



Policy Number SEND3

Special Educational Needs & Disabilities Policy
Produced by Childwall Church of England Primary School

Tel: 0151 722 1553

www.childwallce.com

Our Mission Statement

**“And the child grew and became strong; He was full of wisdom and
God’s blessings were upon Him.” (Luke 2:40)**

Our Vision

We strive, with God’s grace, to enable every child to grow academically, socially, morally, spiritually and culturally in the knowledge they are loved by God and are safe and valued within our school community. Our core Christian values are woven throughout our curriculum and wider school ethos to fully prepare each of our children to achieve the highest holistic outcomes.

Our mission statement, “And the child grew and became strong...” (Luke 2:40) embodies our vision and commitment to equip children with the values, knowledge and tools to enable them to thrive and flourish, embracing both success and challenge, prepared for “life in all its fullness.”

(John 10:10)

DOCUMENT STATUS

Version	Date	Action
Updated	13/10/2020	SENCO Mrs Caroline Rice Reviewed by Standards & Quality Committee
Most recent	October 2023	
Review Period	Annually	
Review Date	October 2024	

1. Name of Special Educational Needs Co-ordinator (SENCo) – Mrs. Caroline Rice

Name of Senior Mental Health Lead – Mrs Mary Carew

Name of ELSA (Emotional Literacy Support Assistant – Mrs Caroline Birchall

- 1.1. National Award for SEN Coordination (NASCO) Status – Mrs. Rice** has been awarded the National Award for SEN Co-ordination.
- 1.2. Contact Details of SENCo – Mrs. Rice** (Mrs Carew) can be contacted via the school office on: 0151 722 1553 or via e-mail: senco@childwallce.com
- 1.3.** The SENCo will be contactable during school hours and will use their best endeavours to respond within 3 working days of contact being received by the school. Please expect any responses to be made during working hours and in term time. Please note that Mrs Rice works Monday-Wednesday; if your enquiry is urgent outside these days, please contact the office who will alert SLT.
- 1.4.** This policy was developed in collaboration with staff, parents/carers and governors to promote an inclusive practice and approach. It is important to recognise that our teachers are teachers of all children and reasonable adjustments and adaptive teaching are used to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.
- 1.5.** The headteacher, Mrs. Mason, advocates and works closely with the inclusion team to ensure reasonable adjustments are made to: the curriculum, teaching, learning, assessment, the environment and the accessibility of opportunity for all children including those with Special Educational Needs and/or Disability (SEND).
- 1.6.** The School Governing Board has 2 governors with responsibility for SEND – Mrs Parry and Mr Brannan
- 1.6.1.** Mrs Parry is also a teacher at the school.

2. AIMS & OBJECTIVES

2.1. AIMS: At Childwall CE Primary School we aim to:

- 2.1.1.** continually raise the aspirations of and expectations for all pupils with SEND; our school provides a focus on adaptations and outcomes for children and young people as opposed to the specific hours of provision/support (unless legally stipulated via an EHCP).
- 2.1.2.** create an inclusive environment that recognises the needs of children with SEND (with or without diagnosis) and provides a broad and fulfilling educational experience which prepares each individual for their next stage of education

2.2. OBJECTIVES: At Childwall CE Primary School we will fulfil our aim through the following objectives:

- 2.2.1.** To identify and provide for children and young people with SEND;
- 2.2.2.** To work within the guidance provided by the SEND Code of Practice (January 2015);
- 2.2.3.** To work within a 'child-centred approach' fostering and promoting effective working partnerships with parents/carers, pupils and outside agencies;
- 2.2.4.** To provide a dedicated SENCo who will work with teachers, support staff and other key individuals or services;
- 2.2.5.** To provide support, CPD and advice for all staff.

2.2.6. To remain informed and responsive to current research and evidence-based practice.

2.3. All staff recognise that having an inclusive school is central to each child's happiness, progress and security as clearly expressed in the school's mission statement:

'And the child grew and became strong. He was full of wisdom and God's blessings were upon him'. Luke 2:40

2.4 We strive, with God's grace, to enable every child to grow academically, socially, morally, spiritually and culturally in the knowledge they are loved by God and are safe and valued within our school community.

3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

3.1. At Childwall CE Primary School, staff recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development.

3.2. Before the SENCo becomes involved, teachers use regular assessment, monitoring and observation and work with the SLT in Pupil Progress and Well-Being Meetings to identify pupils making less than expected progress, given their age and individual circumstances. This can be characterised by progress which:

3.2.1. is significantly slower than that of their peers starting from the same baseline;

3.2.2. fails to match or better the child's previous rate of progress;

3.2.3. fails to close the attainment gap between the child and their peers;

3.2.4. widens the attainment gap.

3.3. We also recognise that slow progress and low attainment do not necessarily mean that a child has a special educational need (SEN) and should not automatically lead to a pupil being recorded as having a SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities.

3.4. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home.

3.5. We will continually work with parents/carers to listen to and hear concerns that they may have with regard to their child's development and progress towards outcomes and invite parents/carers to reach out to us with any concerns they might have.

3.6. The SEND Code of Practice (January 2015) specifies 4 broad Areas of Need, including more specific needs:

3.6.1. **Communication and Interaction** – including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC);

3.6.2. **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD) (Dyslexia, Dyscalculia, Dyspraxia);

3.6.3. **Social, Emotional and Mental Health** – including Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder, trauma or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorder or a physical symptom not medically explained.

3.6.4. **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairment.

- 3.7. Once a child has been identified as having a SEN, the SENCo ensures joint working with staff and parents/carers to informally begin gathering evidence and start what is known as the *Graduated Approach* (See SECTION 4). At this point, a pupil is placed on the SEND register at *SEN Support*. This process leads to the identification of the child's primary and, if required, secondary need. The school then puts into place individual adaptations, intervention teaching or other rigorous interventions designed to secure better progress, where required.
- 3.8. The following are not SEN but may impact on the progress and attainment of a child and, as such, groups and individuals are monitored:
- 3.8.1. Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
 - 3.8.2. Attendance and Punctuality
 - 3.8.3. Health and Welfare
 - 3.8.4. English as an Additional Language (EAL)
 - 3.8.5. Being in receipt of Pupil Premium
 - 3.8.6. Being a Looked After Child (LAC)
 - 3.8.7. Being a child of a Service person

4. THE GRADUATED APPROACH

- 4.1. The class teacher is responsible for high quality, adaptive teaching and providing for all pupils.
- 4.2. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants (LSA) or specialist staff.
- 4.3. High quality teaching, adapted and personalised for individual pupils, is the first step in responding to pupils who have or may have a SEN.
- 4.4. Additional intervention and support cannot compensate for a lack of high quality, adapted teaching.
- 4.5. The quality of teaching for all pupils is regularly and carefully reviewed. This includes reviewing and, where necessary, improving, teachers' understanding of evidence-based strategies to identify and support vulnerable pupils and their knowledge and understanding of the SEN most frequently encountered.
- 4.6. If deciding whether to make special educational provision, parents/carers, the class teacher and SENCo work together. Information gathered from within the school about the pupil's progress and individual needs alongside national data and expectations of progress is considered. This includes high quality and accurate formative assessment using effective tools and early assessment materials.
- 4.7. For higher levels of need, the school is able to draw upon and commission more specialised assessments from external agencies and professionals, e.g. an Educational Psychologist or a specialist teacher from the Special Educational Needs Inclusion Support Service (SENISS). This may include collaborative working with the SEN Consortium of which our school is a member. Referrals can also be made using an Early Help Assessment Tool (EHAT) or other means (further, more detailed, information is in SECTION 5).
- 4.8. It is required that the SENCo holds Qualified Teacher Status (QTS) and is an experienced classroom practitioner. The Head Teacher and Governors at Childwall CE Primary School have developed the role of SENCo in accordance with the SEND Code of Practice to have key responsibilities of working to improve outcomes for children and families.
- 4.9. The SENCo is responsible for:
- 4.9.1. overseeing and monitoring the day-to-day operation of the school's SEN policy;
 - 4.9.2. co-ordinating provision for children with SEN;

- 4.9.3. developing a holistic understanding of individual children on the SEN register to ensure quality and appropriateness of support;
- 4.9.4. liaising with the relevant designated teacher (Mrs L. Duckworth) where a looked after pupil has SEN;
- 4.9.5. advising on the graduated approach to providing SEN support;
- 4.9.6. advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- 4.9.7. liaising with parents/carers of pupils with SEN; ensuring that teachers compile and review termly SEND support plans (pupil profiles) in conjunction with parents/carers and pupils;
- 4.9.8. liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- 4.9.9. being a key point of contact with external agencies, especially the local authority and its support services;
- 4.9.10. liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- 4.9.11. working with the Head Teacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- 4.9.12. ensuring that the school keeps the records of all pupils with SEN up to date.

5. **MANAGING PUPILS' NEEDS ON THE SEND REGISTER THROUGH THE GRADUATED APPROACH**

5.1. **Assess**

- 5.1.1. When assessing a child, the school carries out an analysis of the pupil's needs, drawing on teacher assessment, their experiences of the pupil, required adaptations, as well as their previous progress and attainment. This is put in the context of the individual's development compared to the attainment and behaviour of their peers and national data. Any member of staff seeking assessment of or SEND support for a child must complete a referral form and submit to the SENCo.
- 5.1.2. The pupil's own views are sought as are those of external support services, if involved. The school liaises fully with outside agencies who are conducting assessments. Parent/carer concerns are actively listened to and recorded. Pupil progress meetings are used to discuss strategies and next steps/actions.

5.2. **Plan**

- 5.2.1. The child's class teacher and SENCo agree, in consultation with the parent/carer and pupil, if appropriate, any adjustments, interventions and adapted support to be put in place as well as the expected impact on the child's progress, along with a date for review.
- 5.2.2. This is recorded in a SEND Support Plan (Pupil Profile) which is reviewed at least three times across the academic year – pupil profile meetings are arranged outside of parent/teacher afternoons to ensure sufficient time for thorough review.

5.3. **Do**

- 5.3.1. The SENCo supports and advises the class teacher in the effective implementation of support and further assessment.
- 5.3.2. The teacher remains responsible for delivering high quality, adapted teaching, working with the child and, where the interventions involve group or one to one teaching away from the teacher, overseeing and monitoring impact of this.
- 5.3.3. The teacher works closely with LSAs or specialist staff to plan and assess the impact of support and how it can be linked to classroom teaching. Continuing Professional

Development (CPD) opportunities are organised when needed, ensuring staff remain informed of current research and evidence-based practice.

5.4. Review

- 5.4.1. Reviews are carried out on an agreed date schedule.
 - 5.4.2. Some children will have an Education, Health and Care Plan (EHCP) which are reviewed annually by the Local Authority (LA) in partnership with the school and parent/carer.
 - 5.4.3. These reviews are arranged at school and are part of the SENCo's role.
 - 5.4.4. During a review, an evaluation of the impact and quality of support is completed, taking into account the views of the parent/carer and pupil. This feeds-back into the analysis of the pupil's needs and next-step targets.
 - 5.4.5. The teacher, working with the SENCo, will revise support in the light of the pupil's progress; any changes to support and outcomes are made in consultation with the parent/carer and pupil.
 - 5.4.6. Clear information is provided to the parent/carer about the impact of support, adaptations and interventions provided, enabling them to be involved in planning for 'next steps'. This may involve the SENCo attending meetings offsite or virtually to support the transition process.
- 5.5. Some children and young people on the SEND Register may have more significant or complex SEND and there may be a number of specialist services involved with the child and their family. These can include specialists from external services commissioned directly by the school or services that are commissioned through the LA such as outreach, specialist teachers from SENISS or Educational Psychology Services or through NHS, such as physiotherapy, speech & language support, hearing impairment support.
- 5.6. As a result of the Graduated Approach, it may be felt that, when a child is still not making expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, the school can ask for further support from the LA either for High Needs Top-Up Funding (TUF) or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies supporting the child, and may lead to the LA issuing an EHCP which brings together health and social care needs, as well as their SEN and provision.
- 5.7. Children and young people with an EHCP continue to be the responsibility of the teacher and may access further intervention or support within school. Their progress will be monitored by the school, in consultation with parents/carers, and also through an Annual Review, where the outcomes of the EHCP are considered.
- 5.8. All children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support.
- 5.9. Decisions about whether a child should remain on the SEN Register are made in partnership between the school and parent/carer at the end of each monitoring cycle.

6. SUPPORTING PUPILS AND FAMILIES THROUGHOUT THE GRADUATED APPROACH TO SEND

- 6.1. The school works in partnership with parents/carers and families to ensure that they are fully informed about all matters relating to their child's SEN. The SEN Information Report is published annually on the school's website on the 'SEND' page and is available as a printed copy at our Main Reception <https://childwallce.co.uk/wp-content/uploads/2023/12/SEND-3413329-SEND-Information-Report-Autumn-2023.pdf>
- 6.2. Parents are also guided towards the LA Local Offer for information about services which can be found across Liverpool and the wider Merseyside Area:
<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

- 6.3. It is recognised by the school that the impact of SEN support can be strengthened by increasing family engagement in the approaches and teaching strategies that are being used. The school also values and welcomes information on the impact of SEN support outside school as well as the parents'/carers' particular knowledge of their child.
- 6.4. In creating the School's Local offer, parental consultation was crucial and parents'/carers' views were sought, acted upon and valued. This is an ongoing process and the school encourages parents to communicate openly with the school, in a timely way, should they have any concerns, regarding their child. There are other systems to encourage communication such as parent questionnaires, coffee mornings, open days.
- 6.5. Where a pupil is receiving SEN Support, the school endeavors to talk to parents/carers regularly to set clear outcomes and review progress, identifying the responsibilities of the parent, the pupil and the school.
- 6.6. At all stages of the SEN process, the school keeps parents/carers fully informed and involved.
 - 6.6.1. Regular meetings /virtual meetings are scheduled throughout the academic year to share the progress of pupils with parents/carers and to take account of their views (as specified in earlier sections).
 - 6.6.2. It is hoped that this will assist in supporting pupils to reach their full potential.
 - 6.6.3. Parents/carers are encouraged to make a full and active contribution to their child's education.
 - 6.6.4. Thorough records of outcomes, actions and support, as well as contact with parents/carers, form an important part of monitoring and recording for the school.

7. ENABLING PUPILS WITH SEN TO PARTICIPATE IN ALL SCHOOL ACTIVITIES

- 7.1. The school recognises its duties regarding equality and inclusion for individual disabled children under the Equality Act 2010.
- 7.2. As a result of this, reasonable adjustments are made, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage.
- 7.3. The school strives to make arrangements in advance to prevent disadvantage.
- 7.4. It is essential to foster good relations and promote equality of opportunity so that barriers to learning are removed.
- 7.5. Children are encouraged to participate fully in the life of the school. This includes extra-curricular clubs and activities, including residential trips.
- 7.6. The SENCo monitors the attendance of those children with SEND to ensure that there is good representative participation from these groups.
- 7.7. The SENCo, SLT and sports coach work together to maximise the attendance of children with SEND at clubs developing physical activity and health, with individualised invitations extended where appropriate.

8. SUPPORTING CHILDREN/YOUNG PEOPLE WITH MEDICAL NEEDS

- 8.1. Staff at Childwall CE Primary School recognise that children and young people with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education (PE).
- 8.2. Children and young people with medical conditions may have a disability and, where this is the case, the school will comply with its duties under the Equality Act 2010.
- 8.3. Some may also have SEN and may have an EHCP. If so, the SEND Code of Practice (January 2015) is followed.

- 8.4. Please see our website for the following policies: 'Administration of Medicines' <https://childwallce.co.uk/wp-content/uploads/2019/10/HS1-Administration-of-Medicines.pdf>
- 8.5. and 'Supporting Children with Medical Conditions' <https://childwallce.co.uk/wp-content/uploads/2019/10/HS12-Supporting-Children-with-Medical-Conditions.pdf>

9. MONITORING AND EVALUATION OF SEND

- 9.1. The school regularly and carefully monitors and evaluates the quality and outcomes of provision offered to all pupils.
- 9.2. Whilst the full Governing Body remains responsible for SEN, they have appointed Mrs Josephine Parry to act as SEN Governor to support their work, supported by Mr Andy Brannan. The SEN Governors, alongside the SENCo, promote the development of SEN provision by:
- 9.2.1. championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
 - 9.2.2. being familiar with key legislation and policy and school's compliance thereof;
 - 9.2.3. fostering communication between parents/carers of children with SEND and the school;
 - 9.2.4. listening to and acting upon the views of parents/carers, pupils and staff;
 - 9.2.5. meeting regularly with the SENCo and participating in learning walks or other monitoring exercises, suggesting amendments/improvements where applicable;
 - 9.2.6. developing an understanding of the role of the SENCo and how pupils are supported;
 - 9.2.7. becoming aware of the types and balance of SEN present within the school cohort;
 - 9.2.8. reporting regularly to the Governing Body;
 - 9.2.9. understanding how funding received for SEN is allocated by the school;
 - 9.2.10. attending training in relation to SEND;
 - 9.2.11. assisting in monitoring the progress of vulnerable pupils;
 - 9.2.12. reviewing and monitoring the effectiveness of the SEND Policy;
 - 9.2.13. signing forms before submission to the LA i.e. Top-Up Funding (TUF).
- 9.3. The SEN Governors also liaise with the SENCo and headteacher in relation to the Local Offer and the SEN Information report.
- 9.4. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils linked to the school's strategic plan.
- 9.5. Pupil's attainment and progress provide detailed and quantifiable evidence relating to the success of the SEND policy. This data is analysed carefully through:
- 9.5.1. consideration of each pupil's success in meeting outcomes;
 - 9.5.2. use of standardised tests including reading, spelling and mathematics ages;
 - 9.5.3. an analysis of external tests including SATs and NFERs;
 - 9.5.4. the school's tracking systems and teacher assessments;
 - 9.5.5. evidence generated from Pupil Profiles, Annual Review meetings and PPM;
 - 9.5.6. reports provided by outside agencies.
 - 9.5.7. Parents/carers of pupils with SEND response to school performance questionnaire

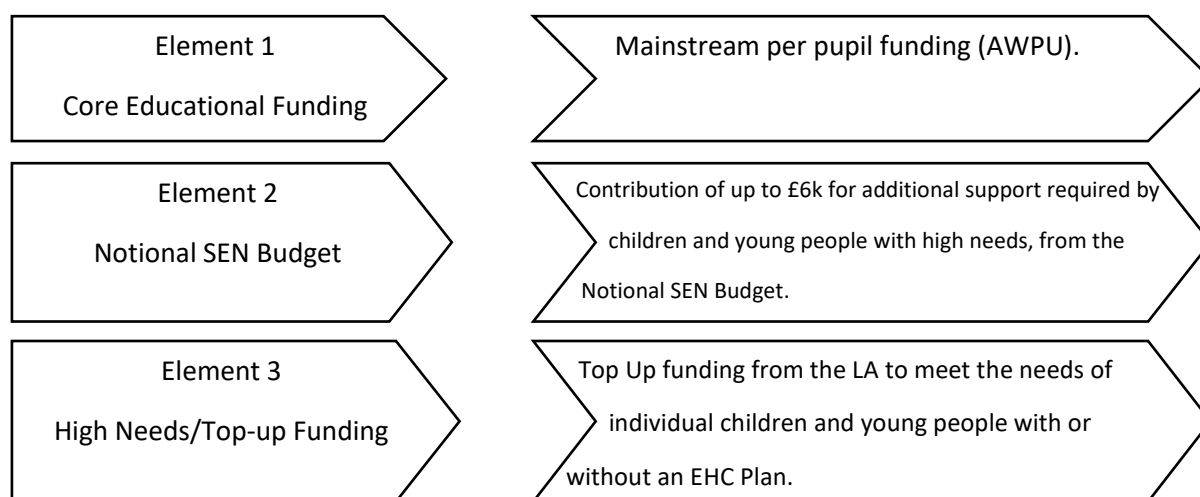
10. RESOURCES AND TRAINING

- 10.1. Every Liverpool primary school belongs to a consortium of schools. Consortia meet together to plan how to collaboratively support pupils with SEND.

- 10.2. Each consortium meets, at least once a term, to plan how additional resources will be used to share good practice, commission external support and plan training that can help staff meet the needs of pupils on the SEN register.
- 10.3. Schools within the consortium share best practice and offer support within the locality.
- 10.4. Training on SEN is arranged through the consortium and with the support and involvement of the services attached to these. The training is needs led and linked to the School Strategic Plan (SSP), the needs of the particular consortium and the school's Local Offer.
- 10.5. Specific training can be provided for the SENCo, all staff and parents/carers, as applicable.
- 10.6. School Improvement Liverpool (SIL) offers two SENCo Briefings and an annual SENCo Transition Forum (KS2/3) in the summer term where any pupils with SEND and/or vulnerable pupils can be discussed and a transition plan put in place.
- 10.7. All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. Additional on-line training is available to all school staff according to needs/interests through membership of National College and subscription to Creative Education.
- 10.8. The SENCo and inclusion team provide school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.
- 10.9. More information on training opportunities can be found in the SEND Information report.

10.10. Funding for SEND in Mainstream

- 10.10.1. All schools receive an amount of money to support children and young people with SEN. This is provided as part of the schools' block formula allocation.
- 10.10.2. It is the responsibility of each school to have a 'notional SEN budget' which caters sufficiently for the SEN of the children and young people within their school. This is often managed by the headteacher with advice for its deployment coming from the SENCo.
- 10.10.3. The Education Funding Agency describes the funding available within schools for pupils with SEN as being made up from 3 elements:



- 10.10.4. The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the LA; different LAs have their own methodology and operational guidance.
- 10.10.5. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support SEN within the school and specifically to fund the first £6,000 of a pupil's SEN support.
- 10.10.6. Additional resources for EHCPs, Element 3, can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands

i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available.

10.10.7. High Needs pupils with or without an EHCP may therefore be supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

10.11. **Funding of Specialist Support and Provision in Maintained Schools**

10.11.1. There is also an additional element of TUF allocated to school to meet the needs of pupils in a specialist provision known as a Resource Base. All funding for pupils in the resourced provision comes from the High Needs Budget.

10.12. **Workforce Development and CPD**

10.12.1. An Induction Programme is in place for all new staff.

10.12.2. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCo and/or SLT that is designed to explain the systems and structures in place to support the needs of individual children and young people.

10.12.3. The training needs of all staff are identified and a programme of professional development is put in place.

10.12.4. The school's SENCo regularly attends School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending SEND Consortium Meetings to access support and share good practice with other SENCos and Schools.

10.12.5. SENCo, inclusion team, headteacher and SLT strive to keep up with wider research and practice surrounding SEND through additional reading, liaising with colleagues in consortium, schools' network and more widely, including EEF findings.

11. **ROLES AND RESPONSIBILITIES**

11.1. The responsibility of teachers to provide high quality teaching to support children is promoted.

11.2. The SENCo, alongside the headteacher and SEN Governors monitor the quality of teaching, support and progress children make.

11.3. A number of key colleagues have a significant impact on the progress and development of the children. At Childwall CE Primary School these include:

11.3.1. The SEN Governor, Mrs Josephine Parry (supported by Mr Andy Brannan) who meets with the Headteacher and SENCo to monitor the progress of pupils/students with SEN;

11.3.2. LSAs and HLTAs, who carry out a range of roles across the school. They work closely with class teachers who oversee their work and plan with them.

11.3.3. The Designated Lead for Safeguarding, Mrs. Wendy Mason (Headteacher), alongside Mrs. Lynn Duckworth (Curriculum Lead, Deputy DSL, Nominated Teacher for LAC and Deputy Headteacher), Ms Claire Owen (Teacher and EYFS/Y1 Phase Lead and Deputy DSL), Mrs. Mary Carew (Assistant Headteacher, Y4-6 Phase Leader, Senior Mental Health Lead and Deputy DSL) Mrs Josephine Parry (SEN governor, teacher and Y2-3 Phase Lead) and Mrs Caroline Birchall (ELSA)

11.3.4. The member of staff responsible for LAC, Mrs. Lynn Duckworth (Deputy Headteacher)

11.3.5. Mrs. Wendy Mason (Headteacher) is responsible for meeting the medical needs of pupils in the school.

11.3.6.

12. REVIEWING THE POLICY

- 12.1. This policy is reviewed annually.
- 12.2. This may be brought forward at any time to reflect Local or National recommendations or changes to policy and guidance.
- 12.3. We involve stakeholders in policy development and make sure the SEND Policy reflects current working.

13. ACCESSIBILITY

- 13.1. We have an Accessibility Plan that addresses the insurance of access to:
 - 13.1.1. The curriculum
 - 13.1.2. The physical environment
 - 13.1.3. The provision of information sharing and communication
- 13.2. This plan is reviewed at least every three years, barriers identified and plans put in place to remove them.
- 13.3. The school Accessibility Plan can also be viewed on the school website via the School Policies Page: <https://childwallce.co.uk/wp-content/uploads/2019/10/SEND1-Accessibility-Plan-1.pdf>

14. OTHER POLICIES RELATING TO SEND INCLUDE:

- 14.1. SEND Information Report
- 14.2. The Equality and Diversity Policy
- 14.3. The Accessibility Plan
- 14.4. Child Protection Policy and Procedures
- 14.5. Admissions Policy
- 14.6. Curriculum Policies
- 14.7. Behaviour for Learning Policy (incorporating Anti-Bullying)
- 14.8. Administration of Medicines Policy
- 14.9. Supporting Children with Medical Conditions Policy

15. COMPLAINTS

- 15.1. Complaints procedure: <https://childwallce.co.uk/wp-content/uploads/2019/10/CHI11-Complaints-Policy-Procedures.pdf>
- 15.2. Under Section 23 of the Education reform Act Parents have the right of complaint to the Governing Body if they believe that the Governors have not carried out their duties and responsibilities in respect of the National Curriculum, Religious Education and Collective Worship.
- 15.3. Our aim is to provide an open and welcoming environment where every child is happy and secure, but should you have any cause for concern or complaint please inform us immediately so that we can address the problem as soon as possible.
- 15.4. The Local Authority has a complaints procedure which the school follows but in most cases an approach to the Class Teacher or the Head Teacher should soon resolve the matter. If this fails, please follow the complaints procedure, available on the school website.

16. COMPLIANCE

16.1. This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies:

16.1.1. Special Educational Needs and Disability Regulations, 2014

16.1.2. Children and Families Act, 2014

16.1.3. Special Educational Needs and Disability Code of Practice 0-25 years, January 2015

16.1.4. Statutory Guidance on Supporting Pupils with Medical Conditions, 2014

16.1.5. Teachers' Standards, 2012