



ALL SAINTS C of E PRIMARY SCHOOL AND NURSERY

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SCHOOL 212

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

SCHOOL ARRANGEMENTS

1. Policy Statement

This policy document is a statement of the aims, principles and strategies used to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at All Saints CE Primary School and Nursery. It takes into account:

- The Education Act (1996)
- The Equality Act (2010): advice for schools (DfE, Feb 2013)
- The Children and Family Act (2014)
- Statutory guidance on Supporting Pupils at School with Medical Conditions (2015)
- The 0-25 Special Educational Needs and Disability Code of Practice (2015)
- The Special Educational Needs and Disability Regulations 2014
- The National Curriculum framework document (2013)
- Teacher Standards (2013)
- Keeping Children Safe in Education (2018)

It should be read in conjunction with the Equalities Policy, Accessibility Plan, Safeguarding Policy, GDPR Privacy Notice and the Children with Medical Needs Policy.

The policy has been written by the SENCO, in collaboration with the Senior Leadership Team (SLT), SEN Governor and all staff. It has been shared with parents.

Our SENCO at All Saints Primary School is Lynn Wallace (senco@allsaints.herts.sch.uk). She is an experienced and fully qualified teacher (Key Stage 1 & 2) who has completed the National Award for SEND.

A summary of the key points of this policy, which aims to address the main questions asked by parents and carers, is located on the school website under 'Special Needs Information Report'.

2. Definition of Special Educational Needs

The Special Educational Needs Code of Practice (2015) states that a child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if they:

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

These difficulties are considered to fall into one or more of the following categories:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Special educational provision may be triggered when students fail to achieve adequate progress, despite having had access to high quality teaching that has been differentiated to meet their needs.

There are a number of factors that can also impact progress and attainment which are **NOT** considered under the definition of SEND. These include:

- attendance and punctuality
- health and welfare
- English as an Additional Language (EAL)
- being in receipt of a Pupil Premium Grant
- being a Looked After Child
- being the child of a serviceman / woman

In addition, pupils must not be regarded as having a learning difficulty solely because they display poor behaviour in school. We do however acknowledge that this may be in response to a need, which we will seek to identify.

3. Aims

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full, whatever the learning or additional needs of the child. At All Saints, our aims are to:

- Identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development, using the procedures outlined in *The 0-25 Special Educational Needs and Disability Code of Practice (2015)*
- Ensure that these children are given appropriate support to allow every child meaningful access to the National Curriculum
- Consider the views, wishes and feelings of pupils and parents as central to effective provision, nurturing a positive partnership of support
- Ensure that the culture in school is such that a pupil with special educational needs is socially included in all the activities of the school, promoting the highest level of achievement
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs, and have the support and advice necessary to teach them

- Strive to provide the best learning environment we can to meet the needs of children with SEND, continually monitoring and evaluating the site and resources in order to effect improvements
- Take steps to ensure that children with medical conditions get the support required to meet those needs
- Work closely with external agencies and voluntary organisations, when necessary and appropriate, in order to ensure that pupils and their families have access to all available, necessary and relevant support
- Co-operate with the local authority in the education, health and care plan review process and review the provision that is available in the local area
- Work collectively with surrounding schools to share good practice, make the best use of resources and agree actions to ensure successful transitions between schools

4. Objectives

- To provide a broad, balanced and suitably differentiated curriculum that is personalised and responsive, relevant to pupils' needs, views and experiences, through all staff sharing responsibility for SEND
- To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality mainstream education
- To plan for any student who may at some time in their education have special educational needs
- To promote individual confidence and a positive attitude by encouraging independent learning at all age levels
- To give every child the entitlement to a sense of achievement
- To identify, monitor and support pupils who will need extra resources and/or teaching help to remove barriers to learning as early as possible
- To work in active partnership with parents/carers and other external agencies to improve outcomes and progress for the children with special educational needs in all aspects of school life, including extra-curricular activities
- To focus on developing preventive and early intervention approaches
- To ensure that there is a continuum of provision matched to need
- To annually review this policy and the practical arrangements to achieve best value
- To publish and update annually our Special Needs Information Report

5. Roles & Responsibilities

All members of the school community work towards the schools aims by:

- Using the graduated approach of Assess, Plan, Do, Review
- Adhering to a continuous cycle of planning, teaching, assessment and evaluation to identify, assess and make provision for students with SEND
- Sharing a commitment to inclusion and a partnership approach to provision

Governing Body:

- Ensuring a named member of the governing body has specific oversight of the school's arrangements for SEN and disability
- The Governing Body, in co-operation with the Headteacher, determine the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work

- Ensuring that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND
- Monitoring the policy through the school's self-review procedures
- All governors are informed of the school's provision, including funding, equipment and staffing

Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEND
- Setting a budget for supporting students within the schools overall financial resources
- Reporting to the Governing Body

SENCO:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted with resources being used effectively and equitably
- Liaising with and advising other staff
- Helping staff to identify pupils with SEND
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEND
- Supporting class teachers in devising strategies, drawing up Provision Maps and Individual Support Plans (ISPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- Liaising with parents/carers of pupils with SEND
- Keeping a record of agreed outcomes, actions and support and sharing this with families and appropriate school staff
- Liaising with health and social care, local authority support services and voluntary sector organisations, arranging meetings, and providing a link between these groups, class teachers and parents/carers
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND, regularly reviewing how expertise and resources can be used to improve the quality of whole school provision
- Working with senior leaders and Governing Body to determine the strategic development of the SEND policy and provision
- Managing provision to contribute to school improvement by identifying particular patterns of need and potential areas of development for all teaching staff
- Contributing to the in-service training of staff
- Managing learning support staff/teaching assistants of pupils with SEND
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- Leading / partaking in Early Help Modules (EHMs), as appropriate
- Liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- Taking part in Local Authority SEND moderation
- Alongside the Headteacher, deploying the school's delegated budget and other resources to meet pupils' needs effectively

Teaching Staff:

At All Saints, all teachers are teachers of SEND.

- Devising strategies and identifying appropriate differentiated methods of access (reasonable adjustments) to the curriculum, written words and learning environment, in conjunction with the learning support
- Maintaining responsibility for the progress and development of pupils, including those with SEND
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes into account the wide range of abilities, aptitudes and interests of the students in their classes
- Ensuring Provision Maps and ISPs are kept up to date and are considered in lessons
- Monitoring progress of the students with SEND against agreed targets and objectives
- Being fully aware of the schools procedures for SEND
- Raising individual concerns to the SENCO
- Liaising closely with parents/carers of those pupils entering the Graduated Response or with an identified SEND
- In conjunction with the SENCO, informing parents when we are making special educational provision for their child
- In conjunction with the SENCO, arranging meetings with parents at least three times each year, allowing sufficient time to explore parents' views and to plan effectively

Learning Support Assistants (LSAs):

- Supporting students with SEND
- Planning and delivering individualised programmes or interventions where directed by the SENCO, under the guidance of the class teacher / SENCO
- Supporting the class teacher with the differentiation of materials
- Assisting with creating and reviewing ISPs
- Helping to facilitate a wide range of teaching and learning styles
- Working with individuals or small groups of students under the direction of the class teacher
- Assisting in evaluating and reviewing what has been achieved
- Completing baseline and exit assessments under the guidance of the class teacher / SENCO

6. Admission Arrangements for Pupils with SEND

All students are welcome, including those with SEND, in accordance with the DfE Admissions Code. According to the Education Act 1996, if a parent wishes to have their child with a Statement or an Education, Health and Care Plan educated in a mainstream school, the Local Authority must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

IDENTIFICATION, ASSESSMENT AND PROVISION

1. Identifying Special Educational Needs & Disabilities

A child identified as having SEND will be categorised as 'SEN Support' in school and will be identified on the school's SEND Record. Pupils with an Education, Health and Care Plan or Statement of Educational Needs will be designated accordingly.

All Saints uses a graduated response as outlined in The SEND Code of Practice (2015). Initial concerns regarding a pupil's progress, attainment, wellbeing or inclusion are raised in the first instance through the following strategies, which are also used to review and monitor progress once a pupil is identified as having SEND:

- Liaison with pre-school provision and/or previous schools
- Early Years Foundation Stage (EYFS) profiles and phonic assessment in Reception and standardised tests throughout Years 1 to 6, including SATs
- Additional range of assessments carried out individually as appropriate
- Liaison with teachers who assess their pupils on a regular basis, in line with the school's Assessment Policy
- Liaison with parents through the usual parent-teacher consultation and individual contact between school and parent following up parental concerns
- Liaison with external agencies where pupils may have been known to their service(s)
- In class observations conducted by the SENCO or members of the Senior Leadership Team
- Work sampling and analysis
- Opportunities to explore pupil's own views, for instance during target setting tasks
- In class target setting and monitoring

Staff Concerns

Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and/or intervention being undertaken. The SENCO may request additional diagnostic assessments to be made through referral to a specialist with parental agreement.

Parent / Carer Concerns

A parent/carer may also express concern. Once information is gathered, the process is the same as for staff referrals.

2. Graduated Approach

Where a pupil has been identified as having SEND or probable SEND, we will endeavour to take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach.

The four elements of the approach are:

- Assess
- Plan
- Do
- Review

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches that are required to enable the pupil to make better progress (see Appendix 2).

3. Provision

At All Saints, high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. The school will provide strategies and interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum for pupils who are SEN Support.

Considering the desired learning outcomes for the pupil, class teachers with the SENCO's support will set pupil specific, achievable targets which will be recorded in the format of an Individual Support Plan. ISPs are working documents, and the targets within them will be regularly reviewed. Teachers will directly discuss these targets with parents on at least a termly basis. As such, the targets aim to be responsive and relevant to a pupil's individual learning needs and form part of the school's graduated response.

The level and type of support provided is designed to enable students to access the curriculum and achieve adequate or better progress.

SEN Support Step 1: Support within the classroom

The class teacher will respond by planning, monitoring and reviewing *additional* pupil-specific strategies that are identified in their Provision Map. These strategies will be integrated into the teacher's short and medium-term planning. The SENCO has responsibility for supporting the class teacher in this. Where possible and/or appropriate, an LSA will be deployed to further support the pupil within the classroom.

SEN Support Step 2: Additional Intensive Intervention Programs

At this stage, additional support is most likely to take the form of paired or small group sessions, or may be offered at a 1:1 level. These structured sessions are taught by a skilled teacher or LSA, are carefully planned, monitored and evaluated, and in most cases are intended to be relatively short term with the aim being to return the pupil to SEN Support Stage 1.

In accordance with The 0-25 Special Educational Needs and Disability Code of Practice (2014), class teachers continue to be responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants and specialist staff.

SEN Support Step 3: External Advice Sought

Where a pupil fails to make adequate progress, despite additional provision at Step 2, the school will seek advice and involvement from external support services. They are requested to:

- provide specialist assessments
- give advice on teaching strategies and materials

As and when advice has been received, it will be shared with parents, teachers and support assistants as appropriate and incorporated into the child's ISP targets, which will continue to be regularly reviewed.

4. Education, Health & Care Plan / Statement of Educational Need

A small minority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of an Education, Health and Care Plan (EHCP) is necessary, then the student's SEND and provision will be summarised in this document. This will need to be reviewed annually (for children aged below 5 years at the time that the plan is issued, this must be reviewed every six months). The school will carry out the specific requirements as outlined in the EHCP. Different teaching strategies are used depending upon the nature of the child's needs.

A referral will be made to the Local Authority to conduct an assessment of the education, health and care needs and prepare an EHCP when it considers that it may be necessary for special educational provision to be made for the child. EHC plans must set out how services will work together to meet the child or young person's needs and in support of those outcomes. EHC plans will be based on a co-ordinated assessment and planning process which puts the child and their parents at the centre of decision making.

Each student with an EHCP will have an Individual Support Plan too. This may be written by the SENCO in consultation with the class teacher, parent and student. It may suggest alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups. This will involve the support and advice of outside agencies.

5. Criteria for Exiting the School SEND Record

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or in addition to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN support. At this point, through discussion and agreement with parents / carers the pupil will be removed from the SEND Record.

6. Monitoring & Evaluation of SEN

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring programme. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

7. Partnership with Parents / Carers

At All Saints Primary School, we aim to promote a partnership with parents. We will do this through:

- Involving parents as soon as concerns are raised, allowing for full participation in discussions and a sense of co-ownership of desired outcomes
- Ensuring all parents are made aware of the arrangements of learning support for their child
- Providing access to the SENCO, whenever possible, to discuss the child's needs and approaches to address them
- Keeping a record of agreed outcomes, actions and support and sharing this with families and appropriate school staff
- Supporting parents' understanding of relevant legislation, including but not limited to The 0-25 Special Educational Needs and Disability Code of Practice (2015), and other external agency advice and support

- Undertaking Annual Reviews for children with Statements, EHCPs or Exceptional Needs Funding
- Arranging meetings with parent's at least three times a year, allowing sufficient time to explore the parent's views and to plan effectively

In addition, families of pupils receiving SEN support will be requested to complete a 'One Page Profile' of their child which will grow and develop over the school year and be reviewed annually. These profiles provide a platform for each pupil to have a voice in how they are supported in school, and to have their strengths and what is important to them as an individual acknowledged. They also provide a way for parents/carers to share their knowledge and expertise on how to best support their child and help teachers to personalise learning for each individual.

8. Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways that are appropriate to age and ability. These views are welcome at any time but are specifically sought as part of an annual review, review of ISPs, completion of One Page Profiles and at the beginning and end of a targeted intervention. Where appropriate, we also ask pupils to contribute to the setting of their own personal targets.

9. Partnership with External Agencies

The school is supported by a wide range of agencies such as the Educational Psychology Service, Occupational Therapy Service, Speech and Language Service, Social Communication Team, School Nurse Service and Sensory Support Team.

10. Transition

A change of school, staff and class can be an exciting yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

11. Supporting Pupils at School with Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children also have SEND their provision should be planned and delivered in a co-ordinated way. For those children with an EHCP this will be used as it brings together health and social care needs as well as their SEND provision.

The 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. Please see the school's Children with Medical Needs Policy for further details.

12. Training & Resources

In order to maintain a high standard of teaching and learning across the school, with particular focus on meeting the needs of SEND pupils, All Saints Primary School ensures that:

- Staff will attend Learning Support/SEND courses which are of interest and have a particular bearing on children they are supporting. In order to maintain and develop the quality of teaching, all staff are encouraged to undertake training and development
- The SENCO will provide appropriate INSET and training in school, will source external and specialist speakers, and will respond to the training requests of all teaching staff, wherever possible
- Staff are given regular opportunities through a range of means to share and discuss any concerns or queries they may have in terms of the learners with SEND in their classes
- The SENCO regularly attends relevant training sessions, Cluster, EHCP and ENF Meetings in order to keep up to date with local and national information
- New staff receive induction which includes an introduction to the school's approach to SEND provision and the expectations the school places on all staff in terms of supporting all their learners, including those requiring additional support

We have a set allocated budget for SEND within the school. Within budgetary constraints, support is allocated according to the level of need. Staffing allocations and interventions are closely monitored to ensure value for money.

Exceptional Needs Funding

If a child's needs are deemed to be 'exceptional' and the school's funding cannot cover the cost of providing the required support, then the school may make an application for 'Exceptional Needs' funding, which may or may not be granted. The SENCO will meet with the local cluster group of schools every term to determine which students in the cluster group may have exceptional needs and which applications for such should be passed to County level for consideration. Any exceptional needs funding that is granted by the Local Authority will be for a set period of time, generally for the whole of the pupil's Key Stage.

Personal Budgets

Personal budgets are only available to pupils with EHCPs. Funding can be made available to parents / carers as a personal budget for them to commission their own provision for their child under certain conditions.

13. Storing & Managing Information

Pupil SEND records will be kept in accordance with the school's Data Protection Policy.

14. Accessibility

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.

15. Dealing with Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored, parents/ carers should make an appointment.

In the event of an unresolved issue parents/carers are advised to contact the Headteacher. Should anyone feel that the matter has still not been resolved satisfactorily, the issue should be taken through the general governing body complaints procedure (see separate Complaints Procedure Policy). The Local Authority's SEND information & advice service is also available to offer advice.

16. Bullying

Please view the school's Anti-Bullying Policy for a detailed overview of our approach to bullying at All Saints. We are particularly vigilant when it comes to the bullying or victimisation of our vulnerable learners.

We promote inclusion for our SEND learners, and will implement social skills programmes or similar in the event that pupils with social communication difficulties, Autistic spectrum conditions or similar require additional support in this regard.

17. Reviewing the Policy

The SEN Policy is reviewed annually by the SENCO, and approved by the Governing Body, as part of All Saints' monitoring and evaluation cycle. The review includes looking at the effectiveness of identification and provision, efficiency of record keeping and resources, with the aim of continually reviewing and improving our provision.

APPENDIX 1 – DEFINITION OF THE BROAD AREAS OF NEED

Communication & Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact how they relate to others.

Cognition & Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional & Mental Health Difficulties

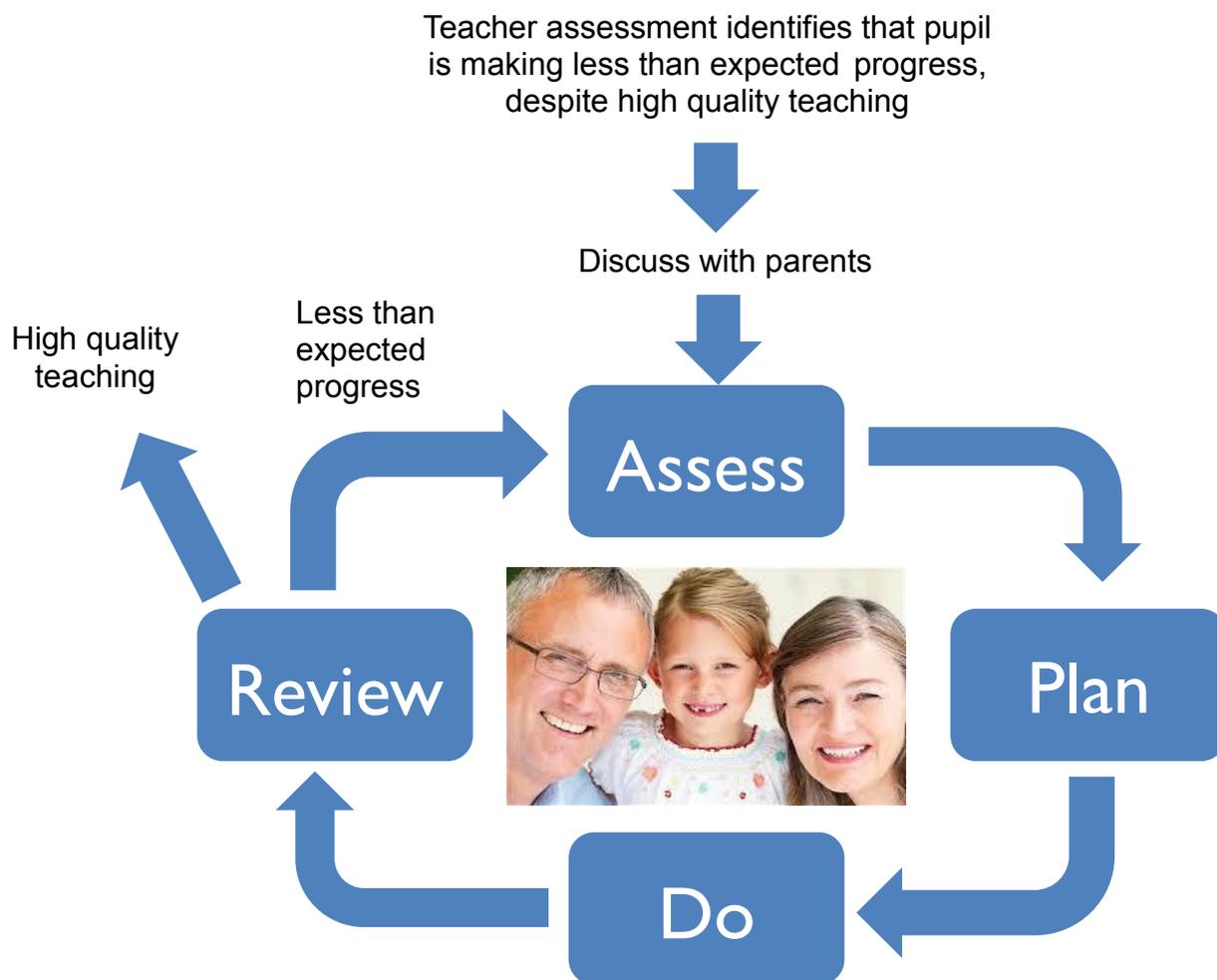
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Others may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. The school has clear processes to support children and young people, including how to manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

APPENDIX 2 – THE GRADUATED RESPONSE EXPLAINED



Assess

Within the assessment framework the views of the pupil, their parents/carers and everyone working with the child is gathered. The purpose of the assessment process is to:

- Assessing strengths and needs.
- Identifying gaps or barriers to learning.
- The purpose is NOT to diagnose or label the child.

Where the SENCO and class teacher, in consultation with parents, feel that further advice or input is required, the SENCO will refer the child to an external agency. Please note that many agencies now require evidence of at least one cycle of the graduated response to be completed before they will accept a referral.

Plan

At this stage, the teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

The support provided to a pupil should always be based on a full understanding of their particular strengths and needs and be targeted at their areas of difficulty.

Parents/carers, pupils and all relevant staff should all be clear about their role in working towards these outcomes.

Where agreed strategies are classroom based, they will be recorded in a Provision Map. If a more intensive specific intervention program is decided upon, which is predominantly based upon advice from outside agencies, this will be recorded as an Individual Support Plan. This flexible use recording enables us to provide the most appropriate working document to meet individual needs.

Do

All forms of intervention begin with an entry assessment and end with an exit assessment allowing for direct comparison thus enabling the SENCO to measure the impact of interventions on the progress of children undertaking the intervention.

The class teacher remains responsible for working with all pupils receiving SEN Support on a daily basis. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. (Code of Practise 0-25 years, 2014)

Review

As part of the review, the class teacher and SENCO in consultation with the pupil and the parent/carer, will adapted or replaced the SEN support depending on how effective it has been in achieving the agreed outcomes. *See criteria for exiting the school SEND record.*

APPENDIX 3 – LINKS TO KEY DOCUMENTS

- All Saints SEND School Information Report:
<http://www.allsaints.herts.sch.uk>
- The Local Authority SEND Offer:
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>
- Special Educational Needs and disabilities Code of Practice – 0 – 25 years:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- SEN & Disability Act 2010:
<https://www.gov.uk/rights-disabled-person/education-rights>