

Special Educational Needs & Disabilities Policy



Learn today, fly tomorrow

Recommended by	M Nicolaidis
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Record of changes

Date of change	Changes made
Nov 19	Clarified data sharing, parent support and target setting. Updated services and SEMH specialist support. Use of Oxfordshire materials. Added MAT schools as source of support.

Contents

1. Aims & Objectives
2. Definition of Special Educational Needs
3. Roles & Responsibilities
4. Identifying Special Educational Needs
 - A Graduated Approach to SEND Support
 - Identifying When A Child Has SEND
5. Provision We Make For Children With SEND
6. Inclusion of Pupils With SEND
7. Education and Health Care Plans (EHC Plan)
8. The Local Offer – offered by Warrington Borough Council
9. Assess, Plan, Do, Review
10. Evaluating the Success of Provision
11. Criteria for Exiting the SEN Register
12. Working in Partnership with Parents
13. Working with Children
14. Links to Support Services
15. Warrington SEND Information, Advice and Support Service
16. Transition Arrangements
17. Admission Arrangements
18. Our School Accessibility Plan
19. Supporting Pupils with a Medical Need
20. Record Keeping

- 21. Data Management
- 22. How We Develop Staff Knowledge and Skills
- 23. Complaints Procedure
- 24. External Agencies' Contacts

2

Special Educational Needs & Disabilities Policy

Policy to promote the successful inclusion of pupils with
Special Educational Needs and Disabilities

This SEND Policy works alongside, and in conjunction with, The Local Offer offered by Warrington Local Authority.

At Gorse Covert Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. At Gorse Covert Primary School, all children are given the opportunity to progress in their learning in a positive way; children with special educational needs and disabilities may need to fulfil this entitlement through smaller, more specified steps than their peers.

As a school community, we aim to develop an ethos of care, empathy and understanding; actively seeking to remove barriers to learning and participation that can hinder or exclude pupils, including those who have special educational needs. At Gorse Covert, our aim is to enable all children to realise their potential, doing so through a nurturing, child-centred approach.

We are committed to providing equality of opportunity, promoting high achievement for all children. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life.

The policy has been developed by the school's SENCO, along with the SEND Governor and the school's senior leadership team; in liaison with staff and parents of pupils with SEND. It complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014), and has been written with reference to other relevant policies.

The implementation of this policy is the responsibility of the whole staff and governing body, with any extra provision or expertise being provided by external agencies and professionals. It is intended that

3

this policy statement will be used as a working document for all teaching staff, governors, parents and visitors.

1. Aims and Objectives

- **We will make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** Teachers will use a variety of methods and teaching styles to help ensure that barriers to learning are overcome.
- **We will create a school environment where pupils can contribute to their own learning.** Providing access to a rich, broad and balanced curriculum within class and through wider school opportunities; developing an ethos of care, empathy and understanding. Along with building positive and supportive relationships with adults in school, giving pupils the opportunity to voice their own opinions and needs.
- **Staff members will seek to identify the needs of pupils with SEND as early as possible,** by gathering information from parents, education, health and care services and Early Years settings, or a pupil's previous school, prior to the child's entry into the school.
- **We will monitor the progress of all pupils,** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers, and the school SENCO, will help to ensure that they are able to reach their full potential.
- **We will work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress. Parents will be encouraged and supported to support their child's learning.
- **We will work with outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include the Educational Psychology Service, Speech and Language Therapy Service, Breakthrough Education and Chrysalis. Breakthrough Education and Chrysalis are independent companies **supporting** schools and families with removing barriers to **learning** and meeting the **educational** needs of children. Both companies have staff who previously worked for the authority as part of the Behavioural and Learning Difficulties teams.
- **We will work within the guidance provided in the SEN Code of Practice, 2014,** operating an inclusive, whole-school approach to the management and provision of support for children with special educational needs.
- **We will provide a Special Educational Needs Co-ordinator (SENCO),** who will work within the SEND and Inclusion Policy, and support all staff in the school to include children with SEND in all aspects of school life.

All children are valued at Gorse Covert. We aim, and expect, all children to experience success and achievement, by raising aspirations, allowing them to reach their full potential and make progress.

2. Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty or a disability which calls for

special educational provision to be made for them.

Children have a learning difficulty or disability if they:

- have **significantly greater difficulty** in learning than the majority of children of the same age.
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall under the definition of either a or b above or would so do if special educational provision was not made for them.

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

The Code of Practice (2014) describes 4 broad categories of need (Pg. 86 details these categories):

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

The SEND Code of Practice identifies four broad areas of need, which schools need to consider when planning for provision. The SEND Code advises that these areas are not to be used to fit a pupil into a category, as children often have needs in more than one area.

At Gorse Covert we are aware that, for some children, what is **not** considered SEND by the new Code of Practice, may still have an impact on their progress and attainment. These could include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour

3.Roles & Responsibilities

The School Governors will:

- designate a member of the governing body to have specific oversight of the school arrangements for SEND, including:

- ensure that there is a qualified teacher designated as SENCO for the school
- understand how the school identifies children with SEND and what happens once a pupil has been identified
- understand how SEND funding is allocated and spent; including who is responsible for the spending
- ensure information is published on the school website about the implementation of the policy for pupils with SEND, and that this is updated annually (or when information changes)
- meet regularly with the head and the SEND coordinator (SENCO) to review how well SEND provision is working across the school.
- Provide regular reports to the Governing body on the implementation of the SEND policy

The Headteacher & Senior Leadership Team will:

- take overall responsibility for implementing the SEND policy
- ensure that the SENCO is able to influence strategic decisions about SEND, and has sufficient time and resources to carry out their role effectively
- ensure the wider school community understands school policy and work in-line with its aims and objectives
- ensure provision is made for staff training and development in SEND
- ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year)
- ensure a process is in place for involving parents and young people in reviewing provision and planning for pupils with SEND
- develop relationships with transition providers and explore how school will support pupils with SEND at key transition points.

The SENCO will:

- oversee the day-to-day operation of the school's SEND policy
- co-ordinate provision for children with SEND
- liaise with the relevant designated teacher where a looked after pupil has SEND
- advise on a graduated approach to providing SEND support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs efficiently
- liaise with parents of SEND children
- liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the LA and LA support services
- liaise with potential next providers of education to ensure a young person and their parents are

informed about options, and a smooth transition is planned

- work 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
- ensure that the school keeps the records of all pupils with SEND up to date
- tracks the targets and termly progress of every SEND child
- monitors and meets with teachers termly to ensure SEND children are provided for appropriately and optimum progress is made

Class Teachers will:

- understand and work within the school's SEND policy
- know where their pupils are in their learning and development
- report any child causing a concern (to the SENCO and Headteacher)
- listen to the views and insights of parents and SEND pupils to inform planning and provision
- have high expectations and ambitions for SEND pupils
- set targets that will stretch and challenge SEND pupils
- track SEND pupil progress towards meeting targets set every term/half term
- make regular assessments of SEND pupil progress
- keep the additional/different provision under review
- ensure intervention approaches used are evidence-based and are having a positive impact on SEND pupil progress
- plan and review SEND support, in partnership with parents, pupils and the SENCO
- liaise with the SENCO to review SEND provision on a termly basis, working with the SENCO to update and evaluate the provision map

Teaching Assistants:

- understand and work within the school's SEND policy
- be aware of the needs of SEND pupils within the class (or department) in which they work
- report any child causing a concern (to the Class Teacher/SENCO)
- have high expectations and ambitions for SEND pupils
- track SEND pupil progress towards meeting targets set
- work with the class teacher to ensure appropriate provision for SEND pupils

Parents will:

- work in partnership with the school to support their child's learning and development
- provide school with any relevant information regarding their child

- attend regular meetings to discuss the progress of their child (at least three times per year)
- report any concerns about their child's progress and development to school
- support their child's progress and development by ensuring that their child completes any homework tasks or additional activities
- ensure their child attends designated appointments relevant to their child's SEND needs, feeding back the outcome to school (where appropriate)

4. Identifying Special Educational Needs

At Gorse Covert, we believe that providing good quality teaching for every pupil in a class, whatever their level, is the first step in supporting pupils who have, or may have, barriers to learning.

Teachers will aim to ensure that learning activities are appropriate to the needs of the pupils, whilst enabling them to be challenged to achieve their potential. Teachers will make sure the learning of each child is supported, this may include;

- adapting activities to suit the needs of the learner
- different/additional resources; timetabled interventions
- additional instructional advice; access to ICT (where appropriate)
- additional adult support
- use of target groups and guided sessions
- additional time to complete a task

A Graduated Approach to SEND Support

Any pupils who are having difficulties with their learning, will be monitored by the class teacher, SENCO and the Headteacher. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The Headteacher regularly reviews the quality of teaching for all pupils, including those at risk of underachievement, through pupil progress meetings with staff on a termly basis, and through lesson observations and drop-ins.

If there is a concern for the child, by any adult involved, these concerns will be recorded and the child's progress will be monitored closely. At this stage, a concern does not automatically place the child on the school's SEND register. Teachers, and/or the SENCO, will discuss any concerns with parents informally, or during parents evenings and the teacher will differentiate, adapt resources or change the teaching methods being used to suit that child.

The class teacher will gather information from the Oxfordshire Materials about the pupil's difficulties and strengths. This information will be used to inform future planning if concerns continue.

Parents will be informed of each stage of their child's development, and the circumstances under which they are being monitored. Parents are encouraged to share any information and knowledge they have about their child with the school.

Identifying When A Child Has SEND

At Gorse Covert, we believe that it is important that a pupil's special educational needs and/or disabilities are identified as early as possible. The ways in which we identify pupils who may have a SEND are as follows;

Before a child starts at the school in EYFS (Transition):

Our Early Years teachers visit the children at nursery during the summer term, before the child enters school. During this visit they will;

- talk to the child's parents to identify any concerns they may have
- liaise with staff in local nurseries/children's centres to discuss the needs of individual children

Through our strong links with the local children's centres, schools and family specialist services and a strong partnership with the health visitors, we are able to identify children who may require more support well before our Foundation Stage. We may also involve;

- Educational Psychology Service
- Hearing Impaired service
- Speech and Language Service
- Agreed liaison with the doctor, school nurse and/or health visitor

In school:

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible. This could be through;

- Teacher observation
- Teacher assessment
- National Curriculum/EYFS assessment
- Screening or assessment tools
- Information passed on from previous schools
- Information from parents
- Use of the Oxfordshire materials

Children who enter mid-year or after Foundation Stage:

- Previous school is contacted to obtain relevant information about the child
- Where necessary, the Headteacher, SENCO and/or Class Teacher liaises with staff from previous school
- All paperwork is transferred on admission of SEND pupil

5. Provision We Make For Children With SEND

We support pupils with SEND by;

- Ensuring pupils with SEND have access to a broad and balanced curriculum, through specialist SEND provision, as necessary
- Celebrating achievement at all levels
- Setting appropriate targets that will motivate pupils to do their best.
- Appropriate differentiation (e.g. lesson objectives, activities, resources, access to support)
- Access to ICT facilities, where appropriate
- Deployment of Teaching Assistants
- Individual/Group teaching sessions/support sessions
- Specialist equipment/resources
- Using specialist intervention programmes within the Waves of Provision
- Social skills programmes
- The role played by school in social services' assessments
- Seeking support and involvement from outside agencies
- Before children are identified as having SEND, where concerns are first raised, children are placed on a concern list and their progress is closely monitored
- The school complies with all relevant accessibility requirements
- Keeping an up-to-date Provision Map, which tracks and evaluates SEND provision in school

All children in school have educational targets set regularly. If the class teacher and SENCO feel that a child needs targets in addition to the ones that are already set in school, which address their specific special educational needs, then they may be given additional or alternative targets to work on. These targets will be developed with input from both the child and the child's parents.

Staff work hard to ensure that the targets set are:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime limited

6. Inclusion Of Pupils With SEND

- The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.
- The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils; this includes learning outside the classroom.

- The school will seek advice, as appropriate, around individual pupils, from external support such as the local authority Educational Psychologist, specialist consultants from Breakthrough Education or Chrysalis, NHS speech and language therapists,.
- Advice will be sought from SEMH specialist teachers for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

7. Education, Health and Care Plans [EHC Plan]

Referral for an Education, Health and Care Plan (EHC Plan)

If a child has lifelong, or significant difficulties, they may undergo a Statutory Assessment Process. This is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need, or a lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/Guardians
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by the Education, Health and Care Assessment panel that meets twice a month to decide whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Warrington Borough Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8. The Local Offer -offered by Warrington Local Authority

By September 2014, the government's Children and Families Act 2014 required each local authority to publish a Local Offer. This is one place where all information can be accessed about the provision

our local authority has made available in their area for children and young people from 0 to 25, who have special educational needs and disabilities. (see section 4 of the SEN Code of practice)

The purpose of the Local Offer is to provide information for parents and young people, in a single place, to help them understand what services they and their family can expect locally, including cross-authority boundary and how to access them. These include: early years settings, schools (including academies and free schools), colleges, health, social care and social/leisure. The Local Offer also includes guidance for parents and young people when they need to speak with practitioners and professionals. It also includes information on giving feedback, raising concerns and making complaints. Use the link below to see Warrington's Local Offer.

[Warrington Local Offer](#)

9. Assess, Plan, Do, Review

Assessment should be an ongoing process, with assessments regularly feeding into planning and provision, with appropriate changes being made where required.

ASSESS Clearly analyse pupil need using;

- teacher assessments
- experience of working with the pupil
- details of previous progress/attainment
- comparisons with peers and national data
- parent/pupil's views, where relevant
- advice from external support services

Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Analysis will require regular review to ensure that;

- support and intervention is matched to need
- barriers to learning are clearly identified and being overcome
- the interventions being used are developing and evolving as required.

PLAN Consultation between the teacher, SENCO and parents to agree the;

- adjustments/interventions/support required
 - impact on progress, development and/or behaviour that is expected
 - clear date for review
 - parental involvement, where appropriate, to reinforce or contribute to progress at home.
- Termly targets sent home and a copy used as an aide memoire for SEND children in class

- Interventions to be recorded on the school's provision map.
- All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

DO The class teacher remains responsible for working with the child on a day-to-day basis. They will;

- retain responsibility, even where the interventions may involve group or one- to-one teaching away from the main class teacher.
- work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching.
- support with further assessment of the pupil's strengths and weaknesses, and problem solving will be provided by the SENCO.

REVIEW Reviews of a child's progress will be made regularly. The review process will:

- evaluate the impact and quality of the support and interventions.
- take account of the views of the pupil and, where necessary, their parents.
- The class teacher will meet for a progress review and will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

10. Evaluating the Success of Provision

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The child's needs are recorded in the pupil passport, SEND provision and interventions are recorded on the school's provision map and targets are recorded in the blue pupil record folder, all of which are updated when the intervention or provision is changed. These are updated by the class teacher and are monitored by the SENCO. These interventions, analysis and targets are monitored termly by the SENCO, and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

In order to make consistent, continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year which can be minuted in blue folders. In addition, a bi- annual parent questionnaire is sent out to SEND parents and termly afternoon slots are made available by the SENCO for parents to meet and discuss their child's needs and progress.

11. Criteria for Exiting the SEND Register

If, through a progress review with the Headteacher and/or the SENCO, it has been decided that a child has, through successful intervention, closed the gap between themselves and their peers, a decision to remove the child from the register will be taken. Parents will be informed.

12. Working in Partnerships with Parents

Gorse Covert Primary School believes that a close working relationship with parents is vital in order to ensure:

1. Early and accurate identification and assessment of SEND, leading to appropriate intervention and provision.
2. Continuing social and academic progress of children with SEND.
3. Personal and academic targets are set and met effectively.
4. Information from parents helps the school to measure how effective our SEND provision is.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also provide parents of pupils with SEND with contact details for the local authority parent support service, where specific advice, guidance and support may be required or the ADDvanced Solutions Community Network Group workshops for families with a child living with a Neurodevelopmental condition.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor (Mr N Henaghen/Mr P Gregory) may also be contacted in relation to SEND matters. An appointment can be made through the school with the school's SEND governor, in relation to SEND matters.

13. Working with Children

Wherever possible, children will be involved in decisions about their provision. Children are given the opportunity to complete a 'Passport' in which they can record;

- strengths they have
- the things they find difficult
- what strategies/resources they find useful to support their learning
- any other information that is relevant

14. Links to Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents. Any information is shared confidentially.

Links with other agencies and voluntary organisations

Gorse Covert Primary School invites, and seeks advice and support from, external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated

person responsible for liaising with the following:

- Warrington Education Psychology Service
- Speech and Language Service (Class teacher and specialist TA Paula Cooper also liaise)
- Breakthrough Education and Chrysalis (these are external agencies who will come into school to complete assessments and observations of the children. They will then offer advice and guidance and/or produce a detailed report with recommendations for how the child can be supported.)

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

15. Warrington SEND Information, Advice and Support Service (formerly Parent Partnership)

This service provides support and guidance to parents and carers of children and young people with special educational needs from 0 to 25 living in Warrington. They work alongside Warrington Borough Council, but operate impartially. The service is supported by a multi-agency steering group. Information about this service and how to contact them can be accessed via the following website; [Warrington Parents and Carers](#)

16. Transition Arrangements (Secondary School)

In the summer term, the Year 6 teachers, along with the SENCO (where appropriate) will meet with members of staff from the specific high schools to discuss each of the children individually. These members of staff are usually those appointed by the high schools to take key responsibilities for transition. This may sometimes include the SENCO from the high school. During this meeting, important information regarding the child is passed on, this includes any details of provision that has been in place during the primary years. Any relevant documentation is also provided to the high schools. In addition to this, where it is deemed appropriate, further transition arrangements can be made to allow a child to spend additional transition visits at said school.

Links with other schools

Gorse Covert Primary is part of the One Community Trust with Oakwood Avenue Woolston and Croft primary schools. Woolston and Oakwood Avenue also have specialist provisions for SEND pupils. They are another good source of support and expert advice. Our school also works in partnership with the other schools in Birchwood cluster.

17. Admission arrangements

Please refer to the information on our school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

18. Our School Accessibility Plan

Under our duty of care, we draw up a plan that describes how we intend to improve access to

learning in our school for pupils who have disabilities.

Our Accessibility Plan describes how we intend to do this and is available for inspection. If you would like a copy of our Access Plan, please contact the School Office or see the school website www.gorsecovert.co.uk

19. Supporting Pupils with a Medical Need

At Gorse Covert Primary School, we recognise that children with medical conditions should be supported effectively, having full access to education, including school trips and physical education. Some children with medical conditions may also be disabled and, where this is the case, the school will fully comply with the Equality Act, 2010. In addition to this, some children may also have special educational needs (SEN).

In such cases, children may have a statement and/or an Education, Health and Care plan (EHC), which brings together health and social care, as well as their special educational provision, as such, the SEND Code of Practice, 2014, is followed. In these cases, school will refer to the statutory guidance, 'Supporting Pupils at School with Medical Conditions', when compiling an Individual Health Care Plan (IHP), to specify the type and level of support required. The school policy for this is also on the school website.

Where a pupil has SEND and/or an EHC plan or statement, their provision will be planned and delivered in a co-ordinated way to reflect the IHCP.

20. Record Keeping

We record all the steps taken to meet pupils' special educational needs. The SENCO is responsible for these records, and for making sure that they are made available to others who need to see them. Records kept for a pupil with special educational needs may include:

- Information from previous schools/nurseries
- Information from parents
- Information on progress and behaviour
- Information about use of additional support
- Provision Maps detailing the support that they have been given and the impact that it has had
- Copies of Pupil Passports, which includes the child's own views of their needs
- Information from Health & Social Services
- Information from other outside agencies (e.g. Speech & Language Reports)

21. Data Management

Data and information linking to SEND is stored in the following locations;

- Within a designated SEND folder on the school server, which is accessible to all members of staff by using a password
- Key documentation linking to individual children is stored within a locked filing cabinet; all children have a personal folder

- Class teachers /Teaching Assistants are provided with key information about any SEND children in their class
- All documentation regarding any SEND children is stored in line with Data Protections Regulations

22. How We Develop Staff Knowledge and Skills

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Regular training and learning opportunities for staff, on the subject of SEND and SEND teaching, are provided in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils, including those with SEND. The SENCO also attends cluster SEND meetings.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities in the school development plan.

23. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint. Also see complaints policy which is on the school website.

24. External Agencies' Contacts

Warrington Parents and Carers Organisation www.warringtonparentsandcarers.org

Speech and Language – www.warringtonwolves.com>health-services

School Nurse – 01925 843869

ADDvanced Solutions Community Network- Sandy Lane Children's Centre, sandy lane, Orford, Warrington, WA2 9HY – 01925 320863

Child Development Centre (Warrington) – Sandy Lane, Orford, WA2 9HY

01925 867869