



Calder Vale St. John's Church of England (Aided) Primary School

'Grow, Achieve, Explore'

A Whole School Policy for the Inclusion of Children with Special Educational Needs and Behavioural Difficulties

Signed on behalf of the Governing Body

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Date

This policy refers to the Admissions Policy, the Disability Equality Scheme (DES) and the Policy for Behaviour Management.

Our Whole School Policy for the Inclusion of Children with Special Educational Needs and Behavioural Difficulties, usually called the Special Educational Needs and Disability (SEND) Policy has been drawn up using guidance from the Special Educational Needs Code of Practice (2014) and based on principles that reflect the values and beliefs in our Mission Statement.

Mission Statement ‘Grow Achieve Explore’

We aim to enable all to fulfil their potential within a caring Christian ethos.

Therefore, as a school, our objectives are to:

- Educate our children intellectually, socially, spiritually, emotionally, physically and aesthetically, and so develop the full potential of each child.
- Stimulate pupils to develop lively, enquiring minds and promote active learning in all areas of the curriculum.
- Provide every opportunity for the children to develop the knowledge, skills, attitudes and values needed to enable them to enjoy living in a changing world.
- Be distinguished by the quality of care that we extend to all who are part of our greater school community.
- Encourage the children to have respect and consideration for others and so relate positively to other people.
- Reflect a commitment to the Christian faith in the family life of the school, and in the welcome to children, parents and members of the community.
- Welcome all children from the neighbourhood, whatever their parents’ beliefs.
- Ensure that prayer and worship are central to the life of the school.
- Attach high priority to strong links between school, home and the United Parish.

Introduction

Our school ethos is one of praise and encouragement. Staff have high expectations of all pupils both in work and behaviour. We aim to create an environment where every child is valued and has the ability to develop educationally, personally and socially as far as they are able. Our staff are committed to fulfilling the potential of each child in a caring and supportive environment.

The 2014 Children and Families Act, Section 3:20 states that a child has *special educational needs* if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

A child has a *learning difficulty* if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child’s age.

Within school, a child’s special needs may be either long or short term. In most instances a child’s needs will be met by a combination of good classroom practice and additional support within the school. In some cases support from outside agencies will also be provided.

In our mixed-age classes, we are able to differentiate our teaching to suit a range of ability levels and learning styles. If a child is not able to access the curriculum without additional or different support we will assess whether s/he has a special educational need.

Pupils who have learning, physical, communication, sensory, and/or medical needs may require extra help or flexible arrangements to access the curriculum. Children who have behavioural, emotional and social needs may also need additional support to facilitate their learning.

Children may have special educational needs throughout their school career or for a shorter period. They may have one difficulty or several. Their strengths will also be assessed. This policy is to ensure that the ethos of the school, its curriculum planning and assessment take into account and address the special educational needs of individual pupils.

Aim

It is the aim of Calder Vale St John's CE Primary School to identify and provide for children with special educational needs. We aim to provide the conditions and opportunities for children with SEND which will allow them to participate in all aspects of school life to the best of their ability.

We aim to:

- create an environment which is warm, caring and open, where children see each other as unique and valued members of the school and wider community;
- enable all children to be aware of their own capabilities and develop the confidence to achieve their maximum potential;
- create an environment where children can develop the skills, self-esteem and motivation to become responsible for their own learning;
- raise staff awareness of individual children's needs and provide them with the skills and knowledge necessary to fulfil their role in identifying and supporting the needs of individual children;
- recognise that all children may have special educational needs at particular times in their school career;
- cater for the individual learning needs of every child whilst also recognising the need for specialised provision

Objectives

In order to meet the special educational needs of our children at Calder Vale St John's CE Primary School we will:

- Adopt a graduated response for the identification and assessment of children with special educational needs as recommended by the Code of Practice 2014. This approach recognises that there is a continuum of SEND.
- Identify as soon as possible all children with SEND and place them on a confidential discretionary Special Educational Needs and Disability Register within school. This register will be under review as each child will be assessed, monitored and reviewed.
- To ensure that all staff recognise their responsibilities for pupils with SEND.
- Enable access to the National Curriculum for pupils with SEND within mainstream classrooms, using a variety of teaching and learning styles whilst giving due regard to the Children and Families Act 2014, The Equality Act 2010 and the SEND and Disability Regulations 2014, which prevents discrimination against disabled people in their access to education.
- To develop effective and manageable procedures for recording and monitoring pupils progress, as recommended by the SEND Code of practice 2014;
- Assess and record the progress of *all* children including those with SEND.
- Develop resources across the curriculum for enabling access to the National Curriculum for children with SEND.
- Liaise with outside agencies for advice and support for our SEND children.
- Promote a strong partnership between the parents of SEND children and the school in the best interests of their children.

Access and Integration

Our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All children will have access to all National Curriculum subjects at the appropriate stage and programme of study.

Some children may need access arrangements during national tests and assessments (SATS). School will apply these where necessary and in consultation with parents and the pupil.

All children within Calder Vale St John's CE Primary School are encouraged to be involved in the wider aspects of school life, where individual skills and prowess can boost self-esteem and promote respect from peers. Children are secure in school and feel that they can "have a go" in activities and learning.

All children need to celebrate both their successes and those of others. We encourage a culture of mutual tolerance and respect. Staff lead by example; modelling respect and care towards children, parents and each other.

DES and Accessibility Duty

The School has a current Disability Equality Scheme (DES is within the Equality Scheme) and Accessibility Plan that outlines areas for improvement to include

- increased access to the curriculum
- access to communication and information (children & adults)
- physical access to school buildings and environment
- staff with disabilities
- the wider community

Local Offer

Calder Vale has a published "Local Offer" on its school's website. This is a report of the School's arrangements and admission of children with Special Educational Needs and Disabilities. It shows the steps being taken to prevent disabled children from being treated less favourably than others and the facilities provided to enable access to the school for disabled children. This is in compliance with the SEND Code of Practice 2014.

Inclusion

As a school, we understand that children are individuals. We recognise that inclusion is an ongoing process that celebrates diversity and removes barriers to learning. Age, ability, gender, ethnicity, language and social background should not become obstacles to learning.

Children have different educational needs: they require a range of strategies to support learning and may acquire skills and knowledge at different rates. Teaching arrangements are flexible, in order to make best use of the skills and resources available in meeting the diverse needs of our pupils.

In recognising the needs of all children, the school differentiates programmes of work to accommodate requirements of SEND pupils.

Planning for pupils with SEND will be integral to all planning. Classroom approaches will include:

- Consideration for different learning styles of pupils
- Setting achievable targets
- Breaking difficult tasks down into small steps so that pupils can experience success
- Using practical work where possible
- Using co-operative work for pupils to develop learning and social skills
- Emphasising conversation and discussion in learning
- Considering the level of concentration of individual pupils
- Planning the written demands made on pupils
- Use of visual material
- Use of ICT
- Effective use of additional staff

Behaviour Modification:

By using behaviour modification strategies teachers can help children with emotional and behavioural difficulties to achieve realistic goals and build a positive self-image.

Each teacher has his/her own style of rewarding individual achievement and appropriate social behaviour. However, there is a core of common methods recognised and practised throughout the school, these include:

- a) house points, stickers, ink stamps, tokens etc for immediate reward
- b) verbal praise from teachers or the Head Teacher for a special achievement
- c) SEAL/Circle time activities for self-esteem and for reinforcing appropriate behaviour.

Although it is important to provide positive reinforcement, particularly for pupils with SEND, the need for sanctions is also recognised. Details of these can be found in the school's Behaviour Management Policy.

IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW

Identification

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention and appropriate provision can be made.

Any of the following may trigger a concern:

- Parents/carer
- Child
- Class teacher assessment
- Concerns raised by external agencies
- Records from previous school
- Base line assessments
- SAT results
- In- house assessments
- Pupil tracking

Calder Vale St John's CE Primary School has adopted a graduated response to the identification and assessment of special educational needs in line with the DfES Code of Practice 2014.

All teachers have a key role in monitoring all aspects of pupil performance and, in particular, the identification of pupil needs.

Parents will be kept informed and are encouraged to work in partnership with school for any SEND provision for their child.

The school-based elements of the graduated response are as follows: -

Special Educational Needs and Disability Provision

"SEN Provision" is used to describe children who have been identified as having special educational needs and the class teacher is providing interventions that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school

- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If despite receiving an individualised programme the child continues to make little or no progress in the areas of concern, the school will request help from external agencies.

If enough evidence has been collated by the school and the child's family, external support services, both those provided by the LA and by outside agencies, will usually see the child. The external specialist may advise teachers/parents on new strategies, provide more specialist assessment, give advice on the use of new or specialist materials, and in some cases provide support for particular activities. The external specialist may be involved in teaching the child directly.

Parents are always fully involved in the decision making process if it is deemed necessary for any external agencies to become involved. At this point a CAF may be initiated to identify areas of need and an action plan for moving forward with the continuum of need.

To service the school's effective implementation of these school based elements of the graduated response, a series of systems are employed. These include:

1. In-house Initial Concern and referral forms.
 2. Discussion with the parents takes place in order to for them to share their expertise and views. The views of the pupil are also noted.
 3. A discretionary SEND register.
 4. Intervention programmes.
 5. The school practises an individual target plan for **all** pupils whether or not they have SEND.
 6. Referral to external agencies e.g. SEND Services
 7. IT systems to assist in record keeping and monitoring of pupil progress.
 8. Reviews of individual pupil's progress, these are held at least once every term or more frequently if necessary.
- Where a child's needs cannot be met solely by the arrangements described above, the school will request a Local Authority Assessment of education, health and care needs (EHC Plan). Where a request for such an assessment is made by the school to the LA, the child will have demonstrated significant cause for concern. These assessments would usually act as a follow on from planning already undertaken with parents in conjunction with the early years provider.
 - The EHC assessment may indicate ways in which the school can sufficiently meet the needs of the pupil without an EHC Plan. The EHC Plan will only be actioned by the Local Authority if the child's needs are sufficiently complex and require a whole package of services across education, health and social care.

The majority of children identified as having SEND will not pass through all school-based elements of assessment and provision. Their needs will be met adequately through high quality teaching.

Calder Vale follows a four part cycle (as recommended by SEND Code of Practice 2014) of Assess, Plan, Do, Review.

Assessment

Assessment is central to our planning for all pupils. In assessment we should:

- 1 Analyse the child's learning difficulty
- 2 Clarify the child's needs for different kinds of approaches or resources
- 3 Provide for those needs whilst continually assessing the child's progress.

Assessing special educational needs is not an end in itself but a first step to understanding and providing for the child's needs and monitoring the child's progress. It is vital to develop measures of progress for

SEND pupils that are sufficiently sophisticated to recognise pupils' achievements, rather than emphasising their difficulties or disabilities.

Particular use is made of teacher assessment as well as:

- PIVATS – to assess progress of children working below National Curriculum levels/expectations.
- Foundation Stage Profile completed and reported to parents in July of the Reception year.
- PIPS on Entry Baseline.
- Individual Pupil Targets
- PIPS years 1-6
- SATS Years 2 and 6
- Reading and Spelling ages recorded in Autumn, Spring and Summer terms.
- QCA Optional SATS Years 3 – 5
- Termly tracking in Reading, Writing and Maths
- Lancashire KLIPS
- Specific SEN assessments.
- Assessment by outside agencies eg Educational Psychology Service

Assessment data is used to set pupil targets and to manage performance and achievement. Setting challenging, but realistic targets is essential to raising the attainment of SEND pupils. Assessment data will be analysed to monitor SEND provision and to plan for curricular improvements.

Plan

Parents are *formally* notified, and in collaboration with the pupil, class teacher and SENCo, agree on appropriate interventions or provision and expected outcomes.

Do / Monitoring

The class teacher, head teacher and SENCO monitor the achievement of SEND pupils through data analysis, lesson observation, collection of work samples, discussion with teaching staff etc.

Review Procedures

For all pupils on the SEND Register, there will be a review at least once a term to which parents will be invited and at which provision and progress will be discussed.

Individual Pupil Targets will be written and reviewed at least termly by the class teacher. These should focus on up to three or four key individual targets and should include information about:

- The short term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place
- When the IPT is to be reviewed
- Outcomes- recorded when the IPT is reviewed

The SENCO will monitor the effectiveness of the targets in addressing the child's identified difficulties. Parents will be invited to review their child's Individual targets.

Where a pupil has a statement of SEND (until approximately April 2018) or and EHC Plan, in addition to termly Individual Pupil Target reviews, the school in conjunction with the LEA carries out a statutory annual review. Parents and external agencies are encouraged to attend.

Where a CAF has been initiated and multi-agency involvement is required, a Team Around the Family (TAF) will be set up and reviews arranged to monitor progress and provision.

Partnership with Parents

Our partnership with parents plays a key role in promoting a culture of co-operation between parents, school and other agencies. This is important in enabling children and young people with SEND to achieve their potential.

Parents are valued and their contribution in terms of identification and support for pupils with special educational needs is fully recognised.

Parents are to be kept fully informed when their child is identified as having special educational needs. They will be encouraged to attend reviews, support the development of individual approaches to their child and provide help at home wherever possible. Parents are encouraged to work with the SENCo and class teacher in determining their child's targets. Copies of any reports or assessment documents are sent to the parents.

Calder Vale St John's CE Primary school is a vital part of the village community. We recognise that parents play an important part in the education of their children and we aim to build positive relationships with parents and carers. Parents are always welcome to discuss any matter relating to their child, either with the class teacher, the SENCo or the Head Teacher. Parents are advised to contact the school to make an appointment in order to ensure the staff are available.

Children's Views

Teachers discuss individual learning targets with all their pupils and this includes children with special educational needs. Pupils are included in discussions about their Individual Target Plans at a level appropriate to their age and are encouraged to participate in their Annual Statement Reviews/ EHCP reviews. This is to prepare them for taking on some responsibility for their own learning in the future. It also helps them to understand the nature of their learning difficulties and avoid a poor self-image. Learning strengths and areas of achievement are also discussed and celebrated.

Pre-school Preparation: 'Treetop Tuesday'

'Treetop Tuesday's' is our parent and toddler group that meets weekly at Calder Vale with pupils from Key Stage 1. It is led by our Foundation Stage Teacher and staff and includes outside learning and play in our "forest" area.

Nursery

Parents of pre-school children are welcomed into school as often as possible during the pre-school year. Their children are encouraged to join our Nursery Group. To try and accommodate each child's needs, we are flexible about which sessions they attend. Staff spend time talking to parents; getting to know them and their children, thus developing the home/school partnership. Parents are welcome to stay for sessions until they feel secure about trusting their child to our care. Staff are able to discuss any initial concerns about children with their parents. Information from other nurseries, playgroups, childminders or agencies may also be shared, with parents' permission. A child's special educational needs will be identified as Early Year's Support. School will work closely with families and outside agencies supporting the child's needs. Parents can always request a formal meeting with teaching staff.

Transfer to High School

In order to maintain good SEND provision we arrange for pupils and their parents to meet the SENCO of their high school. A member of the high school staff will be invited to attend the annual review of a Year 6 pupil who has a Statement for SEND / EHCP and this may also be the wish of parents of other pupils with SEND provision. Transition arrangements for children with Special Educational Needs and Disabilities are begun in the Spring term of Year 6. Arrangements for extra transitional visits can be made in order to ensure smooth transition to high school during the Summer Term.

Knowing the right person to contact can help to sort out problems that can occur when children move to a bigger school. SEND records are forwarded to the transfer school. Pupils' strengths and interests are communicated as well as areas of difficulty.

Parent Partnership offers advice for parents of pupils with special educational needs during school transition. Extra preparations for transferring to high school are made when parents of a pupil or staff feel this will be of benefit to the child.

Support Services and External Advice

Within our school we are fortunate to have a range of expertise and experience. However, there are learning difficulties that we are not qualified to address and we would choose to call in expert advice from outside agencies. School is able to contact specialist advisers from SEND Services (Lancashire), who offer expertise in:

- Sensory Impairment

- Communication
- Significant Learning Difficulties
- Emotional and Behavioural Difficulties
- Pupil Counselling.

Before school calls upon external agencies, we consult parents and ask for their written permission.

The Educational Psychological Service allocates some Educational Psychologist (EP) consultancy time to school. The EP does not work with individuals without full support and written consent of parents. The work of the EP can be very helpful in understanding, assessing and planning for an individual's special needs. Usually, the EP will meet the child's parents to discuss any assessment carried out.

School is always willing to work closely with other professionals:

- Speech and Language Therapist (SLT)
- Occupational Therapist (OT)
- Education and Welfare (EWO)
- Child and Adolescent Mental Health Service (CAMHS)
- Medical Professionals
- Specialist Teachers

Support for Families of Children who have SEND

School has links and information about, SEND Services, Children and Families Support and Parent Partnership. These services provide parents with information on all aspects of SEND policy and procedures.

School informs parents of pupils with SEND about the local authority's support services, who can give advice, information and support. Information about other support services for families are also kept at school for parents to view.

Roles and Responsibilities

The Governing Body

The school's governing body, in co-operation with the head teacher, will determine the school's general policy and approach to meeting pupils' special educational needs for those with and without statements or EHCPs. They will establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The Governing Body have determined that children with special educational needs should be admitted to the school in line with the school's agreed Admissions Policy.

Governors are welcomed into school so that they can understand the ethos that we work to create. School is fortunate to have several governors who help in school on a regular, voluntary basis. The Governing Body reports annually about the effectiveness of the school's SEND provision so that parents are kept informed. Pupil confidentiality is maintained.

Our appointed **Special Educational Needs Governor** is invited regularly into school to meet the head teacher and the SENCO to review the progress of our SEND provision. The SEN Governor is kept informed whenever local or national changes to the SEN Policy are introduced. For the school year 2016-17 the School Governor with responsibility for Special Needs is **Mrs Helen Peters**.

The Head Teacher

The head teacher, **Mrs Helen Hesketh**, has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The head teacher works closely with the SENCO and reports each term to the full Governing Body about the provision made for children with special educational needs.

Teaching and non-teaching staff

All staff will be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

The Special Educational Needs Co-ordinator

The school's SENCO is **Mrs Liz O'Brien**

The SENCO will work closely with the head teacher, senior management and fellow teachers and will be closely involved in the strategic development of the SEND policy and provision. The SENCO has responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils for SEND.

Arrangements for co-ordinating provision for pupils with SEND

The Special Educational Needs Co-ordinator's role includes:

1. Overseeing the day-to-day operation of the school's SEND policy
2. Coordinating specific provision made to support individual pupils with SEND, including those who have EHC Plans.
3. Liaising with the relevant Designated Teacher where a looked after pupil has SEND
4. Advising on the graduated approach to providing SEND support
5. Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
6. Liaising with parents and pupils with SEND.
7. Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
8. Being a key point of contact with external agencies, especially the local authority and its support services
9. Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
10. Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
11. Ensuring that the school keeps the records of all pupils with SEND up to date

Transition from statements to EHCP

- Children who have a statement will be transferred to the new EHCP before they go to Secondary School
- To ensure that support continues for these children, the legislation relating to statements will remain in force during the transition period.
- LA's will be expected to transfer the children to the new system in advance of key transition points in their education e.g. primary to secondary.
- There are independent Supporters on hand for families who need them, to make the transfer as simple as possible.

Allocation of Resources

The Resources Committee oversees the SEND budget. It is the responsibility of the Head Teacher, the SENCO and the Governor with responsibility for SEND to monitor the use of resources for the delivery of SEND provision, thus ensuring that every child at Calder Vale St John's CE Primary School receives her/his full entitlement.

The school has teaching assistants who help to facilitate the teaching of mixed age classes. This enables pupils with SEND to receive additional support by both teachers and teaching assistants.

Resources are allocated as follows:

- The SEND co-ordinator whose responsibilities include organisation of equipment, support for class teachers and liaison with parents and outside agencies. The SENCO attends local authority courses and business meetings and keeps staff informed about SEND matters.
- Specific children may be allocated support from outside agencies eg SEND Services
- Teaching Assistant support.
- Intervention programmes.
- Materials and resources - these are constantly reviewed and updated.

For pupils with a current Statement of SEND/EHCP, funding is delegated to the school from the LA. This funding is directed towards supporting the pupil to ensure that the provision specified in the statement/EHCP is made, in fulfilment of governors' responsibilities.

Personal budgets

Families can request a personal budget as part of the planning process (of the EHCP or at an Annual Review)

- It can include funding for education provision
- School will ensure that any provision bought by the family, using a direct payment, will be provided on the school's premises (as stipulated by the SEND Code of Practice 2014 and Local Authorities).

Support for pupils with medical conditions

- The Head teacher and the Governors will ensure that arrangements are in place for children with medical conditions. These arrangements will show an understanding of how these medical conditions impact on the pupil's ability to learn, as well as increase their confidence and promote self care.
- Parents, children, Health and social care professionals are consulted in order to ensure that the needs of the child with medical conditions are effectively supported.
- Staff are trained to provide the support that the pupil will need.
- Governors will ensure that the appropriate level of insurance is in place and appropriately reflects the level of risk.
- Pupils with medical needs should have full access to education, school trips and P.E.

Staff Training

Staff undertake regular in-service and local authority training. Further knowledge and advice about SEND is sought where appropriate. School also recognise the need to train learning support assistants who play a valuable role in supporting children in class. The SENCO keeps staff informed of current local and national developments. She attends the local authority termly Cluster Meetings and other appropriate training. INSET requirements and priorities are considered annually by the SENCO, in consultation with the Head Teacher and in line with the Performance Management and Professional Development Policies and the School Development Plan. All staff are consulted during policy reviews and useful discussions help to inform our policy and practice.

Complaints about SEND Provision

The school encourages parental involvement in the education of their children. Every effort is made to ensure that the needs of pupils with special educational needs are met using a person centred approach taking the views of parents and children in any decision making.

If parents are unhappy with the way the school is dealing with their child's difficulties they should initially discuss the problem with the child's class teacher and/or the SENCO. The Head Teacher may also be involved.

If the problem cannot be resolved in this way recourse may be taken to the Governing Body of the school through the Governor with responsibility for Special Educational Needs and Disability in the school.

If the problem persists after these actions have been taken the LEA may become involved.

Evaluation of the success of the SEND Policy

The current policy will be fully reviewed annually.

In determining future policy and provision all staff will be involved in discussion. The progress of SEND pupils will be reviewed and parents invited to comment. Governors will discuss progress and an annual report will be made available to parents. In particular the success of the policy will be measured against the policy objectives and use will be made of the following indicators:

- pupils with special educational needs are identified as early as possible. The majority of pupils with SEND will have been identified and placed on the SEND Register by the end of Reception year.
- pupils with SEND gain full access to the National Curriculum. This will be verified through lesson observation by the headteacher, SENCO and subject co-ordinators; work sampling; discussion with class teachers etc.
- pupils make good progress against individual targets and classroom targets set for them.
- the progress of pupils with SEND is carefully assessed and recorded.
- suitable and sufficient resources are available for pupils with SEND.
- support staff are integrated into the school.
- successful liaison occurs with outside agencies.
- the number of short-term exclusions is reduced.
- pupils enjoy their schooling and are proud of their success.
- parents express satisfaction with the special educational needs provision for their child.