



SEND Policy

Date reviewed: January 2025

Next review date: January 2026

Headteacher

Signed:

Date: January 2025

Chair of Governors

Signed:

Date: January 2025

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Date reviewed: January 2024 – further detail added regarding provision in school

Date reviewed:- January 2025 – no changes made to content (apostrophes added for grammatical accuracy)

Rationale:

Merton Junior School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Merton Junior School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an Additional Language (EAL)
- learners with Special Educational and Disability Needs (SEND)
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; and teenage mothers
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We are particularly aware of the needs of our Year 3 pupils, for whom maturity is a crucial factor in terms of readiness to learn.

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Merton Junior School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

At our school, we provide support for children with a range of special educational needs. This could mean that a child has difficulties in:

- Communication and Interaction (C&I) – in expressing themselves or understanding what others are saying
- Cognition and Learning (C&L) – in acquiring basic skills at school
- Social Emotional and Mental Health (SEMH) - Making friends or relating to adults, mental health and well-being, and/or the ability to regulate self and behaviour
- Sensory and/or Physical (PD) – such as hearing or visual impairment, which affects them in school or medical or health conditions which may slow down a child's progress and /or involves treatment that affects their education.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers, other professionals and children all working together.

Merton Junior School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from a SEND approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The development and monitoring of the schools work on Inclusion will be undertaken by the the Special Educational Needs and Disabilities Co-ordinator (SENDCo), Jill Dyer, who takes the lead

role in relation to Special Educational Needs and Disability at Merton Junior School and as a member of the Senior Leadership Team, reports half-termly to the Full Governing Board (FGB) on this area.

The SEND Governor is Mrs Kate Fowkes.

Objectives:

1. To ensure the SEN and Disability (SEND) Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENDCo and support staff as appropriate.
(*Except where disapplication, arising from an Education, Health Care Plan (EHC Plan) occurs, disapplication is very rare, and we aim to offer the full curriculum to all of our pupils)
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in out catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage of plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEND provision

1. The SENDCo will meet with each class teacher at least three times a year to discuss additional needs concerns and to advise on provision maps.
2. At other times, the SENDCo will be alerted to newly arising concerns through the SEND consultations between parent and class teacher.
3. The SENDCo will discuss issues arising from these discussions with the class teacher within one week.
4. Where necessary, reviews will be held more frequently than three times a year for

some children.

5. Targets arising from meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENDCo will monitor planning for SEN support within each year group team with regards to curriculum planning, alongside the relevant curriculum leader.
7. The SENDCo, together with the Leadership Team, will monitor the quality and effectiveness of provision for pupils with SEN through classroom observations, book monitoring and pupil conferencing.
8. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENDCo and by trained Learning Support Assistants (LSAs) throughout the school. This is funded from the schools annual budget. The support timetable is reviewed termly by the SENDCo and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LEA.
9. Support staff, class teachers, SENDCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the School's SEND policy;
- coordinating provision for children with additional educational needs or disabilities;
- liaising with the relevant designated teacher where a looked after student has additional needs or disabilities;
- advising on a graduated approach to providing SEND Support;
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- liaising with parents of children on the SEND register;
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- 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;
- ensuring that the school keeps the records of all children with additional needs or disabilities up to date

The role of the class teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher,

whose responsibilities include:

- Being aware of our school's procedures for the identification and assessment of, and subsequent provision for pupils with SEND
- Collaborating with the SENDCo to decide the action to assist the pupil to progress
- Working with the SENDCo to collect all available and relevant information on the pupil
- In collaboration with the SENDCo, develop suitable targets for pupils with SEND.
- Working with pupils with SEND on a daily basis to deliver individual programmes of support
- Developing constructive and supportive relationships with parents

Specialised Provision

All members of our Learning Support team are involved in professional development to support the teaching and provision for children with additional educational needs within our school.

For children that may require support with their emotional literacy we have a qualified Emotional Literacy Support Assistant (ELSA) who can provide intervention sessions. We also have a Thrive Practitioner in post to further support those children who require additional emotional help.

Allocation of Resources to and amongst Pupils

- Laptop allocation – where appropriate
- Ipad allocation – where appropriate
- Adapted furniture and seating to address needs of pupils with physical disability
- Additional resources – as appropriate include: – tilted work board, foot rest, noise-cancelling headphones, special lined and coloured books, tinted overlays for reading books, dyslexia-friendly library and reading books, etc.

Identification and Assessment Arrangements, Monitoring and Review Procedures

- The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.
- The school's system includes reference to information provided by:

- Baseline assessment results
- Assessments based on the Hampshire assessment model
- Measurements of children against Age Related Expectations (ARE)
- Progress measured against the KS1 Results.
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Education and Health Care plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCo and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through being included on the SEND Register in school
- Implementation and update on Provision Maps, which address intervention support for those pupils that require it.

Differentiated Curriculum Provision

In order to make progress, a child may only require adaptation of the plans for learning that are proposed for the whole class. The differentiation or personalised teaching may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Adaptation will be recorded in the daily planning by the class teacher.

- Closes the attainment gap between child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or better the child's rate of progress
- Ensure full access to the curriculum
- Demonstrates and improvement in self-help or social and personal skills
- Demonstrates an improvement in child's behaviour

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

"where a period of differentiated curriculum support has not resulted in the child

making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, additional provision can be provided by adding the child to the SEND Register."

This additional provision would be provided where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children included:

- Children, who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
- Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. There is also scope for each child to have **individual targets**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a Higher Level Teaching Assistant (HLTA) or Learning Support Assistant (LSA).

The responsibility for planning for these children remains with the class teacher, in **consultation with the SENDCo**.

A child receiving support on the SEND Register will be supported via an individual or small group provision map.

These documents form an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Monitoring will be carried out on a weekly basis using the school's standard proformas by all those involved with the child. Significant achievements and difficulties will be recorded. The SENDCO will look at the monitoring information on a termly basis and make adjustments to the provision for the child, if appropriate.

Provision maps will be reviewed every term. The class teacher, with assistance from the LSA and the SENDCo will take the lead in the review process. Parents/carers will discuss their child's provision at the child's parents evening. The child will be involved with discussions about their targets and how they feel they can be supported in class.

Provision at this level can also include involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

As part of the review process, the SENDCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to consider applying for an Education and Health Care plan.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of significant additional support in school, and in agreement with the parents/carers, the school may request the Local Education Authority (LEA) to make a Statutory Assessment in order to determine whether it is necessary to make an Education and Health Care Plan.

The school is required to submit evidence to the LEA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LEAs current criteria for making a Statutory Assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education and Health Care Plan

A child who has an Education and Health Care Plan (EHCP) will continue to receive additional support that is provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by the SENDCO, that includes parents/carers and all relevant professionals involved with the child to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

The School's Arrangements for SEN and Inclusion In-Service Training

- The SENDCo attends the yearly SEND Conference to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENDCo and Head Teacher, alongside a range of external professionals.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school regularly during the school year, following discussions with the SENDCo as to the purpose of each visit.
- The Local Education Authority SEND Department, through the support of the school's dedicated SEND Case Worker, is available for contact by email if we have any queries regarding our pupils.
- Specialist/direct teaching support is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties, or 1:1 teaching, support can be provided through outreach services through Maple Ridge School, Primary Behaviour Service, etc.
- Specialist Teacher Advisors may come into school and work directly with children where a need is identified.
- The SENDCo liaises frequently with a number of other outside agencies, for example:
 1. Children's Services
 2. Child and Adolescent Mental Health Service (CAMHs)
 3. Mental Health Support Team
 3. School Nursing Service
 4. Community Pediatrician

5. Specialist Teacher Advisory Service (Visual, Hearing, Physical Impairment, Assistive Technology, etc)
6. Speech and Language Therapy
7. Physiotherapy
8. Occupational Therapy
9. Specialist School Outreach Provision Service
10. Primary Behaviour Support Service
11. Parent Partnership
12. Early Help Hub
13. Young Carers
14. Inclusions and Exclusions Service
15. Play Therapist

NB: Parents/carers are consulted and supported if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCo will attend this meeting if the school or the parent thinks this is appropriate.
- We make sure that all parents/carers are given information about The Hampshire Parent Partnership Service, in case they need any additional information or advice/support.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Provision targets can include activities to do at home, and parents/carers are always invited to contribute their views to the review process. All targets and reviews will be shared with parents/carers through parent meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers may also be invited to work alongside pupils in the classroom where this is appropriate.
- Regular literacy and numeracy workshops are offered for parents/carers to attend.
- Parents'/Carers' Evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request with the

class teacher as well as the SENDCo

- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

- The Head Teacher, SENDCo, ELSA, and class teachers will meet with upcoming Year 3 pupils on a number of occasions before they join Merton Junior School in the Autumn Term.
The SENDCo will meet with Infant School SENDCo's to discuss any children raising concerns. Additional visits will be organised for these children along side a social story about their new teacher, classroom and school. Extra visits can also be arranged to The Orchard (Nurture setting), particularly if we feel the child would benefit due to any possible anxieties or worries about significant change.
- Class teachers of children joining from other schools will receive information from the previous school, as appropriate; if there is an SEND issue, the SENDCo will telephone the previous school in order to further discuss the child's needs.
If a child is transferring from Merton Junior School to a new school the SENDCo will contact the new school, as appropriate, to discuss any issues regarding the child and subsequently transfer all relevant documentation; this includes those Year pupils who are transitioning to secondary placements at the end of Year 6.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENDCo, and referrals will be made as appropriate.
- Social Services and the Early Help Hub will be accessed when school feel the need to seek additional help. Class teachers will alert a Designated Safeguarding Lead if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEN. Parents/carers will be given details of these groups on request or as appropriate.

Inclusion Principles

- Staff at Merton Junior School value pupils of different abilities and support inclusion.

- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching, learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Access to the Environment (see also School Access Plan)

- Merton Junior School is on a shared site with Merton Infant School. Merton Junior School is built on two levels with stairs from ground floor to first floor at three locations; one of which is a fire exit. Access to the building for adults is through the main reception area and for pupils is through the pupil door, both of which are level and therefore suitable for wheelchair access. Lower school classrooms are accessed by external doors and can be accessed from the pupil door and corridors to each classroom.
- There are currently 4 sets of toilets; 1 set shared between two/three classes and 2 disabled toilets.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).
- We have 2 x disabled parking bays in the car park and flat access to the main reception area, pupil door and playground.
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Access Plan.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The school will ensure that all children have access to a balanced and broadly

based curriculum, and that this is flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Project plans and progression documents are in place for each area of the curriculum– or are currently being updated - and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Access to Information (see also School Access Plan)

- All children requiring information in formats other than print would have this provided.
- We can adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We can provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational

needs.

- Prior to starting Merton Junior School, parents/carers of children with an Education and Health Care Plan or one pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- The PDL curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled Peoples' organisations on appropriate resources.
- Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage disabled people to join our governing body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of disabled people as they become available.

Terminology, imagery and disability equality

- The school provides training on disability equality and is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time and assemblies for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

- Merton Junior School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.

- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- The staff has on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

- Merton Junior School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents'/carers' activities. We also make sure that we hold parents'/carers' meetings where there is suitable accessibility, and would offer a British Sign Language interpreter to any deaf parent.
- When a child starts at the school we ask the parents/carers about their access needs.

Disability equality and trips or out of school activities

- Merton Junior School endeavours to ensure that all educational trips are inclusive by planning in advance and using accessible places.
- All children are welcome at our afterschool activities.

Evaluating the success of the School's SEN and Inclusion Policy

- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour, major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
 - A reduction in the percentage of children with very low attainment;
 - An increase in the percentage of children recorded as having special educational needs attaining Age Related Expectations at the end of KS2;
 - A reduction in behaviour incidents and exclusions;
 - We report progress against these targets to the governing body.
- In December, March and June, the SENDCo will provide information to the governing body as to the numbers of pupils receiving special educational provision through Personal Learning Plans and Education and Health Care Plans as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head Teacher will report on any whole

school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

- SEN and Inclusion is reported at the full governing body meetings, which is then discussed as necessary.
- The SENDCo will meet with the SEND Governor termly to discuss Inclusion and current SEN concerns. The SEND Governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- Target setting for all pupils takes place daily, half-termly and within each Year Group. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Year. Percentage targets are set for children to achieve Age Related Expectations at the end of Key Stage 2. Targets are also set, within the Basic Skills Policy for children identified as having additional needs. These targets aim towards increasing the number of children with additional needs who achieve Age Related Expectations at the appropriate Key Stage, and become more ambitious from year to year. We aim to ensure that all pupils leaving at the end of Key Stage 2 achieve Age Related Expectations. Our success in all these areas is evaluated annually and reported to the governors.
- The policy itself will be reviewed annually by the school's SENDCo and SEN Governor.

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office or on the school website.