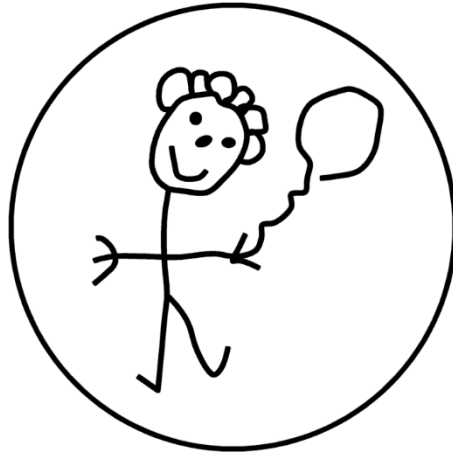


Barwell Infant School



Special Education and Disability Policy

Signed by:

SEND Governor

Head teacher

SENCO

Policy review date: April 2021

Date for review: April 2022

Compliance

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

1. Equality Act 2010: advice for school DfE Feb 2013
2. SEND code of practice 0-25, September 2014
3. Education Bill 2011
4. Children's and Family Act 2014
5. Teacher's Standards 2012
6. School SEND Information report regulations (2014)
7. Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
8. The National Curriculum in England Key Stage 1 and 2 framework document (December 2014)
9. Safeguarding Policy
10. Accessibility Plan
11. Anti-Bullying Policy

At Barwell Infant School, the Special Educational Needs Coordinator (SENCo) is Mrs Ruane.

Contact details:

Barwell Infant School
Townend Road
Barwell
Leicestershire
LE9 8HG

Telephone: 01455 842310

Email: admin@barwell-infant.leics.sch.uk

School information report (www.barwell-infant.co.uk)

Leicestershire's Local Offer on the Leicestershire County Council website

(www.leics.gov.uk/leicestershirecountycouncillocaloffer.pdf)

Glossary of terms can be found on the Leicestershire County Council website

(www.leics.gov.uk/glossaryofsenabbreviations.pdf)

Aims:

Children First – Be the Best That We Can Be!

We are committed to using our best endeavours to provide an appropriate and high quality education for **all** of the children in our school enabling them to

- Achieve their best
- Become confident individuals who lead fulfilling lives

We regard all of our teachers to be teachers of every child including those with special educational needs and disabilities (SEND). It is our aim to raise the aspirations of and expectations for all pupils with SEND.

We are committed to inclusion, meeting individual needs, and provision of the highest quality for all students and the efficient use of resources. We encourage mutual respect and consideration as part of the ethos of our school.

We aim to provide all children, including those with SEND, an accessible broad, balanced academic and social curriculum, ensuring that they are fully included and feel equally valued as part of the school community.

Objectives:

To achieve this aim we will:

- ✓ Work within the guidance provided in the Special educational needs and disability code of practice: 0-25 years, 2014.
- ✓ Operate a “whole school, whole child” approach to the management and provision of support for special educational needs.
- ✓ Foster an inclusive climate which accepts and nurtures the individual child.
- ✓ Identify early and provide for pupils with special educational needs and/or additional needs.
- ✓ Build confidence in all pupils with SEND by making the curriculum enjoyable and building on their strengths.
- ✓ Provide support and advice for all staff working with special educational needs children.
- ✓ Provide relevant training for staff members.
- ✓ Work in partnership with parents/carers to ensure that the child with special or additional needs receives the support needed.
- ✓ Ensure that parents/carers are aware and informed of their child’s progress and needs.
- ✓ Involve the child as far as possible.
- ✓ Work closely with external specialist agencies to help us provide targeted support.
- ✓ Provide a Special Needs Co-ordinator (SENCO) who will have responsibility for the day to day operation of the SEND policy and support staff.
- ✓ Provide a nominated SEND governor.

The 0-25 SEND Code of Practice (September 2014) states that professionals should be 'taking into account the views of children, young people and their families.'

Partnerships with Parents/Carers

The school recognises the importance of a strong partnership with parents and carers. We work to enable and empower parents and carers by:

- ✓ publishing the SEND information report, linked to the Local Authority local offer, www.barwellinfantschool.co.uk information report
- ✓ giving parents and carers opportunities to play an active and valued role in their child's education through meetings and parent's evening appointments
- ✓ making parents and carers feel welcome
- ✓ discussing the targeted support/intervention in place, identifying targets, looking at strategies for success and progress
- ✓ open door policy, with regular communication and opportunities to discuss with the SENCO
- ✓ encouraging parents and carers to inform school of any difficulties/additional needs that they perceive their child may have
- ✓ instilling confidence that the school will listen and act appropriately
- ✓ focusing on the child's strengths as well as areas of additional need
- ✓ providing all information in a parent friendly and accessible way
- ✓ providing access to the SEND policy on the school website
- ✓ signposting other support that is available for parents/carers, especially at key times
- ✓ working together to make referrals appropriate to the child's needs

Supporting the child's voice

The school recognises that all children have the right to be involved in decision making and we aim to encourage each child to be involved in making decisions and choices, where possible, right from the start of his/her education, in ways in which should reflect the child's evolving maturity.

We encourage pupils to take an active role in their education by giving them opportunities to:

- ✓ talk about their feelings
- ✓ discuss their hopes and aspirations
- ✓ recognise their own achievements
- ✓ comment on targets and what they can do
- ✓ engage in groups that foster their personal, social and emotional needs (ELSA, SEAL, Fun Time, lunch time groups)
- ✓ share their views regularly on their strengths, difficulties, likes and dislikes
- ✓ contribute to their pupil passports and provision plans
- ✓ talk about 'what went well' and help them to recognise and celebrate their successes
- ✓ take an active role in person-centred reviews

We will also take note of any non-verbal communication from the child through actions and behaviours.

We are aware that many of our children are very young and will need support for this process. We will endeavour to seek their views and respond to them accordingly by talking with them and encouraging input from them. We will use forms and scribe for them and/or encourage them to

draw/write their contributions. These forms will be shared with the child's class teacher and may contribute towards referrals to outside agencies.

Additional support will be planned for children at key times such as transition or if outside circumstances impact on them.

Definition of Special Educational Needs

(Definitions of special educational needs taken from section 20 of the Children and Families Act 2014.)

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- has a significantly greater difficulty in learning than the majority of children the same age
- has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other mainstream schools

Special education provision means:

- educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools), in the area

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language, or form of the home language, is different from that in which they are taught.

Identifying Special Educational Needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, we endeavour to identify children with SEND as early as possible. However, we are aware that for some children these difficulties only become evident as they develop and progress through the school.

This identification will be based upon the overall monitoring of pupil progress and taking account of child development. To assist the teachers in early identification of children with special educational needs we continuously assess and monitor children's progress against the National Curriculum (including the Year One Phonics Screening Test) and the Foundation Stage Profile. During this process we will identify where children are making less than expected progress given their age and individual circumstances.

Where a concern is raised this may show as progress which:

- is significantly slower than that of peers starting from a similar baseline
- does not match or better the child's previous attainment where the child is functioning below expectations
- does not close the attainment gap between the child and their peers
- does not demonstrate improvement in self-help, social or personal skills

As well as teacher assessment, consideration will be given to other sources of information including:

- Records from feeder nurseries
- Information from previous schools
- Information from parents and following up parental concerns
- Pupil progress meetings between the head teacher and class teacher
- Specific assessments
- Observations
- Information received from external services
- Provision maps and intervention plans
- Barriers to learning, which may be long term or short term
- Difficult circumstances outside of school

Broad areas of need as outlined in the SEND Code of Practice (2014)

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs. Often children have needs that will fall into more than one of these areas, their needs may also change over time.

1. Communication and Interaction (such as language disorder or Autistic Spectrum Disorder)
2. Cognition and Learning (such as Dyslexia, Dyscalculia, Moderate Learning Difficulties and global development delay)
3. Social, Emotional and Mental Health (such as ADHD, ADD, emotional difficulty, attachment disorders or mental health difficulties)
4. Sensory and/or Physical (such as hearing, vision impairment or in a wheelchair)

There are other factors that are not considered as SEND but may impact on progress and attainment:

- Disability – we acknowledge that the Code of Practice outlines the 'reasonable adjustment' duty that we provide under current Disability Equality legislation, and that these alone do not constitute SEND
- 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
- Being identified in our 'school vulnerable' group

We acknowledge that behaviour should not be described as SEND, but that some behaviours may be in response to, or a result of, an underlying need. In instances relating to behaviour concerns we will work closely with the child, parents/carers and staff to address the issue. This work may result in the development of an Individual Behaviour Plan (IBP) which will not result in placement on SEN Support in the first instance, however if there is a continued reason for a behaviour plan over time then the child may be placed on SEN support. For further information, please see our behaviour Policy.

Graduated approach to SEN Support

The Code of Practice advocates a graduated response to meeting pupils' needs. Barwell Infant School adopts the levels of intervention as described in the SEN Code of Practice and believes first and foremost in **Qualify First Teaching** for all pupils.

- **Teachers are responsible and accountable for the progress and development of the pupils in their class.**
- **The head teacher and leadership team regularly and carefully review the quality of all teaching and where necessary, with involvement from the SENCO, will support teachers' understanding of strategies to identify and support vulnerable pupils.**



1. Universal provision:

For ALL of our children, this includes:

- School aim and ethos – Children First ~ Be the Best That We Can Be!
- Class teacher responsibility for teaching and learning and meeting the needs of the children
- Quality first teaching/provision
- Classroom support in all classes for much of the learning time in class.
- Staff awareness of potential barriers to learning and strategies to overcome these are employed as routine in practice
- Application of the cyclical approach – 'assess, plan, do, review' for planning, teaching and learning
- The creation of an enabling learning environment
- Appropriately differentiated activities, resources and environment to meet learning needs
- Involving the children in their learning process - they know what they are doing well and their next steps for learning – targets
- School policies, systems and routines – i.e. Teaching and Learning, Attainment and Progress, MFR, monitoring and evaluation including pupil progress meetings
- Planned, short term targeted intervention activities to support progress (documented on individual class provision plans)
- SENCO and senior leaders available for advice and guidance
- Regular CPD opportunities for all staff
- Open door policy and regular contact with parents both formally and informally
- Communications with previous teacher/setting

If over time a child is not making the expected progress with the strategies noted under *universal provision* and is requiring repeated interventions and/or more tailored provision, then the school would move to the next level of response. This will include those children who are being supported through an Individual Behaviour Plan.



2. **Initial Concern Stage:**

All elements of universal provision will continue with the following additional measures:

- The class teacher and support staff will complete an 'Initial Concern' document, undertaking a more focussed reflection on the child – to include systems, strategies in place, strategies trialled and their impact, next steps.
- There will be a planned dialogue between the class teacher, parents/carers and child (if appropriate and accessible). The class teacher will share their early concerns and the parents will have an opportunity to share their views. Together we will discuss the next steps, both at school and at home, the time scale and the hoped for outcomes. The actions will be refined following the 'assess, plan, do, review' process and through closely monitoring the child's progress.
- Parents will be asked to sign a document acknowledging the school's early concerns about their child.
- As an outcome of the initial concern document and the dialogue with parents there will be more tailored provision and further targeted, enhanced intervention.
- This tailored provision may include speech, language and communication support from the Speech and Language Therapy Service, an outside support agency.
- The class teacher will be discussing the child with the SENCO and senior leaders for additional advice, including pupil progress meetings with the Head teacher.
- The class teacher will monitor the progress of the child in class and the intervention more closely and this information will be shared with the SENCO.
- There may be additional assessments/activities/observations undertaken by the SENCO to help further identify or preclude any specific needs/provision.
- There will be a review meeting with the parents to discuss the outcome of the work undertaken at the 'Initial Concern' stage using the 'assess, plan, do, review' cycle – the timescale of this meeting will be dependent on the way in which the child responds to their targeted provision/intervention – this may be discussed and reviewed as part of the pupil's parents' evening.
- The meeting will have one of the following outcomes:
 - (1) There is no longer a concern and the child moves back to universal provision.
 - (2) There is some progress and early provision needs to be repeated and the child will continue to be monitored.
 - (3) The child is not making the expected progress despite the targeted provision so the child is moved onto SEN support.

If, over time, a child is not making the expected progress with the strategies implemented in the universal and early stages of provision then further additional provision is required. If this is the case then the child will be put at SEN support.



3. **SEND Support:**

SEN Support will take the form of a four-part cycle:

Assess – an analysis of pupil need will be carried out by the class teacher and SENCO, with involvement from the parent/carers. Outside agencies may also be involved.

Plan – if the school decides to provide the student with SEN support, parents/carers will be notified and agree the outcomes they are seeking for the child, the interventions/support that will be put in place, the expected impact and a date for review – this will be documented on a provision map. Pupils will work with their class teacher to write a pupil passport and plan their termly targets.

Do – interventions/support will be delivered.

Review – the effectiveness of the intervention/support will be reviewed regularly and provision will be planned for the following term.

When a child is placed on SEN Support, all elements of universal provision will continue along with:

- The class teacher and support staff, with SENCO support as required, will draft a pupil passport and provision plan using previously gathered information from the last cycle of 'assess, plan, do, review'.
- There will be a formal dialogue between the class teacher and parents/carers (and child if appropriate and accessible) to share the child's targets, planned strategies and timescales. It is an opportunity for parents/carers to share their views. The provision will be different from and additional to the quality first teaching during universal provision.
- The class teacher will plan to include the various elements of the provision plan within the child's weekly provision.
- The class teacher will be discussing the child with the SENCO and also the head teacher. The latter will be during pupil progress meetings.
- The class teacher will monitor the progress of the child in class, interventions and progress with targets. The SENCO will also monitor the child's progress.
- The provision plan will be formally reviewed each term, but adjustments will be made throughout the term as needed. Parents will be involved in this process in a separate/extended parents evening meeting.
- Longer standing cases on SEN support will generally have additional reviews over an academic year – some of these will involve discussions with the SENCo.
- The outcome of review meetings may be one of 3 possibilities:
 1. There has been sustained progress over time and the child no longer needs additional / different provision (see **Criteria for exiting the SEND record**)
 2. There has been some progress and SEN support needs to be continued.
 3. The child is not making the expected progress despite the increased response at SEN support and the child is moved to the next level of involvement of outside support. This may have been done before during the early response or SEN support.
- At whichever level the outside support agencies are involved the views of the parents/carers will always be sought and they will be asked to sign to acknowledge they are aware of this involvement.



4 SEND Specialist Support

- A pupil passport and provision plan will continue to be in place.

- There will be a formal meeting with the parents/carers, SENCO and class teacher to discuss the need for further advice from EP, medical professionals or any other outside support agency.
- The SENCO will take a lead role in correspondence with agencies, planning meetings and completing relevant documentation. The class teacher will have a supporting role in providing up to date information.
- The SENCO will regularly have verbal communication with the parents/carers, the class teacher and the head teacher about the progress of things.
- This may result in:
 1. Guidance from outside specialist support services which will be fed into the provision for the child.
 2. A request for an assessment for consideration for an Education Health Care plan (EHP). This is a plan which will have been compiled by the local authority following a multi-disciplinary assessment, including where necessary medical advice. It will outline the SEND of the child and provision recommended to meet these needs, as well as any funding or changes to the placement that are appropriate.

Managing child's needs on the SEND record

The pupil passport and provision plans are used to outline the support a child is receiving in school. These target the particular area where the child requires 'additional to or different from' support and are working documents that will be amended and adjusted as required. The teacher will be responsible for ensuring that they have discussed the content with the child, parents/carers and any staff who will be working with the child. There is a core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes in the plan. The SENCO will oversee the plans to ensure teachers are setting measureable and achievable targets. Teachers will be invited to work with the SENCO to review their plans and to work together to plan appropriate provision for the following term.

Those pupils will receive support in one or more of the following ways:

- Additional adult support
- Differentiated work, modified timetable and/or environment
- A specific intervention program
- Ideas for home support activities

External support

Where a child continues to have difficulties, despite quality support, advice will be sought from external agencies. The class teacher, along with SENCO and head teacher will always involve the parents/carers in any such decisions. It will be the role of the SENCO to contact any specialist agencies and to ensure that the outcomes of the involvement of these agencies, including what is discussed/agreed, is recorded, shared and fully understood by parents/carers, teaching staff and where appropriate the child.

The referral documentation for the various support agencies will be completed by the SENCO, in collaboration with the class teacher and parents/carers. Pupils may be invited to contribute to referrals and this will be done using pupil view forms. In cases where this support has a charge then this will come from the school's notional SEND budget and will be monitored by the head teacher.

External support agencies may include:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service teachers
- Autism Outreach teachers
- Specialist teachers/workers for children with hearing and visual impairment, multi-sensory impairment and for those with a physical disability.
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Specialist teachers and workers from local special schools

SEND Support Plan / Education, Health and Care Plan

There will be times when the special education provision needed to meet the needs of an individual child cannot reasonably be provided from the resources normally available to the school. In this case it may be necessary to apply for additional funding to secure further support. Where the school recognises that there may be a significant cost to the school to secure the appropriate support for the child, a SEND Support Plan will be devised in consultation with all those involved in the child's education and welfare. An application may be made for High Needs Funding.

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care. The application for an Education, Health and Care Plan (EHCP) will combine information from a variety of services including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals

A decision will be made by the Local Authority about whether or not the child is eligible for an EHCP. Professionals from education, health and care will all contribute to the EHCP to create an individually tailored plan of support – the views of the child and parents/carers will be at the centre of the plan. This will be reviewed annually.

Monitoring and Evaluation of SEND and SEND policy

The effectiveness of our provision for pupils identified as having SEND will be carried out in line with our whole school monitoring and evaluation cycle and may be carried out in the following ways:

- ✓ *Scrutiny of data related to achievement and progress*
- ✓ *Pupil progress discussions*
- ✓ *Work scrutiny*
- ✓ *Classroom observation / Learning walks*
- ✓ *Planning scrutiny*
- ✓ *Teacher discussions*
- ✓ *Informal feedback from all staff / Staff audits*
- ✓ *Pupil tracking*
- ✓ *Pupil interviews*
- ✓ *Class staff assessment for learning*

- ✓ *Monitoring provision plans*
- ✓ *Movement onto/off the SEN record*
- ✓ *Parental feedback*
- ✓ *Scrutiny and monitoring by governors*

It is anticipated that evaluation and monitoring arrangements will enable continual review and improvement of provision for all children. The governing body is aware of the statutory duties towards children with SEND and it monitors the quality of SEND provision in the school.

Admission

When a child with known SEND is being admitted to the school we will work closely with the setting/school which they are transferring from. There will be meetings with the parents/carers to discuss the particular needs of the child and an admission plan set up. This may include a phased start which gradually builds up to full time in school, as appropriate.

Criteria for exiting the SEND record

A child will be considered for removal from the SEND record when it is felt that he/she has made sustained progress over time and is no longer a cause for concern. The child will consistently meet the outcomes set on their provision plan and will be 'keeping up' not 'catching up' with age related expectations. Parents will be involved in this discussion.

Good progress would look like this:

- it better the previous rate of progress and has closed the attainment gap with children of the same age.
- a child's wider development and/or social needs have improved and this is considered to be sustained.
- SEND support targets and intervention are no longer needed to sustain the progress.

Supporting children in school with medical conditions

The school recognises that children in school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some may also have SEND and may have an Education, Health and Care (EHC) plan which brings together their special education, health and social care provision.

Arrangements in place in school to support children with medical conditions are detailed in the Statutory Guidance on Supporting Pupils at school with Medical Conditions (April 2014).

Funding

Our SEND funding follows the local alliance policy:

"The school's core budget is used to make general provision for all children in the school including those with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget', which the government recommends as a set amount that should meet the needs of most SEND children. However, in some instances if a school can demonstrate a higher SEND need that requires more funding then it can ask the local authority to provide top up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided by funding held by the local

authority in their high needs block. Schools are expected to use this funding to make provision for that individual child.

The school may also use Pupil Premium Funding where a child is recorded as SEND and is also in receipt of the Pupil Premium grant to address the needs of these children and enhance learning and achievement.”

The school’s notional SEND budget is allocated in parts which includes contributions to the SENCO’s salary, SEND resources, SEND training and courses, agency support costs and membership costs to SEND publications. At times the budget contributes to specific staff salaries in school to enable speech and language support, physical development support and focussed support for children with a higher SEND need.

Training and Resources

In order to maintain and develop the quality of teaching, learning and provision to respond to the strengths and needs of all pupils, staff are encouraged to undertake continual professional development. New staff are made aware of the school’s SEND policy and the school’s practice and procedures regarding SEND. The SENCO keeps a log of any training related to SEND and its impact.

- The training needs of the staff are identified through performance management, on-going discussions and meetings. Staff specialising in specific interventions will at times need an update on training.
- The school will purchase and provide teaching and learning resources that can further support SEND pupils. Staff will have a SEND resource list in their classroom SEND files that outlines the resources available in school and how they can be used to benefit pupils with SEND in their classroom – resources are available for staff to sign out of the SEND office at any time. The screening and assessment materials that are in school will be used as, and when, they are needed, usually by the SENCO.
- The school has a membership with Nasen (National Association for Special Educational Needs) which enables us to keep up to date with SEND matters. This is supported by the attendance of the SENCO at the local SENCONET meetings covering both local and national updates. The SENCO also attends SENCO network meetings through the Thomas Estley Learning Alliance.
- Staff may receive child specific CPD to ensure they have a good understanding of specific needs within their class. This CPD may be delivered by the SENCO, external agency staff or staff may be asked to attend training off site.

Roles and responsibilities

We recognise that all teachers are teachers of SEND. The head teacher and the governing body have delegated the responsibility for the day-to-day implementation of the policy to the SENCO and teaching staff. All staff are aware of their responsibilities towards pupils with SEND. New staff will have a short induction with the SENCO to discuss their responsibilities.

The SENCO

The SENCO, in line with staff guidance, is responsible for:

- overseeing the day-day operation of this policy

- co-ordinating provision for children with SEND
- monitoring the effectiveness of support
- ensuring parents/carers are fully involved in positive outcomes for their children's learning
- advising on the graduated approach to providing SEND support
- overseeing the records on all children with SEND
- contributing to the CPD of staff
- liaising with external agencies and acting as a key point of contact for them
- working closely with settings during the transition process both for starting in school and for moving on to the next phase
- keeping the head teacher and the governors fully informed
- working to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- maintaining the resources
- keeping up to date through continuing professional development (CPD) and enabling other staff to do the same through their CPD
- the induction of new staff to the SEND policy and procedures
- updating and reviewing relevant documentation
- data tracking the SEND group and those at the initial concern stage

The governing body and head teacher

The governing body will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for children with SEND. This information will be updated annually or as appropriate.

A member of the governing body is appointed to have specific oversight of the SEND arrangements and will ensure that the full governing body is kept informed about how the school is meeting the statutory requirements. The SENCO will provide, at least termly, reports to the governing body.

The head teacher, SENCO and governing body will establish a clear picture of the resources available to the school and develop a strategic approach to meeting SEND needs, including targeted resources such as the pupil premium. The head teacher will ensure that the SENCO has sufficient time and resources to carry out the SENCO role.

Storing and managing information

All children on the SEND record will have a file containing reports, minutes from meetings, correspondence with external agencies, pupil view forms and any other documentation related to their SEND. These files will be treated as highly confidential and will be securely locked in a cabinet when not in use in line with data protection guidance. The provision plans are working documents and a copy will be kept in class and used for this purpose. The pupil passports are kept in the class SEND files and are accessible to any adults working with the child.

Details are only passed to relevant professionals with the permission of the parent/carers, by post or by phone. Information concerning the children and their families will only be passed by email with names and identifying features removed or alternatively through the secure data transfer system AVCO.

When children move to another school the records will be taken in person or sent by secure mail and they will be signed for as 'receipt of documents' and this will be retained for six years. Any posted files will be copied before being sent and will be shredded when they have been received. This transfer of documents will also include any closed cases/files.

Reviewing the policy

This policy will be reviewed annually. The next review will be by April 2022. We will involve representatives of parents with children with SEND as appropriate.

Accessibility

We are committed to meeting the needs of all children in our school, including those with disabilities. We aim to provide an environment that allows children with disability to access to all areas of learning. We work hard to identify and remove any barriers to learning. We discuss with a range of external agencies to get their advice to ensure that we are modifying and adapting our curriculum and accommodation as necessary for any individual child with, or without, a disability.

Teachers endeavour to ensure that work undertaken by disabled children:

- reflects their pace of learning
- incorporates any equipment that they need
- takes account of the effort and concentration needed, providing times of rest if necessary
- is adapted to make use of different activities where a child is unable to use certain equipment or materials
- allows the child to participate in educational visits or other activities linked to their learning
- is presented in an accessible way, for example larger print where there is a visual impairment

Teachers will modify teaching materials and resources to support a child with a disability. After discussion with parents/carers school staff can set up a liaison book for taking home. This can contain work and activities that the child has been doing in school on particular days and also the child's response to the tasks/activities. This will enable parents/carers to know what is happening in school and support them to engage in conversations with their child about their day. Similarly, the parents/carers can respond via this book to write anything from home that school needs to know or that the child may talk about. This is one form of home-school communication.

School has an open door policy and encourages parents/carers to come and discuss their concerns and problems. They can also make an appointment through the office if they would like a longer time slot to talk about any matters pertaining to their child in school.

The school's Accessibility Plan is within the school's Equality Scheme (2012). There will be individual risk assessments and accessibility plans generated for children, as required, and usually prior to admission.

Complaints

In the first instance an appointment should be made with the Head teacher, who will endeavour to address the issue informally. If this is not successful, then the complaint should be made in writing to the Chair of Governors. These complaints will be dealt with following the Complaints Procedure accessed through the school website.

Bullying

The school's Anti-bullying policy can be found on the school website.

Bullying is seen as when someone purposely hurts or upsets another person: *Several Times On Purpose*. It can be:

- Emotional – being unfriendly, excluding, tormenting, e.g. hiding belongings, and threatening gestures.
- Physical – pushing, kicking, hitting, punching or any use of violence

- Sexual – unwanted physical contact or sexually abusive comments
- Verbal – name-calling, sarcasm, spreading rumours and teasing
- Cyber – all areas of internet such as email and internet chat room misuse
- Mobile threats by text messaging and calling
- Misuse of associated technology, i.e. camera and video facilities

Children will more often share about incidents of bullying when they are at home and we encourage an open door policy of encouraging parents/carers to share any such issues with us at the earliest opportunity. Parents/carers can refer to the school Anti-Bullying Policy for any signs or symptoms shown by their child that they have concerns about.

At this early age most cases of bullying can be stopped quickly by explaining to the child what they have been doing and sharing it with the parents. Incidents will be logged and then used to monitor the policy.