



Special Educational Needs & Disabilities (SEND) Policy.

SENCOs	Lorna Harvey (Headteacher) Fay Younger (Pre-school Lead) Contacts: lorna.harvey@damecatherines.org office@damecatherines.org
Governance lead for SEND	C. Oppenheimer

Headteacher signature	L Harvey
School Governance Signature (Chair of Management Team)	A. Harmer / S. Gosling
Date of latest review	June 2022
Regularity of review	yearly

Contents

1. Aims	2
2. Legislation and guidance	3
3. Definitions	4
4. Roles and responsibilities	5
5. SEN information report	7
6. Monitoring arrangements	14
7. Links with other policies and documents	14

1. Aims

Our SEND policy and SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Dame Catherine’s we embrace the fact that every child is different and we strive to support all children to enable them to achieve. In order to do this, many steps are taken to support children through their learning journey.

DCHS is an inclusive setting which aims to ensure that:

- The needs of all pupils are met with a broad and balanced curriculum.
- Pupils achieve success in their learning, as well as their social and emotional development.
- Pupils feel supported and secure and their views are taken into account.
- Relationships with parents/carers are good.
- Staff expectations and positive outcomes for pupils are high.
- In conjunction with the Medical Policy, arrangements are made to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- a graduated approach to meeting the needs of pupils is in place using the Assess, Plan, Do, Review process,
- a culture of inclusion is developed, valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- there is a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- regard is shown to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs,
- regard is shown to guidance detailed by Derbyshire County Council.

At Dame Catherine’s quality first teaching, which is differentiated, meets the needs of the majority of pupils. Some pupils will need something **additional to or different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it. Our small class sizes, which facilitate a more individual approach, is central to our offer for all children. The provision provided is different for every child and it is important to emphasise that, as

much as possible, this provision is designed by the relevant staff members working alongside the child, the child's family and, where necessary, outside agencies. The provision arranged will always be relevant to the individual child so that they can make as much progress as possible.

In addition, all DCHS pupils benefit from a range of teaching and learning styles; a unique tailored curriculum; a range of different learning materials; assessment procedures that ensure a low-stress environment; access to ICT and a range of extra curricular activities.

Dame Catherine's will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school. The staff and governors of DCHS and Nursery will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEN is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Our SEND policy is also underpinned by the Equality Act 2010, which states that schools must not discriminate against, harass or victimise disabled children, they must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. As stated in the SEND Code of Practice, "This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage." The school will endeavour to provide effective educational provision for every pupil. Given that the school receives no notional SEN budget, parents/carers may be asked to help fund any particular assessment for learning difficulties or particular needs. The school also provides the flexibility for parents to fund additional support.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Areas of Special Educational Need

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEND) will be considered within one or more of the following categories of need:

Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

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.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children 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.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs

Children 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 because 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 different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this 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 with vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

4. Roles and responsibilities

4.1 The SENCO

The SENCOs are:

Lorna Harvey (Headteacher)

Fay Younger (EYFS)

They will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN and disability policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN and disability policy and the co-ordination of specific provision made to support individual pupils with SEN or a disability, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority (LA) and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- › Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN governor

The SEN governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Support leadership to determine the strategic development of the SEN and disability policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN and disability policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

In this school the Headteacher is one of the SENCOs

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEN and disability policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Class teachers will review progress and where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Expected or adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCO) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- 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 an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

The school operates an 'open door' policy and parents/carers are welcome to request informal or formal meetings with their child's class teacher, SENCOs or Headteacher before or after school. Given the school size and ethos there are usually opportunities for parents to have brief conversations on a daily basis with a staff member during times when this might be needed. Parents/carers of a child with SEND support will have the opportunity to meet with the SENDCO **at least twice a year** formally.

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Dame Catherine's we endeavour to support parents/carers so that they:

- are taken seriously should they raise a concern about their child
- recognise and fulfil their responsibilities and play an active and valued role in their child's education
- understand procedures and documentation
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers are encouraged to visit the Derbyshire County Council Local Offer website

Derbyshire www.localoffer.derbyshire.gov.uk.

Derby City <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

Leicestershire <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

Staffordshire <https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

Warwickshire <https://www.warwickshire.gov.uk/send>

These websites provide valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

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 (appropriate to age and ability). As there is continued dialogue with our children these views are discussed informally at any time but will be specifically considered as part of their review meetings. Views of children with SEN will also be considered during governor monitoring visits which include pupil voice.

5.4 Assessing and reviewing pupils' progress

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs. We will inform parents at the earliest opportunity of the school's concerns and to work in partnership with them to establish the support the child needs.

Where a pupil is identified as having SEN or a disability, we will take action to support effective learning by removing 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 pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular assessment and planning cycle for all pupils which will include review meetings as required. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates might be set in addition to the review meetings.

Parents will be kept well informed of and involved in all four stages.

Assess

- Working with the SENCO and the child's parents an analysis of the child's needs will be undertaken by the teacher when trying to identify what SEN support is required.
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment might be suggested if there is no improvement in the child's progress and a discussion will take place as to whether the school or parents might initiate this.

Plan

- When it has been decided to provide SEND support all parties will decide:
 - the expected outcomes
 - what interventions and support that is required
 - the expected impact on progress, development or behaviour
 - time-scales for reviews
- Plans will take into account the views of the child.
- Parents will reinforce the provision by contributing to progress at home.

Do

- The SENCO and the teacher oversee the implementation of the interventions as part of the agreed SEND support.
- The early years practitioner supported by the SENDCO assesses the child's response to the action taken.
- The SENCO offers continuous advice on the effective implementation of support.

Review

- The effectiveness of the support and its impact on the child's progress is discussed at the review meeting which is attended by the SENDCO, the early years practitioner and the child's parents
- The views of the child are also taken into consideration at this meeting.
- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
- Review meetings will continue with all parties attending in order to identify the best way of securing good progress.
- All parties will agree to any specialist involvement if a child continues to make less than expected progress.
- An Education, Health and Care assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that has been given.
- If a child has an Education, Health Care Plan the Local Authority must undertake a review annually.
- Detail records will be maintained by the SENCO which will be available to the child's parents.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

The school receives no notional funding through a school budget from the DfE or LA to support the needs of pupils with SEN. The school benefits from small class sizes (max. 15) which enables a greater amount of teacher time with all pupils. There are frequently 2 staff members in a class which naturally facilitates small group and 1:1 work as and when needed as the school budget has allocated Teaching Assistant hours to support this model. The total number of hours is partially dependent on pupil numbers in the school.

The school currently allocates 10 hours within its current school budget for its core provision of SEN support provision (and additional provision where higher needs are attached to specific children.)

The SENDco and headteacher will use information gathered to determine to most appropriate use of these hours. Support could include:

1. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.)
2. Out-of-class support (including relationship building, social, emotional skill development)
3. Small group tuition (subject or targeted at additional need)
4. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.)
5. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.)

In addition to this SENCOs will discuss how best to access additional support if needed

Partnership working with other settings (shared resources)

Access to wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)

Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

The budget is reviewed and managed by the finance committee on behalf of the Governors / SMT and SEN development is discussed at these meetings. The Headteacher / SENCOs, supported by the Governors, decide where funding should be allocated and this is dependent on pupil need in order to access the curriculum.

Where additional needs are deemed to be greater than the current allocation within the budget can support, for example when access to higher needs funding is being considered or sought by parents but not yet in place, the school will provide support through individual conversations with parents / carers as to how to best meet the needs of their child. The school recognises that it might need to provide additional support funded by parents.

For children in EYFS the school can provide specific tools and resources relating to EYFS on request (such as Early Years descriptors, revised ECAM, revised ECAT and EYFS celebratory checkpoints.) Please contact Fay Younger.

5.7 Adaptations to the curriculum and learning environment

Dame Catherine's has worked hard to develop their accessibility. The school is compliant with the Equality Act 2010 and Accessibility legislation.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- There are disabled changing and toilet facilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Before and after school provision is accessible to all children including those with SEN or a disability.
- Extra-curricular activities are accessible for children with SEN.
- We ensure that any additional adults supporting are aware of any pupils who could potentially experience difficulties during unstructured times of the day due to social and emotional development issues.

Please also refer to DCHS Accessibility Plan

5.8 Additional support for learning

- At Dame Catherine's, the Special Educational Needs Co-ordinators (SENCOs) are Lorna Harvey and Fay Younger. We also employ specially trained teaching assistants. As our teaching assistants are highly qualified and can often work in partnership to lead teaching sessions, this enables our school to provide one-to-one support using TAs and also teachers, as well as offering extensive small group teaching and in class support. Both the SENCOs work in collaboration with other staff in school to ensure that the specific learning needs of every child are met. We work with in collaboration with other agencies, such as speech and language and healthcare professionals, when needed to provide support for pupils with SEND.

5.9 Expertise and training of staff

Our SENCOs both have many years experience in this role, the headteacher previously having led provision in other schools.

Our teaching assistants either level 3 NVQ or degree level qualifications with postgraduate qualifications in education and are trained to deliver SEN provision. We also have a member of staff with significant training in attachment disorder, a staff member with a degree and postgraduate degree in psychology and various staff who have significant experience with dyslexia, autism and sensory processing.

The SENCOs regularly attend online meeting provided by the Local Authority (for example EYFS leaders and managers) as well as independently sourced professional development and access to the National College webinars ensures that all our staff have a range of up-to-date training. SEND forms part of our regular INSET provision so that all staff have regular CPD. Given that we have a small number of children, we ensure that we tailor CPD according to the needs of particular individuals at any given time. The progress of all pupils including those with SEN or a disability is also a core aspect of the appraisal process and appraisal objectives will look at how to develop staff skills in meeting individual pupil needs as necessary.

External training is sought periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.

Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a child.

5.10 Securing equipment and facilities

The school provides a small annual budget for SEN resources. It has the flexibility, for example through extensive fundraising and some donations, to target specific items when needed in a shorter timescale to support specific children or groups of children.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress frequently and more formally at least twice a year.
- › Reviewing the impact of interventions via meetings between teachers, TAs and SENCOs after an agreed amount of weeks
- › Through regular conversations and meetings including all staff at school
- › Using information provided by conversations with children.
- › Monitoring by the SENCO
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on frequent school visits where we consider their individual needs.

All pupils are encouraged to take part in all activities such as sports days, workshops, outdoor learning, music sessions etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Admissions arrangements.

Please refer to our admissions policy regarding applications for children who have SEND or EHC plans.

Our commitment to ensuring that we adhere to the Equality Act 2010 is outline in our Equal Opportunities Policy.

Our accessibility plan covers:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- › Pupils with SEN are provided with additional time and support to enable staff to listen to their views regarding their needs.
- › Governing Body visits also monitor our work to listen to children with SEND.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Children in Care:

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff (head teacher) and a member of the governing body for Looked after Children. This is the same governor as for safeguarding and special needs.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. A child may require specialist support which school can access through a range of other professional services. These include: Educational Psychologists, Speech and Language therapy support, Occupational Therapists, Behavioural Support and School Health. Should your child require any of these services, school will make a referral with your approval following discussions with the class teacher and SENCO. The outside agent will consider the referral made by the school and decide whether they can offer support. This could mean recommendations/training for school staff to provide the help the child needs.

Transition

A change of school, class and staff 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. We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will seek to ensure that face to face meetings or phone conversations are held with an appropriate high school representative to discuss a pupil with SEN.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

5.16 Contact details of support services for parents of pupils with SEND

Your first point of contact is your child's class teacher. If you require additional information regarding the provision or support your child is receiving, you may wish to speak to our SENCO. Please e-mail the school office to arrange an appointment.

You may like to have a look at the Local Authorities Local Offer, dependent on which Local Authority you are in.

5.17 Contact details for raising concerns

Office@damecatherines.org

lorna.harvey@damecatherines.org

6. Monitoring arrangements

This policy and information report will be reviewed by Lorna Harvey and Fay Younger **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy (including peer on peer abuse, bullying and sexual violence and harassment.)
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Children with health needs who cannot attend school policy