**Whittaker Moss Primary School**



**Whittaker Moss** **Special Educational Needs and Disability Policy**

March 2023

Review date: April 2024

**All information held is in accordance with the Data Protection Act (2018) and GDPR.(General Data Protection Regulations-March 2018)**

**Compliance**

This policy complies with the statutory requirement laid out in the SENDD Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

* Equality Act 2010: advice for schools DfE Feb 2013 (<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf>)
* SENDD Code of Practice 0-25 (2014) ([https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/342440/SENDD\_Code\_of\_Practice\_approved\_by\_Parliament\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf))
* Schools SEND Information Report Regulations (2014) ([https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/251874/Consultation\_on\_draft\_0\_to\_25\_Special\_Educational\_Needs\_\_SEND\_\_-\_SEND\_information.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs__SEN__-_SEN_information.pdf) )
* Statutory Guidance on Supporting pupils at school with medical conditions April 2014 (<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf>)
* The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 (<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>)
* Safeguarding Policy
* Accessibility Plan
* Teachers Standards 2012 (<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers__Standards.pdf>)

*This policy was created by the school’s SENDDco with the SENDD Governor in liaison with the SENDior Leadership Team (SLT).*

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***Mrs Boughton is a member of the SLT, a qualified teacher and has gained the NPQSL***

***The governors responsible for SEND is Frank Hayley.***

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**Principles:**

The school shares the principles that are set out in the new Code of Practice.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEND), must have regard to:

• the views, wishes and feelings of the child or young person, and the child’s parents

• the importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions

• the need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

(SEND Code of Practice 2014)

**Mission statement:**

At Whittaker Moss education is about learners experiencing the joy of discovery, solving problems and being creative in every area of the curriculum; developing confidence and maturing physically, socially and emotionally.

Education will be the fusion of excellence and enjoyment. Learners do better when they are excited and engaged and when there is a joy in what they are doing-they learn to love learning.

This will be a welcoming, friendly, bright and lively, happy place where children feel secure, where good behaviour is expected and where children positively enjoy growing up.

1. **Aims and objectives**

**Aims:**

We aim to provide every child with access to a broad and balanced education. This includes delivery of the National Curriculum in line with the Special Educational Needs Code of Practice.

**Objectives:**

* **Staff members seek to identify the needs of pupils with SEND as early as**

**possible.**This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child’s entry into the school.

* **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 will help to ensure that they are able to reach their full potential.

* **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum**. This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewedin order to ensure that individual targets are being met and all pupils’ needs arecatered for.
* **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.
* **Work with and in support of 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 (SALT), CAMHS, Rochdale Additional Needs (RANS) and Occupational Health (OT).
* **Create a school environment where pupils can contribute to their own learning.**

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, Eco Council, residential visits, school performances, and sports teams.

1. **Identifying Special Educational Needs**

**Definitions of Special Educational Needs (SEND)**

**Taken from section 20 of the Children and Families Act 2014.**

*‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

*a) have a significantly greater difficulty in learning than the majority of others of the same age; or*

*b) have a disability which prevents or hinders them from making use of educational facilities of a kind*

*generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*A child under compulsory school age has special educational needs if they fall within the definition at (a) or b) above or would do so if special educational provision was not made for them.*

*Children must not be regarded as having a learning difficulty solely because the language or form of*

*language of their home is different from the language in which they will be taught.’*

***Taken from SEND Code of Practice, 2014***

*A child has learning difficulties if he or she:*

*• Has a significantly greater difficulty in learning than the majority of children*

*of the same age*

*• Has a disability which prevents or hinders the child from making use of*

*educational facilities of a kind provided for children of the same age in*

*mainstream school (SEND Code of Practice 2014, para xii)*

*There are four broad categories of need:*

* ***Cognition and Learning***
* ***Social, Emotional and Mental Health***
* ***Communication and Interaction***
* ***SENDsory and/or Physical Needs***

*Whittaker Moss will consider the needs of the whole child which will include not just the special educational needs of the child or young person.*

*The following criteria is NOT considered as special educational needs, but may have an impact on progress and attainment:*

* *Disability (The Code of Practice, 2014, outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEND)*
* *Attendance and punctuality*
* *Health and welfare*
* *English as an additional language (EAL)*
* *Being in receipt of Pupil Premium Grant*
* *Being a Looked After Child*
* *Being a child of serviceman/woman*
* *Behaviour (Any concerns relating to a child or young person’s behaviour should be described as an underlying response to a need which us as a provider will be able to recognise and identify clearly as we will know the child/young person well.)*

1. **A Graduated Approach to SEND support**

* *All members of staff have access to a flow diagram to help identify pupils with SEND. This is available on the school O Drive and G drive and detailed in Appendix 1.*

**Quality First Teaching**

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child’s class teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school’s SEND register. Any concerns will be discussed with parents informally or during parents’ evenings.

i) Parent’s evenings are used to monitor and assess the progress being made by children.

**SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

· Assess

· Plan

· Do

· Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

**Assess**

This involves clearly analysing the pupil’s needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil’s views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school’s information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. 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. Class teachers will be expected to work with the SENDCO to help complete any necessary referral forms to outside agencies to ensure full and accurate information is provided.

**Plan**

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

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. They will 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, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

**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. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo, 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.

**Referral for an Education, Health and Care Plan**

If a child has lifelong or significant and complex difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can also 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, to 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

· Teachers

· SENDCo

· 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 a group of people from education, health and social care about whether or 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.

Parent Partnership is a service available for parents/carers of children with SEND to seek advice and support regarding any aspect of Special Needs, including EHC plans. They can be contacted at 0161 654 4367

**Education, Health and Care Plans [EHC Plan]**

a. Following Statutory Assessment, an EHC Plan will be provided by Rochdale Local Authority, 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 developing and producing the plan.

b. 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.

c. 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.

1. **Managing Pupils Needs on the SEND Register**

• Teachers are regularly informed about pupils with special educational needs and how

best to support them.

• Practical advice and information is shared to enhance the learning of SEND pupils in

lessons.

• The level of provision offered to each pupil will depend on their needs at the time. We

aim to deploy our resources fairly and efficiently.

• Early Help Assessment Form is available if a pupil is a crisis point. The purpose of

this form is to access external agencies in order to support a pupil in need. This

process can be started and managed by and educational, medical or social

professional. It is an inter-agency approach. Through the school inclusion meeting

other referrals for wider help can be made.

**Criteria for exiting the SEND Register/Record**

As part of the 'Assess - Plan - Do - Review' cycle, if a child is identified as meeting national and age related expectations they will be removed from the SEND register. They will then be monitored to ensure progress is maintained.

1. **Supporting pupils and families**

**Working in partnerships with parents**

Whittaker Moss Primary School believes that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision

b) continuing social and academic progress of children with SEND

c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil’s needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

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 SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Rochdale that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Information on the SEND Local Offer can be found on the Rochdale Council website as follows:

<https://rochdale.fsd.org.uk/kb5/rochdale/fsd/localoffer.page?localofferchannel=0>

**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 SENDCo who will then inform the child’s parents.

**Links with other agencies and voluntary organisations**

Whittaker Moss Primary School invites and seeks advice and support from external agencies in the

identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

· Rochdale Education Psychology Service

· Fair Access Team

· Social Services

· Speech and Language Service

· Language and Learning Support Service

· Specialist Outreach Services

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

1. **Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

See the school’s Medical Conditions Policy for more information.

The school complies with the statutory guidance ‘Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England’ December 2015.

1. **Monitoring and evaluation of SEND**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on a whole school provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The SENDCo ensures that the school reviews policy and practice regularly. This can also be led by the admission of a child with a specific form of SEND. The Intervention Progress Meetings (IPMs) and analysis of data ensures the focus is auctioning areas of development. The Rochdale Urban Schools Collaborative (RUSC) hosts a SEND and Inclusion Cluster which the SENDCo attends. Good practice is shared and areas of need for individual schools addressed. The SEND Inclusion Passport Parents’ Meetings ensure the school reviews its practice by asking advice from parents.

1. **Training and Resources**

**Allocation of resources for pupils with SEND**

All pupils with SEND will have access to Element 1 and 2 of a school’s budget. It is expected that the first 15 hours provision by an Education Health Care Plan will come within the school’s budget with additional funding for ‘topping up’ hours on application to the Local Authority. Our school will look at the creative use of additional staff for children with SEND and aim to utilise skills and expertise of individuals.

It would then be the responsibility of the SENDCo, Senior leadership team and governors to agree how the allocation of resources is used.

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.

**In service training (CPD)**

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.

The SENDCo attends relevant SEND courses, SEND network meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the Senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

1. **Roles and responsibilities**

**The SENDCo**

The SENDCo is Mrs C Boughton

She can be contacted using the school address and telephone number.

She will:

* Work with the headteacher and SEND governors to determine the strategic development of the SEND policy and provision in the school.
* Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
* Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
* Advise on the graduated approach to providing SEND support.
* Liaise with the Headteacher and School Business manager to advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
* Be the point of contact for external agencies, especially the local authority and its support services.
* Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
* Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
* Ensure the school keeps the records of all pupils with SEND up to date.
* Liaise with the SEND governor to monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.

**The SEND governor**

The SEND governor will:

* Help to raise awareness of SEND issues at governing body meetings.
* Liaise with the SENDCo to monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
* Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

**The Headteacher**

The Headteacher will:

* Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
* Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

**Class teachers**

Each class teacher is responsible for:

* The progress and development of every pupil in their class.
* Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
* Working with the SENDCo to review each pupil’s progress and development and decide on any changes to provision .
* Ensuring they follow this SEND policy.

1. **Storing and managing information**

* Documents are stored securely in school
* Hard copies of documents are stored in locked cupboards
* Electronic data is stored on password protected systems
* Electronic transfer of records is done on a secure system where possible
* Once a student has left the school their file can be requested by the receiving school or college. Files of students who leave are dated, stored securely and disposed of after 6 years
* The school complies with statutory requirements regarding storing and managing information and data protection, General Data Protection Regulation (GDPR).

1. **Reviewing the policy**

The SEND policy is reviewed annually by the SENDCo and Governing Body to take account of any changes made to the Code of Practice (2014).

1. **Accessibility**

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

Whittaker Moss has a School Offer which details the facilities and provision our school can offer a child with special educational needs. This helps us to ensure that children with SEND are treated fairly and equally alongside other pupils at our school. This information is published on our school’s website and reviewed annually to reflect any changes in facility/provision.

1. **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 SENDCo, who will be able to advise on formal procedures for complaint.

1. **Bullying**

The Headteacher and SENDCo 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. Curriculum policies take into account the individual needs of children at Whittaker Moss and help to ensure that children with SEND are not treated less favourably than other pupils.

The school will seek advice, as appropriate, around individual pupils, from external support services.

Advice will be sought from the Fair Access Team at Rochdale Local Authority for children who have behavioural concerns. Where a behavioural incident warrants a suspension or exclusion, schools have a duty to inform this service and can also seek support from the TSS panel.

**Bullying related to special educational needs and disabilities (SEND):**

Research shows that children and young people with SEND are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. All schools should ensure that a whole-school approach is taken to deal with bullying related to SEND. Where children with SEND are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

1. **Admission arrangements**

Please refer to the admission information on our school’s 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.

If a child with a special educational need is allocated a place at Whittaker Moss, prior to their admission the SENDCo and Reception class teacher will liaise with the child’s parents/carers and any agencies who have been involved with the child e.g. their early years setting, Area SENDCo, Speech Therapist, Health Visitor etc.

If a child with a special educational need is admitted via an in-year transfer, the SENDCo and class teacher receiving the child will liaise with the parents/carers, previous school (SENDCo and class teacher) and seek information from any other relevant agencies who have been involved with the child.

The SENDCo at Whittaker Moss Primary School: ***Mrs C Boughton***

The named governors for Special Educational Needs: ***Frank Hayley.***

Review date: *March 2024* (or earlier if legislation changes)

**Appendix**

****Appendix 1-

**How We Identify SEND Pupils at Whittaker Moss**

1. The first step in identifying children who have additional needs is through ***Quality First Teaching***, using the approach of *assess, plan, do and review*. If teachers have concerns regarding a child in relation to the four areas of SEND:

* ***Cognition and Learning***
* ***Social, Emotional and Mental Health***
* ***Communication and Interaction***
* ***SENDsory and/or Physical Needs***

Then the teacher will provide specific intervention and consult the SENDCo for strategies which could be put in place to overcome the child’s barrier to learning. This will be submitted to the SENDCO and Deputy Head teacher for review within the Whole School Provision map cycle.

2. If the child continues to display the same difficulties and little or no progress has been made, despite intervention and strategies been put in place, a ‘**Cause For Concern Form’** will be complete by the Class Teacher who will then submit this to the SENDCo. The SENDCo will then take appropriate action and review the provision provided/required.

3. If the SENDCo feels it is necessary to open a forum to further discuss concerns regarding the child, a ‘**4 plus 1’** meeting will be arranged with parents/carers and school stakeholders. Within this meeting, a plan, do, review approach will be adopted to outline specific intervention for the child. This will include strategies that will be encouraged both at school and at home to encourage a joint partnership towards overcoming learning barriers. A date will be set at the end of the meeting to review the actions agreed.



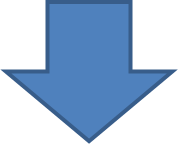


4. If the actions from the ‘**4 plus 1’** meeting have been unsuccessful, the child will be placed on the SEND register and be acknowledged as SEND Support. As school are already working in partnership with parents, parents will be formally advised if their child is to be added to the SEND register. Outside agencies will be contacted to further advise and support the school e.g. Healthy Young Minds, Educational Psychology, Speech and Language, Rochdale Additional Needs Team, Thrive etc.

As the child now has SEND support status, an **Inclusion Passport** will be completed. This includes:

* *A one page pupil profile that will be completed between the child and the Class Teacher*
* *Provision outlined in Waves 1, 2 and 3*
* *SMART Targets set*
* *A section for parents to comment and sign*

This **Inclusion Passport** will be reviewed each term with the parent within a meeting held between the Class Teacher and the Parent. The SENDCo may be requested to attend these meetings.



5. If after advice from the Educational Psychologist and/or other professionals, the school and Parents consider that help is needed from outside the school’s resources, the SENDCo completes the form requesting Statutory Assessment by the Authority, an application for an **Education and Health Care Plan (EHCP)**. If the Panel agrees to proceed with Statutory Assessment, the SENDCo prepares further documentation about the child in preparation for a ‘**My Plan Meeting’**, which is led by the school’s Education Officer. If the Statutory Assessment is successful, an **EHCP** is formed.

The Class Teacher, in conjunction with the SENDCo is then responsible for drawing up an **Inclusion Passport** to meet the objectives set out in the EHCP.

The EHCP must be formally reviewed at least annually. The Annual Review is chaired by the SENDCo.