

# Saltaire Primary



## SEN & DISABILITY POLICY

Policy approval date	April 2017
Policy renewal date	April 2018
Committee	Full Governing Body
Statutory policy	Yes
On website	Yes

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25: July 2014 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25: July 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO, SEN Governor and Headteacher. Staff and parents of pupils with SEND were consulted and the policy was co-produced in the spirit of current reforms.

## **1. SENCO**

Our Assistant Headteacher for Inclusion is responsible for all duties as set out for Special Educational Needs Co-ordinator (SENCO) and manages the provision we make for children with SEND. She obtained the National Award for SEND (NASENCo award) in 2015.

Name and Contact Details:

Mrs Jenny Oates

Saltaire Primary School

Tel: 01274 584093

## **2. OUR AIMS and VALUES for an INCLUSIVE EDUCATION**

At Saltaire Primary School...

- Children are provided with high quality learning opportunities, so that each child attains and achieves all that they are able to do.
- There are high expectations for everyone.
- We promote an ethos of care and trust where every member of our community feels that they truly belong and are valued.
- We recognise everyone's uniqueness and success.
- We are committed to improving children's confidence and self-esteem.
- We recognise learning in all its forms and are committed to nurturing lifelong learners.
- We know that safe and happy children achieve.
- There will be no invisible children here.

To achieve our aims we will:

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice, 2014.
- Adopt a 'whole pupil', 'whole school' approach to the identification, assessment and provision for children with special educational needs.
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
- View our special needs provision as an ongoing, developing process very much part of our Quality First Teaching.
- Provide support and advice for all staff working with special educational needs pupils.
- Provide appropriate in-class support and resources which enable all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage.

- Incorporate special educational needs procedures including individual provision maps (IPMs) into curriculum planning.
- Develop an effective partnership between school, parents and carers and outside agencies.
- Ensure children and parents/carers have the opportunity to participate in decision-making about provision to meet their special educational needs.
- Ensure that assessment and record-keeping systems provides adequate means of recording attainment and achievement and give sufficient information for carefully planned progression at every stage.
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines.
- Ensure all those involved with children with special educational needs work as a team to support the child's learning.
- Track and monitor provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through the school.

### **3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The criteria for entering a child on our SEN register takes account of what work has been done before and by whom. Teachers are responsible for providing Quality First Teaching in their classrooms. Children are only considered as having SEN if they do not make adequate progress once they have had interventions or adjustments provided by the class teacher through high quality teaching.

Parents/Carers will be informed in writing, if their child has been identified as having a Special Educational Need and has been entered onto our SEN Register.

When identifying a child with SEN, we use the definition in the introduction of the 2014 Code of practice:

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

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

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

The areas of need are:

### **Communication and Interaction Difficulties**

Children may have speech and language delay, impairments or disorders, or an autistic spectrum disorder.

### **Cognition and Learning Difficulties**

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

### **Social, Emotional and Mental Health Difficulties**

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

### **Sensory and/or Physical Difficulties**

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered as 'SEN Support' on to our Additional Needs Register.

There are other additional needs that a child may have, which can impact on their progress and attainment, but these alone would not automatically be considered as SEN.

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language\*
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

\*Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are **not** identified as having SEND.

#### **4. MANAGING PUPILS NEEDS ON THE SEN REGISTER**

High quality teaching, differentiated for individual pupils, is the first step for meeting the needs of children with SEN. Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional interventions and support do not compensate for a lack of good quality teaching; they support and develop skills further so that gaps in children's attainment and learning are closed. Our school regularly and carefully monitors 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 SEN most frequently encountered.

##### **Assessing Needs using the Graduated Response**

The SEN Code of Practice sets out a graduated approach to the process by which our school identifies and manages children with SEN. We take steps to apply the **ASSESS-PLAN-DO-REVIEW** approach to identifying children with SEN. Teachers will discuss initial concerns with parents/carers, relevant Leaders of Learning and the SENCO. The teacher and SENCO consider all of the information gathered from within the school about the pupils' progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessments, using effective tools and early assessment materials.

##### **Wave 1**

Guidance documents are used to help with the identification of need. Class teachers carry out a Learning Difficulties Baseline Assessment and may refer the child to the SENCO using the school's referral form. Class teachers are responsible for creating Provision Maps, which identify (SMART) targets for individual children who are underachieving. These are monitored, evaluated and reviewed termly so that any amendments can be made to meet the children's needs. Teachers are responsible for contacting and informing parents/carers about the additional support their child is receiving and individual targets are discussed with the child if appropriate.

If no significant progress has been made after two review cycles:

##### **Wave 2**

Additional and different provision is increased through more specific assessment by the SENCO. External agency advice may be sought at this point. Class teachers are responsible for creating Provision Maps, which identify (SMART) targets for individual children who are having adjustments and interventions for learning. These are monitored, evaluated and reviewed termly by the class teacher so that any amendments can be made to meet the

children's needs. Progress is more closely monitored. Teachers are responsible for contacting and informing parents/carers about the SEN support their child is receiving.

If no significant progress has been made despite interventions and support in Wave 2:

### **Wave 3**

The class teacher provides the main provision for the child with support and advice from the SENCO and any advice from assessments made by external agencies. Any additional adult help is directed by the class teacher and any additional training needs are provided. Interventions and adjustments are planned through more detailed and individualised Provision Mapping by the SENCO, with clear entry and exit criteria established. These are monitored, evaluated and reviewed termly by the class teacher and SENCO, so that any amendments can be made to meet the children's needs. Tasks and presentation of class teaching is specialised and specific to meet the needs of the pupil with SEN. Progress is more closely monitored and parent involvement is increased.

At this point a child with SEN may or may not need an application for an Education and Health Care Plan (EHCP) assessment.

If an EHCP has been agreed, the child with SEN remains in the mainstream setting and modified curriculum takes into account the child's needs outlined in the Educational and Health Care Plan (EHCP). A key worker is identified and increased support is provided on a 1:1 basis. External agencies are used for assessments and advice, and specialist training is sought for additional adults. Specialist equipment is provided if needed and the environment is adapted to suit the pupil's needs. Individual short term/ specific targets are set and small steps are identified for therapy programmes which are monitored and assessed closely. Parents are involved in reviews and given regular feedback.

### **Provision Mapping**

- Provision maps are used for planning, reviewing and recording the provision made for pupils with additional needs including SEN.
- They are a living record which tell us exactly what needs have been identified and how barriers to learning will be removed effectively i.e. SPECIFIC information of need and what adjustments/resources/interventions will be in place, MEASURABLE attainment with clear entry and exit data, ACHIEVABLE and RELEVANT outcomes over TIME (not too long). 'SMART'
- It is the class teacher's responsibility for maintaining and updating the Provision Maps and evidencing progress according to the outcomes described in the plan.
- It is the responsibility of the SENCO to ensure that the provision maps are being kept up to date.
- The provision maps are reviewed termly and discussed at each Pupil Progress Meeting with the SLT.

## **Conducting SEN Reviews**

At the review meeting the child's progress towards meeting the targets set are discussed with parents/carers, teaching staff and any external agencies involved, and new targets are identified.

The meeting should consider the following questions:

- What are the child's current levels of attainment relating to targets?
- What progress has the child made towards meeting the overall objectives set out in the Provision Map?
- What are the parents'/carers' views of the child's progress?
- What are the child's views of their progress?
- Is the current provision appropriate to the child's needs?
- What targets should be set?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs and therefore do they need to move within the graduated stage?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?

## **Statutory Annual Reviews**

For a child who has a Statement of Special Educational Needs/ Education and Health Care Plan, the LA has a statutory duty to formally review his/her statement/plan, at least annually. Annual Review Meetings are organised in school by the SENCO.

## **Annual Review Procedure**

*Further additional details and procedural guidance can be accessed through Bradford school's Online SEN Section*

The SENCO:

- Maintains a calendar of review dates
- Determines who should be invited to attend each meeting (at a minimum this would include the SENCO, parent/carers, LA representative and designated medical officer)
- Seeks the views of the child and invites him/her to all or part of the meeting
- Plans Annual Review Meetings at least two months in advance and contacts professionals by letter
- Seeks written advice on the child's progress from all invited to the meeting, including the parents/carers, at least two months in advance
- Sends out formal invitations to parents/carers by letter, giving at least fourteen days' notice



- Provides parents/carers with guidelines for completing an Annual Review Advice Form
- Ascertains the child's views regarding progress through an appropriate medium
- Offers to assist parents/carers and children in preparing reports for the meeting
- Advises parents/carers and children that they may bring a friend or relative to the meeting
- Co-ordinates receipt of all reports and ensures copies are circulated to each person invited to attend the review at least two weeks in advance of the meeting
- Allows the tabling of reports at the meeting where appropriate with the agreement of all persons attending the meeting.

The review aims to:

- Assess the child's progress towards meeting the objectives within the statement/EHCP
- Review the educational progress made by the child
- Consider the effectiveness of the statement/EHCP in light of the child's progress
- Set new targets for the coming year, or determine whether amendments to the statement/EHCP are necessary
- Record information which the school and other professionals can use to plan provision and support for the child.

### **The Annual Review Meeting**

The meeting should consider the following questions:

- What are the child's current levels of attainment in English and Mathematics?
- What progress has the child made towards meeting the overall objectives set out in the statement/EHCP?
- What progress has the child made over the past year, especially in relation to each SEND?
- What are the parents'/carers' views of the past year's progress?
- What are the child's views of the past year's progress?
- How successful has the child been in meeting the targets in the Individual Provision Map (IPM)?
- Is the current provision appropriate to the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the statement necessary?
- Should the LA recommend ceasing or maintaining the statement?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

## **Reporting of the Annual Review Meeting**

During and after the meeting the views of the parents/carers in terms of the aims for the child and provision to be made are recorded and the SENCO records the outcomes of the meeting on the Statutory Assessment/EHCP Review Record Form. Copies of all reports and any additional materials including the most recent Provision Map are forwarded to all those present at the meeting; all those invited to the meeting but who were unable to attend; and, the LA's Named Officer responsible for SEN.

## **LA Review**

The LA review the statement in the light of the Head Teacher's/ SENCO's report of the review meeting report, and decides whether to amend the statement/EHCP or cease to maintain it.

The level of Provision we are able to offer pupils in our school, is set out in our 'Local Offer/SEND Report' which can be found in the SEN section on our school website. If we are unable to fully meet the needs of a pupil through our own provision arrangements, evidence gathered will be used to support this. Where appropriate we will engage with and work with specialist services using funds delegated by the Local Authority. The SENCO is responsible for referring pupils to outside agencies for further assessments/support and monitoring the outcomes. If an Education Health and Care Plan Assessment has been agreed, it is the responsibility of the SENCO to provide professional reports and evidence to support this. If an EHC Plan has been awarded, funding for support will be used to meet the desired outcomes for the pupil. Parents/Carers and the pupils are involved in this process and their views and aspirations are taken into account.

## **5. CRITERIA FOR EXITING THE SEN REGISTER**

Pupils are closely monitored and tracked for attainment and progress. If the pupil no longer meets the criteria for SEN as set out in the SEND Code of Practice 2014 they are removed from the SEN Register and parents are informed. We will continue to closely track and monitor the child's progress and attainment to ensure they continue to achieve well.

## **6. SUPPORTING PUPILS AND FAMILIES**

Bradford Council has a local offer for pupils with SEN which can be accessed via their website <http://localoffer.bradford.gov.uk/>. There is also an 'Information for Parents' page in the SEND Section on the Bradford Schools Online website <https://bso.bradford.gov.uk/Schools>.

Parents/carers can find information, links and support in the SEN section of our school website; <http://salthouseprimaryschool.co.uk/sen>.

The school works closely with the staff from Bradford Council Support services and other agencies. Advice and expertise is drawn from Social Services and Health Authority employees. We also work in partnership with the Education Welfare Department.

We have many links with outside agencies to support pupils and their families. These include:

- School Nurse/Community Paediatrician
- CAMHS (Child and Adult Mental Health Services)
- SALT (Speech and Language Therapy)
- ASD Team (Autistic Spectrum Disorders)
- Cognition and Learning Team
- BESD Team (Behavioural, Emotional, Social Difficulties)
- Visual Impairment Team
- Hearing Impairment Team
- Physical Difficulties Team
- Occupational Therapy
- Educational Psychologist

Pupils with SEN are well supported and their needs communicated at times of transition between classes and Key Stages i.e. Nursery to Reception, Reception to KS1, KS1 to KS2, KS2 to KS3 (at secondary school). Please refer to our school's 'Transition Policy' for details. Special arrangements can often be made (where applicable) for pupils with SEN to access end of Key Stage SAT tests. The Senior Leaders in school are responsible for applying to the DFE for these arrangements to be made.

A copy of our school's Admissions Policy can be found on our school website:

<http://saltaireprimaryschool.co.uk/school-policies>

## **7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS.**

Saltaire Primary School recognises 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.

Some children with medical needs may also have Special Educational Needs and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Parents/carers of pupils with medical conditions should indicate this on the admission form on entry to school, or if the medical need arises later, contact the school office.

The school has published a policy on ‘Supporting Pupils with Medical Conditions’ which can be obtained from the school office. Guidance has also been published by the DfE; [www.sendgateway.org.uk](http://www.sendgateway.org.uk)

## **8. MONITORING AND EVALUATION OF SEND**

The school’s practice of SEND Provision is regularly and carefully monitored and evaluated to ensure quality offered to all our pupils. Provision maps are created and evaluated termly by class teachers and the school’s SENCO audits the overall effectiveness of provision against data and monitoring information gathered. Parent/carers, staff and pupils’ views are sought, which feed into the auditing of SEND provision. The senior leaders consult with the SEN Governor at regular meetings. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

## **9. TRAINING AND RESOURCES**

All teachers and support staff undertake induction on taking up a post in our school and this includes meeting with the SENCO to explain the systems and structures in place around the school’s SEND provision and practice and to discuss the needs of the pupils.

The Assistant Headteacher for Inclusion regularly attends network meetings with the Local Authority and our ‘Forward Learning Community’ (4LC) in order to keep up to date with local and national updates in SEND.

The training needs of staff are identified through appraisals, questionnaires and monitoring of teaching and learning. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development where applicable.

## **10. ROLES AND RESPONSIBILITIES**

<b>Role/Responsibility</b>	<b>Names</b>
SEN Governor	Anna Watson
Assistant Headteacher for Inclusion/SENCO/ECaL Team Leader	Jenny Oates
Specialist SEN TA (ECaL Team)	Rae Gould
Learning Mentor (ECaL Team)	Di Walton-Allen
Pupil Achievement Officer (ECaL Team)	Natasha Toner
SEN Teaching Assistants (ECaL Team)	Sue Bagnall Judith Baxter Joanne Morrison Saiqa Mahmood Tammy Hall Toby Thorpe
Designated Teachers for Safeguarding	Sally Stoker Robert Whitehead

	Jenny Oates
Managing Pupil Premium Grant (PPG) & Looked After Children (LAC) Funding	Sally Stoker Robert Whitehead Jenny Oates
Designated Teacher for Looked After Children	Jenny Oates
Meeting the Medical Needs of Pupils	Sally Stoker Jenny Oates

## **The Governing Body**

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for children with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the SEN Code of Practice 2014 and the schools policy to:

- ensure appropriate provision is made for any child with SEND
- ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- appoint a representative of the Governing Body to oversee SEND provision
- ensure discussions with parents and carers regarding SEND matters at relevant meetings
- ensure that children with SEND are fully involved with school activities
- ensure governors are involved in developing and reviewing SEND Policy

## **The Head Teacher**

The Head Teacher is responsible for the day-to-day leadership and management of all aspects of the school's work, including provision for special educational needs. The Head Teacher keeps the Governing Body informed of all developments with regard to SEND.

## **Assistant Headteacher/ SENCO**

The role of the SENCO involves:

- Overseeing the day-to-day operation of the school's SEN policy
- Ensuring SEND resources and budget are used effectively to support children's learning with SEND.
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Monitoring the progress of children with SEND alongside the class teacher

- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision on pupil progress.
- Overseeing the records of all children with SEND
- Maintenance of the Additional Needs Register which includes the SEN Register
- Liaising with parents and carers of children with SEND
- Organising and delivering INSET in order to meet the needs of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated
- Overseeing the pupil profile, Provision Mapping and review process for children receiving SEN Support or with an EHCP/Statement

### **Specialist Teaching Assistant (STA)**

The STA works under the direction of the SENCO. The STA:

- Works closely with class teachers, the SENCO and other outside agencies to meet the child's needs
- Supports small groups of children towards attaining targets identified in their provision maps either as part of a learning support group or the lunchtime nurture group
- Supports individual children towards attaining targets identified in their provision maps
- Works with the class teachers to assess and write provision maps and annual reports for children that she supports
- Works with children using identified screening procedures e.g. COPs assessment, Boxhall profile and Irlen's/Dyslexia screening to inform the diagnostic process.
- Monitor and assess and identify next steps in learning.
- To keep parents and carers and carers informed of their child's progress and offer advice and support where appropriate.
- Work alongside school staff to develop their practice and understanding in meeting children's needs.

### **Teachers will**

- Know and understand that as teachers they are providers of Quality First Teaching and are responsible for meeting the needs of children with SEND
- Be responsible for planning the learning activities to meet the needs of children with SEND in their class
- Be aware of and use the school's procedures for the identification and assessment of, and subsequent provision for, children with SEND
- Work with the SENCO to decide the action required to assist the pupil to make progress
- Work with the SENCO to collect all available information on the pupil
- Develop and review Provision Maps for children

- Work with SEND children on a daily basis to deliver the individual programme set out in the Provision Maps
- Develop effective and purposeful relationships with parents and carers
- Be involved in the development and review of the school's SEND policy
- Through ongoing assessment plan for and assess children progress and identify the next steps to learning.
- Keep parents and carers informed of children progress
- Work with the SENCO and Leaders of Learning to identify their own training needs around SEND
- Plan for and closely direct the work of Teaching Assistants in order to meet the learning needs of children with SEND.

### **Teaching Assistants**

- Work under the direction of the classteacher to provide relevant support to identified children
- Work collaboratively and develop positive working relationships with colleagues, professionals and parents and carers.
- Assist with the recording, monitoring and evaluation of children' progress
- Assist with the identification and effective provision of appropriate resources
- Attend Learning Team and staff meetings where appropriate
- Attend review meetings in order to contribute to the understanding of children's learning needs.

### **Children's Voice**

- Aim to further develop the child's self-confidence and self-esteem.
- Involve children in being partners in their own learning by understanding their progress, targets and an understanding of their own learning.
- Children contribute to the review process.
- Views and aspirations of children are sought in the EHCP process

### **Parent/Carer Participation**

We encourage, recognise and value parents/carers being involved in the provision for their child's SEND.

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carers to attend all review meetings
- Discuss the purpose of assessment arrangements and the implications of an Individual Provision Map with the parent/carers and provide them with a copy
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set in their Individual Provision Map



- Encourage the parent/carer to comment in writing on their child's SEND provision
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

## **11. STORING AND MANAGING INFORMATION**

Documents and all information regarding SEND are kept securely in school in line with our Information Management Policy, which can be requested from the school office.

## **12. ACCESSIBILITY**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school's accessibility plans take into account the physical environment e.g. lift access to the KS2 lower ground floor, a disability toilet in KS2 and visibility markings around the school. The plan is ongoing to meet the accessibility needs of our current pupils.

The school increases and promotes access for disabled pupils to the school curriculum by providing physical aids such as adapted tools, resources and reading materials. Pupils' needs are also considered for accessing the wider curriculum i.e. after school clubs, leisure and cultural activities and school trips.

We operate an open door policy for parents/carers to make contact with the school and key staff involved in their children's education.

## **13. DEALING WITH COMPLAINTS**

The school's complaints procedure is outlined in the School Prospectus. The SEN Code of Practice 2014 outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

The school's full Complaints Policy can be found on our school website:

<http://saltaireprimaryschool.co.uk/school-policies>

## **14. BULLYING**

Our policy on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender-related bullying. The school delivers a zero tolerance approach to all forms of bullying including verbal, physical and cyber-bullying.

The school's full Safeguarding Policy can be found on our school website:

<http://saltaireprimaryschool.co.uk/school-policies>



## **15. REVIEWING THE POLICY**

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Termly evaluations of the quality of Provision Mapping
- Collation of children's and parent's/carer's comments following review meetings.

Governors determine, support and review school policies. They support the aims of the policy by making resources available wherever possible. Governors receive termly reports, which they use for monitoring purposes. The Governing Body delegates the responsibility for implementing policies and guidelines to the Head Teacher.

Next review: **April 2018**

Signed;

Chair of Governors.....Date.....

Headteacher.....Date.....