> <li>• The child to receive specific support as directed by Education, Health Services and Social Care.</li> <li>• Individual targets to be set on IEPs.</li> <li>• Regular liaison between the school, parents and joint agencies to inform on strategies to be implemented and to monitor progress and attainment.</li> </ul>	

- Wherever possible, we do not withdraw children from the classroom.

- There are times, though, when to maximise learning, we ask children to work in small groups, or in a one-to-one situation outside the classroom.
- The teacher remains responsible and accountable for the development of these sessions which are led by a teaching assistant or specialist staff. *(This is referred to as wave 2 provision – pupils are not be included on the school’s SEND register)*
- If our assessments indicate or confirm that a child has a significant longer term learning difficulty, we continue to use wave 1 and 2 strategies to support them, but will plan more specialist individualised provision, designed to meet their specific needs and/or refer the pupil to an external agency. *(This is referred to as wave 3 provision).*
- Pupils identified as Wave 3, will be placed on the school’s SEND register and the parents/carers informed thereof.
- The child's class teacher will offer interventions that are *different from* or *additional to* those provided as part of the school's usual working practices.
- Pupils on the SEND register will have an **Individual Educational Plan (IEP)**, to set, monitor and evaluate specific set targets.
- The class teacher will keep parents or carers informed of the provision being made and draw upon them for additional information to help plan that provision.
- Parent(s)/carer(s) will be invited to attend and contribute to the SEND IEP review meetings. Where appropriate, pupils will be encouraged to attend their IEP review to engage pupil voice.
- If a SEND IEP review, or other assessment of a pupil’s progress, identifies that, over a period of **two terms**, progress has been insufficient, despite all appropriate resources being used to support the pupil, it may be concluded that support is needed from outside specialist services. In this case we will, with parental consent, request external specialist support through a referral to:
  - Educational Psychology services;
  - Speech and Language Therapy services;
  - Occupational Therapy services;
  - Physiotherapy services;
  - Outreach Team (Dyslexia, Global Delay, ASD)
  - Child and Adolescent Mental Health (CAMHS), etc.
- If a child still fails to make progress, in spite of high quality, targeted support as SEND, we may apply to the Local Authority (LA) for the child to have an Educational, Health and Care assessment. Generally this would be in the following cases:
  - The child is Looked After and therefore additionally vulnerable;
  - The child has a disability which is lifelong and which means that they will always need support to learn effectively;
  - The child’s achievements are **significantly far below** their peers that we think that they will always need support to learn effectively; and
  - The child’s achievements are so **significantly far below** their peers that we think it likely that the child may at some point benefit from special school provision.
- This assessment would involve a member of the Local Authority who will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child’s strengths, their dreams and aspirations as well as barriers they face. Following the meeting, the LA will produce the Educational, Health and Care Plan (EHCP), which will record the decisions made at the



meeting. The LA will evaluate all evidence provided and make a decision to agree or not to an EHCP.

- Nationally, only a very small proportion of pupils with SEND will require a statutory assessment.
- An ECH Plan is a statutory document which outlines a profile of the child, the type of provision which must be made for them, together with any resource allocation stipulated, then we will take every step possible to make the provision required.
- All pupils with EHCPs will have an annual ‘Person Centred Review’ of their Plan, conducted in accordance with the Code of Practice 2014, and in which parents and pupils are involved.

### Checklist for processing

	Raise concern(s) with the Inclusion Leader/SENCO .
	Complete a <i>Cause for Concern SEND</i> form and hand it to the Inclusion Leader/SENCO, indicating the area of concern; what has already been tried; successes; difficulties and preferred outcomes.
	Is at least <b>6 weeks’ evidence</b> attached to the Cause for Concern SEND form? <ul style="list-style-type: none"> <li><input type="checkbox"/> Termly assessments in Literacy</li> <li><input type="checkbox"/> Termly assessments in Numeracy</li> <li><input type="checkbox"/> Work in books</li> <li><input type="checkbox"/> Classroom observations/ photographs with commentary</li> <li><input type="checkbox"/> Checklists</li> <li><input type="checkbox"/> Specific assessments of spelling / key words / multiplication tables / number bonds</li> <li><input type="checkbox"/> Views from parents/carers</li> <li><input type="checkbox"/> Other (specify):</li> </ul>
	Are there any reports or information available / received to inform about any specific SEND?
	Inclusion Leader/SENCO ) to arrange for an observation regarding the pupil.
	Formal meeting arranged with class teacher and TAs working with pupil to discuss concerns.
	Formal meeting arranged with parents/carers to discuss concerns regarding pupil. If a child is deemed as needing to be placed on the SEND register, then parents will be informed.
	Interventions considered.
	Individual targets set using IEPs.
	Referral(s) to be submitted to external agencies (if applicable).
	Interventions monitored and evaluated.
	Termly Pupil Progress Review meeting.
	Where appropriate to consider requesting the LA to initiate an EHCP assessment.
	Pupils with statements or EHCP to have annual Person Centred Review meetings.

### SEN provision - intervention

- At Emmanuel Community School intervention is an over-arching term to describe a range of learning strategies, techniques, resources and programmes that are used to enable children with SEN to ‘catch up’ or, in some cases, maintain progress. We will endeavour to ensure that our interventions are time-limited and evidence based (i.e. there is some academic consensus that the intervention has the required effect). Interventions may take place in-class or may take place outside of class and may involve staff other than the class teacher, and may be for groups of students, pairs or individuals.



- Where interventions involve withdrawal from the class we are careful to minimise disruption to a broad and balanced education.
  - The Inclusion Leader/SENCO, in conjunction with the Headteacher and SLT will monitor and review the range of interventions used to support children at Emmanuel Community School, in order that interventions are effective, efficient and a good use of school resources.
  - Staff working directly with SEND pupils will review and set termly IEPs targets and share these with parents/carers. This process will enable monitoring the efficacy of interventions and maintain an overview of the support being given.
  - Transition after intervention is an important consideration at Emmanuel Community School – staff involved in delivering additional provision will make follow up visits to the these children even after completion of the programme to ensure that skills, knowledge and attitudes gained in the intervention are maintained/ transferred to other contexts.
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### Agencies that may be consulted or referred to:

- Educational Psychologist
  - Speech & Language Therapist
  - Specialist Children’s Services (e.g. Paediatricians, Physio therapists, Occupational therapists, etc.)
  - Child and Adolescent Mental Health Service (e.g. for diagnosis of ADHD or ASD)
  - Early Help Team (e.g. Family support advisor, parenting support classes)
  - Specialist teachers/ outreach teams (e.g. Whitefield Outreach Team, Hearing Impairment team, Joseph Clarke Outreach Service for Visual Impairments)
  - Charities and voluntary groups (e.g. Carefree Kids, etc.)
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### Local Offer

- The local offer is designed to enable parents and young people to see more clearly what services are available in Waltham Forest and how to access them. It includes provision from birth to 25, across education, health and social care. .
  - Local Authorities **must** publish a **Local Offer**, setting out in one place information about provision they expect to be available across Education, Health and Social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they ‘expect to be available’, local authorities should include provision which they believe will actually be available.
  - This includes information about:
    - Available support and provision; targeted services; and specialist services offered by the LA for or be used by SEN children and young people, including those who do not have EHCPs in Waltham Forest, for whom the LA is responsible for.
    - The LA’s arrangements for providing top-up funding for children and young people.
    - Information about how to request an EHC assessment for an EHCP.
  - LBWF’s Local Offer is available at:  
<https://www.walthamforest.gov.uk/service-categories/special-educational-needs-and-disability> .
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## Key Responsibilities

### Headteacher

- To be responsible for the overall management of the SEND provision, ensuring that the needs of pupils with SEND are met.
- He/she oversees and line manages the work of the Inclusion Leader/SENCO ).
- In particular cases, the headteacher may liaise with external agencies and the LA, and may chair some review meetings.

### Inclusion Leader/SENCO

- Responsible for the operational management of the specified and agreed resourcing for special needs provision within the school. This includes:
  - managing the day-to-day operation of our SEND Policy
  - maintaining the SEND register;
  - co-ordinating the provision for children's special educational needs;
  - maintaining a provision map;
  - supporting and advising colleagues;
  - maintaining records of all children with SEND;
  - overseeing all assessments of the progress made by pupils with SEND;
  - arranging, attending and chairing annual EHCP SEND PCR review meetings;
  - acting as a main point of communication with parent(s)/carer(s), in addition to the class teacher;
  - acting as the link with external agencies and support services;
  - monitoring and evaluating this SEND Policy, and reports to the governing body;
  - managing a range of resources, both human and material, to enable appropriate provision to be made for children with SEN;
  - contributing to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEN.

### All adults / staff working with SEND children (including agency staff and outside providers)

- All staff is involved in the development of the school's SEND Policy and is aware of the procedures for identifying, assessing and making provision for pupils with SEND.
- Have the responsibility to liaise with the class teacher in order to share SEND information regarding identified children and give feedback of evaluations and assessments.
- Must maintain a record and/or reports of impact of provision provided.

### Class teachers

- All teachers are teachers of children with SEND and endeavour to adapt the curriculum to meet their children's needs.
- Class teachers need to plan differentiated lessons as part of the Graduated Approach, for those on the SEND register.
- Class teachers work with support staff to ensure individual needs are met.
- Class teachers directly work with SEND pupils at some time during each day.
- **Every teacher is responsible and accountable for the progress and development of all pupils in their class wherever or with whoever the pupils are working with (including support provided by LSA or specialist staff).**

### Teaching Assistants

- Teaching Assistants work with small groups or individuals who have an Individual Educational Plan (IEP) as planned for and guided by the class teacher.
- To make use of a range of teaching strategies (Visual, Auditory and Kinaesthetic) to meet children's SEND.
- Assess, evaluate and monitor progress in order to inform the next stage of learning.

## **Children**

- In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities.
- Children are involved in an appropriate way in agreeing targets in their SEN Support Plan and in the termly review meetings.
- Children are encouraged to review their own progress against their targets and contribute towards decisions about support for their learning.
- We seek to celebrate their successes with them as well as planning and discussing their next steps.

## **Parents/Carers**

- To be involved in their child's learning through home-learning, educational visits, school based projects, open evening, visits to the school and homework etc.
- Parent(s)/carer(s) have much to contribute to our support for children with special educational need.
- We encourage an active partnership through an ongoing dialogue with parent(s)/carer(s). The home-school agreement is central to this.
- Through SEND review meetings each term, or regular termly parents' meetings, we share the progress of pupils with SEN with their parents or carers. We discuss with parents/carers any outside specialist support, and seek to involve them in decision making about the provision planned for their child.

## **Governing Body**

- It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.
- The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs.
- The governors ensure that all teachers are aware of the importance of providing for these children.
- They consult the LA and other schools, when appropriate, and report annually, through the school prospectus, to parent(s)/carer(s) on the success of the school's Policy for children with special educational need.
- The governing body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.
- The SEN Governor liaises closely with the Inclusion Leader/SENCO and ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel, and the effectiveness of this Policy.

## **Local Authority *(See Local Offer)***

- To provide external support for SEND children and resource additional requirements for SEND statements.
  - To provide disagreement resolution arrangements and mediation services.
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## **Allocation of resources**

- Emmanuel Community School does not have a special unit for SEND.
- The Inclusion Leader/SENCO is responsible for the operational management of SEND provision throughout the school, inclusive of provision mapping.
- The headteacher and the Inclusion Leader/SENCO meet annually to agree on how to allocate and use our SEN funding.
- The Inclusion Leader/SENCO draws up the necessary resources bid when the school is planning its budget.

- The headteacher informs the governing body of how the funding is allocated to support special educational needs, whether through the school's devolved formula funded budget or through cash grant attached to some statements, has been used.
  - The specified and agreed SEND budget will be used for the purchasing of SEND resources (on request from staff where specific SEND resources are identified as being needed). The SEND budget can be used to employ human resources i.e. Teaching Assistants (TAs) either by the school or from supply agencies.
  - Provision for EHCP SEND children will be in line with their allocated level of SEND funding. Parents/carers need to be advised that additional support is not always possible due to specific SEND budgets which are allocated to all SEND children throughout the school in line with equal opportunities. One-to-one provision can thus not be expected as a given.
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### Continuous Professional Development (CPD)

- The school considers the training needs of all staff, which will empower and enable them to feel confident and skilled to work with children with SEND most effectively.
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### Monitoring and equality impact assessment

- Governors and the SLT will evaluate the effectiveness of the SEND Policy.
  - The Inclusion Leader/SENCO monitors the progress or difficulties of children on the SEND register.
  - The Inclusion Leader/SENCO provides staff and governors with regular summaries of the impact of our Policy on the effectiveness of our SEN provision.
  - The Inclusion Leader/SENCO is involved in supporting teachers in drawing up SEN Support Plans for the children in their class.
  - The Inclusion Leader/SENCO and the headteacher hold regular meetings to review the work of the school in this area.
  - Inclusion Leader/SENCO and the named governor with responsibility for SEND also hold termly meetings.
  - The governing body will review this Policy every three years, or sooner if necessary, or in response to changes in national SEN Policy.
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### Complaints

- *(Refer to the school's Complaints Policy.)*
- If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. In our experience, most matters of concern can be resolved positively in this way.
- All teachers work very hard to ensure that each child is happy at school, and is making good progress; they naturally want to know if there is a problem, so that they can take action before it seriously affects the child's progress.

- If matters are unresolved and/or a request is made by the parent/carer, a meeting will be arranged with the Inclusion Leader (SENCO) / Inclusion Lead .
- However, if the issue is complex or the parent/carer is not satisfied with the outcome, the headteacher and /or governing body will be involved.
- As a last resort, the school's Local Authority SEND Inclusion Officer or SEND Standards and Service Manager can be involved.

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### Review

- The SEND Policy is to be reviewed and published annually (*6.79 of the Code of Practice (2014)*).
- Part of this procedure will be the gathering of views from all parties involved on its effectiveness.

## Addendum: School's Core Offer

	<b><u>Cognition and Learning</u></b>	<b><u>Communication and interaction</u></b>	<b><u>Social, Emotional and Mental health</u></b>	<b><u>Sensory and/or physical</u></b>
<b>WAVE 1</b> Quality first Teaching and Differentiation	<ul style="list-style-type: none"> <li>Differentiated curriculum planning, activities, delivery and outcome.</li> <li>Focused and modelled group work with teacher/ TAs e.g. guided reading/writing/ maths</li> <li>In class support from a LSA/ teacher</li> <li>1:1 reading with TAs</li> <li>Visual timetables</li> <li>Use of writing frames</li> <li>Thesaurus dictionaries</li> <li>Reading volunteers</li> <li>Read, Write Inc. intervention</li> <li>Basic Numicon</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language.</li> <li>Increased visual aids/modelling etc.</li> <li>Visual timetables</li> <li>Use of symbols</li> <li>Structured school and class routines</li> <li>Basic Makaton in EYFS</li> </ul>	<ul style="list-style-type: none"> <li>Whole school Behaviour &amp; Learning Policy</li> <li>School Values</li> <li>Class reward and sanction systems</li> <li>Access to school mentor</li> <li>Pupil voice interviews</li> </ul>	<ul style="list-style-type: none"> <li>Flexible teaching arrangements</li> <li>Staff informed and aware of impairment.</li> <li>Medical support</li> <li>Access to equipment, e.g. sloping boards, pencil grips, etc</li> <li>Modified worksheets</li> </ul>
<b>WAVE 2</b> Catch Up level TA led	<ul style="list-style-type: none"> <li>Booster Literacy Groups</li> <li>Booster Maths Groups</li> <li>In class support from TAs</li> <li>Precision teaching</li> <li>Additional Read, Write Inc. intervention</li> <li>Volunteer class support</li> <li>Numicon Intervention Programme</li> </ul>	<ul style="list-style-type: none"> <li>In class support from TAs with some focus on supporting speech and language.</li> <li>Speech and language Nurture group intervention</li> <li>Modelled language activities</li> <li>Basic Makaton signing</li> </ul>	<ul style="list-style-type: none"> <li>Small group support groups</li> <li>Merits and awards</li> <li>Adult support for unstructured activities</li> <li>Pastoral Support Plans</li> <li>After school Clubs e.g. football, athletics, film club, Phonics club, sewing and knitting, choir.</li> <li>Breakfast club before school</li> </ul>	<ul style="list-style-type: none"> <li>Additional handwriting practice</li> <li>Access to equipment, e.g. sloping boards, pencil grips, etc.</li> <li>Access to small laptops</li> </ul>
<b>WAVE 3</b> Single category level Teacher /External agency / TA led	<ul style="list-style-type: none"> <li>IEP targets</li> <li>Additional phonics support</li> <li>Additional 1:1 reading support</li> <li>Additional Literacy and Maths 1:1 and small group support/tuition</li> </ul>	<ul style="list-style-type: none"> <li>IEP targets</li> <li>S&amp;L therapy sessions (tailored programme)</li> </ul>	<ul style="list-style-type: none"> <li>IEP targets</li> <li>Individual rewards and merits</li> <li>Personalised therapy – ELSA</li> <li>Support from Child &amp; Family Consultation Services (CFCS)</li> <li>Support from Child &amp; Adolescent Mental Health Services (CAHMS)</li> <li>Support from Pupil Referral Unit (PRU)</li> <li>Support from LA Social Services</li> </ul>	<ul style="list-style-type: none"> <li>IEP targets</li> <li>Motor skills programme for small group or individuals.</li> <li>Support from Specialist Children's Services</li> <li>Support from Physiotherapist</li> <li>Support from Occupational Therapy Services</li> <li>Support from SENDSuccess: <ul style="list-style-type: none"> <li>Joseph Clark Visual Impaired (VI) Outreach Team</li> <li>Hearing Impairment (HI) Outreach Team</li> </ul> </li> </ul>
<b>Education, Health and Care Plan</b> (previous statement)	<ul style="list-style-type: none"> <li>IEP targets</li> <li>Access to external SEND resources and advisory teachers</li> <li>Support from Educational Psychologist</li> <li>Support from 1:1 TA support</li> <li>SENDSuccess: <ul style="list-style-type: none"> <li>Global Delay, ASD, Dyslexia and HI Outreach Teams</li> </ul> </li> <li>Annual Person Centred Review meetings (PCR)</li> </ul>	<ul style="list-style-type: none"> <li>IEP targets</li> <li>S&amp;L support, e.g. speech therapist and/or LSA</li> <li>S&amp;L therapy programme</li> <li>Access to Social &amp; Communications Clinic</li> <li>Additional Makaton training</li> <li>Support from SENDSuccess: <ul style="list-style-type: none"> <li>Autism Outreach Team</li> </ul> </li> <li>Annual Person Centred Review meetings (PCR)</li> </ul>	<ul style="list-style-type: none"> <li>IEP targets</li> <li>Pastoral Support Programme</li> <li>Support from Educational Psychologist</li> <li>Annual Person Centred Review meetings (PCR)</li> </ul>	<ul style="list-style-type: none"> <li>IEP targets</li> <li>Individual support in class and PE</li> <li>Tailored Occupational therapy programme.</li> <li>Access to ICT programmes</li> <li>Annual Person Centred Review meetings (PCR)</li> </ul>





# SEND CLASSROOM GUIDELINES

<p><b>Classroom environment</b></p>	<ul style="list-style-type: none"> <li>• Calm, safe and stable.</li> <li>• Set classroom volume at a comfortable level – using classroom dynamics.</li> <li>• Stimulating and interactive displays.</li> <li>• Tidy and clutter free.</li> </ul>
<p><b>Seating arrangements</b></p>	<ul style="list-style-type: none"> <li>• A place relatively free from distractions, e.g. away from doors and windows.</li> <li>• Get pupils to work in pairs rather than big groups.</li> <li>• Consider groups: Mixed ability / Focussed groups (EAL, SEN, PP and HAP)</li> </ul>
<p><b>Teaching</b></p>	<ul style="list-style-type: none"> <li>• Lessons to be differentiated.</li> <li>• Break tasks down into small steps.</li> <li>• Communicate expectations clearly.</li> <li>• Keep language short, simple and to the point.</li> <li>• Give verbal reminders (assessment)</li> <li>• Give frequent and specific feedback.</li> <li>• Ensure pupils are aware of time limits to tasks.</li> <li>• C3B4ME -method</li> <li>• Use school’s marking Policy.</li> <li>• Use a variety of teaching styles: Visual, Auditory &amp; Kinaesthetic.</li> <li>• Mixed ability groups where appropriate.</li> </ul>
<p><b>Learning</b></p>	<ul style="list-style-type: none"> <li>• Ensure the pupils are aware of appropriate strategies to:                             <ul style="list-style-type: none"> <li>– listen carefully</li> <li>– process thoughts (thinking time)</li> <li>– respond in full sentences.</li> </ul> </li> <li>• Encourage independent learning.</li> <li>• Display pupils’ own work.</li> <li>• High quality of books and presentation.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Be prepared! What do pupils need in order to enhance their learning?</li> <li>• Resources to be labelled in class.</li> <li>• Display a clear and simple visual timetable.</li> <li>• Where possible, use visual resources for pupils to refer back to.</li> <li>• Where possible, use Makaton (signing symbols) for communication.</li> <li>• Be careful of over-stimulation on displays.</li> <li>• Pupils in need of specific equipment, to use these as advised by agencies.</li> <li>• Deploy additional adult support appropriately in class.</li> </ul>
<p><b>Behaviour management</b></p>	<ul style="list-style-type: none"> <li>• Follow the school’s Behaviour Policy.</li> <li>• Follow Restorative Practice approach.</li> <li>• Be consistent, firm but fair.</li> <li>• Pupils to know they have to complete tasks.</li> <li>• Redirect pupils to stay focussed and on task.</li> <li>• Promote enthusiasm through being excited to want to learn.</li> <li>• Find out what keeps a pupil calm and happy.</li> <li>• Give work related targets, rather than behaviour targets.</li> <li>• Give pupils a choice – guide them to make the right decision.</li> <li>• Have a reflection place in class.</li> <li>• Useful strategies: Give me five!                             <ul style="list-style-type: none"> <li>– Eyes looking</li> <li>– Ears listening</li> <li>– Lips closed</li> <li>– Hands still</li> <li>– Brain ready</li> </ul> </li> </ul>

**Love**  
play together, be a friend,  
from your heart



**Truthfulness**  
tell the truth, don't tell lies



**Courage**  
be brave, don't be scared



**Forgiveness**  
be friends again when  
someone says sorry, be kind



**Justice**  
be fair





## Addendum: Helpful SEND questions for Parents/Carers

### What types of SEND are available for my child in school?

- Targeted high quality teaching through class teacher input.
- Differentiated lessons.
- Specific small group support.
- One-to-one interventions which may involve outside agencies.
- Individual target plans.
- Visual support and resources.
- Provision of specialist equipment or modified resources.
- Implementation of tailored support programmes as recommended by external professionals, e.g. Educational Psychologist, Occupational Therapist, Physio Therapist. etc.

### Can this school meet my child's needs?

- We consider every child's needs individually.
- Specific interventions.
- Assessment and intervention from the Local Authority's Speech & Language Services.
- Speech & Language therapist.
- Advice and support from external agencies, e.g. Occupational Therapist, Physio therapist, Educational Psychologist.
- Child & Family Consultation Services.
- SENDSuccess Outreach services.
- Additional therapists where appropriate and as available.

### How will my child be included in school life?

- We are an inclusive school and ensure that pupils are included in all aspects of learning and school life.
- Welcome and tour of school.
- New to school and class meeting.
- Transition support.
- Breakfast and Tea time club.
- After school clubs.
- Staff training to respond to specific needs.

### Where else can I find support and information?

- School office
- Citizens Advice Bureau
- School Nurse Services
- Specialist Children's Services

### Who are the best people to talk to about my child's needs?

- My child's class teacher
- Designated Inclusion Leader (SENCO): Mrs D Williams
- Headteacher: Mr P Lewis
- Director of Education: Mrs T Oluwatudimu

### How well do SEND pupils do in our school?

- Speak to:
  - Designated Inclusion Leader/SENCO
  - Member of Leadership team, responsible for Assessment
- Ofsted Report

### How does the school communicate with me?

- Phone calls
- School website
- Regular school newsletters
- Individual school reports
- Specific meetings arranged at specific times with: Senior Leadership Team (SLT); Designated Inclusion Lead/SENCO; Inclusion Lead and/or class teacher
- Staff available before and after school (where appropriate)
- Parents meetings
- Coffee mornings

### How does the school identify and assess children with Special Educational Needs and Disabilities (SEND)?

- SEND criteria and assessments.
- Information and consultation with Parents/Carers, pupils and external agencies.
- Pupil progress monitored against National and age-related expectations.

### What are the arrangements for voicing my concerns to the school?

- Speak to:
  - the class teacher
  - the designated Inclusion Leader
  - a member of the school's Senior Leadership team (SLT)
  - Citizens Advice Bureau

Date:  
09/2/2022



