



Roles	Responsibilities
SENDco	<p>Clair Hurley The SENCO is responsible for:</p> <ul style="list-style-type: none"> • Daily implementation of the SEN policy • Coordinating provisions for children with SEN • Liaising with and advising staff on SEN issues • Updating the SEN provision maps • Over seeing record of SEN pupils • Contributing to the in service training of all staff • liaising with parents and external agencies and transferring of schools • Coordinating and developing school based strategies for the identification and review of children with SEN • Monitoring progress of children on the SEN register
SEN Governor	<p>Jen Hird On behalf of the governors is responsible for:</p> <ul style="list-style-type: none"> • Monitoring the provision of SEN • Reviewing the policy annually and consider any amendments • Challenge the school and its members to secure necessary provision for any pupil identified with SEN • Ensure that children with SEN are admitted to the school in line with the admissions policy
All School Staff	<p>The staff at Dundry are responsible for:</p> <ul style="list-style-type: none"> • Working towards the aims and objectives of this document by using school procedures for identifying, assessing, and making provision assessable for pupils with SEN • Provide appropriate support for children • Plan for children’s full participation in learning and physical and practical activities • Support children to manage their own behaviour and take part in learning effectively and safely

- | | |
|--|--|
| | <ul style="list-style-type: none">• Develop appropriate and measurable targets for children's individual plans |
|--|--|

Admission Arrangement

Our school endeavours to be a fully inclusive one. All pupils are welcome, including those who have special educational needs. Children who meet the admission criteria will be admitted to school provided the appropriate level of facilities are available to meet the individual child's needs.

Any application from parents of children who have SEN but do not have an EHC plan will be considered on the basis of the school's published admissions criteria as part of normal admissions procedures.

All children, including those with special needs, will be expected to follow the school's behaviour policy. Policies are kept in the school office and on the MSNP network and are available to parents on request. The behaviour policy is given to all when requested.

Identification, Assessment and Provision

Provision for children with SEN is a matter for the whole school. The governing body, the school's headteacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants. All members of the school staff have important day to day responsibilities. The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of (special educational) need and support' (see chapter 6 for detailed descriptions):

1. Communication and interaction;
2. Cognition and learning;
3. Social, emotional and mental health
4. Sensory and/or physical needs.

All staff plan lessons that incorporate the different learning styles the children have. All children on the special needs register have an individual education plan with individual targets which break down the existing levels of attainment into finely graded steps and targets to ensure that all children experience success at their own levels.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy, wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one – to – one situation outside of the classroom.

Partnership Within and Beyond School

Links with Parents

The school will promote a culture of co-operation with parents by:

- Ensuring all parents are aware of the schools 'arrangements for SEN 'informing all parents when a child is placed on the SEN register and offer the opportunity for discussion
- Holding formal consultations between the class teacher, parents and when appropriate the SENCO to discuss the child's needs and approaches to addressing them
- Undertaking Annual reviews for the children with an EHC plan

Links with Children

In this school we encourage pupils to participate in their learning journey by:

- Being involved in target setting and identifying teaching strategies that work for them
- Incorporating the child's view in all aspects of their education
- Encouraging independence

Links with other Schools

Our school will ensure that all transfers between schools are planned, monitored and supported to guarantee the successful outcomes for children. We will collaborate with all other support services and agencies involved with the child and with the parents and where appropriate make joint planning arrangements.

Working with External Agencies

The school has arrangements for securing access to external support services for pupils with special educational needs. This may include; liaison with others schools and/or other specialist provisions.

Staff Development

Staff are given regular opportunities to develop their skills and confidence in working with children with special educational needs. Governors will be informed of school based training. Staff will be involved in developing practices which promote whole school approaches to special educational needs.

The SENCO, class teachers and teaching assistants will have opportunities to attend specific courses which are of interest and have a particular bearing on the children they support.

Evaluating Success

The success of the school's Special Educational Needs Policy and Provisions is evaluated through:

- Monitoring of classroom practice by the SENCO and Headteacher
- Analysis of pupil tracking data and test results for groups of and individual children
- School self – evaluation
- The School Development Plan

Complaints

Any complaints regarding the Special Educational Needs Policy or Provision made for children with Special educational needs should be addressed in the first instance to the class teacher. If parents need further advice, they are welcome to arrange a meeting with the SENCO. If they feel their child's needs are still not being met they should make an appointment to see the Headteacher. If, however, parents are still concerned they may contact the Special Educational Needs Governor.