



Boxford CEVCP School

Special Educational Needs and Disability (SEND) Policy

(based on Suffolk Policy Framework)

Re-written September 25

Approved by Full Governing Body:

Review: September 2026

The Statutory framework for the early years foundation stage (2014) section 3.67, states
'Providers must have arrangements in place to support children with SEN or disabilities. Maintained nursery schools and other providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs and Disabilities (SEND) Code of Practice'

The Special educational needs and disabilities (SEND) code of practice (2014), section 5.4 states that

'Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN or disabilities. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.'

Under the Equality Act 2010, admission to a provision cannot be denied or a child excluded due to a child's meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. www.legislation.gov.uk

All children are entitled to attend provision and to have their needs identified and met. For children with an EHCP they are entitled to name a setting; section 43 of the Children and Families Act 2014 says that all schools, must admit a child if their EHCP names the school.

Please read the school's SEND Information Report which is referenced throughout.

The Special Educational Needs Coordinator (SENDCo) is Emma Lea

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The Governors for SEND is Gill Mitchell who can be contacted via the school email:

office@boxford.suffolk.sch.uk

Aim

It is the aim of Boxford CEVC Primary School to:

- promote equality of opportunity for all children in our setting
- meet the specific needs of children with special educational needs and disabilities using a range of appropriate strategies
- encourage all children and adults to value and respect others
- challenge inappropriate attitudes and practices

Method

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014-updated 2020) and has been written with reference to the EYFS statutory framework (2017- updated 2021), the Equalities Act (2010) and our school's SEND Information Report.

The School's SEND information report outlines how the school:

- provides help and support to children with special educational needs and disabilities
- ensures early identification of children's needs and early intervention to support them by collaborating with education, health and social care services
- works in partnership with parents and other agencies in meeting individual children's needs
- monitors and reviews practice and provision and makes reasonable adjustments, if necessary; promoting and valuing diversity and differences of our pupils.

Definition of SEND

Children have SEND if they have a learning difficulty that calls for additional educational provision to be made for them. 'Children have a learning difficulty if they:

- Have a 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 within the definitions above or would so do if special educational provision was not made for them.' (Code of Practice September 2014)

At Boxford CEVC Primary, we use the terms SEND and additional needs.

The Code of Practice (DfE, January 2015) states that: A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2014 SEN Code of Practice: 0 to 25 Years.

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically result in a child being identified as SEND. On the other hand, additional support is not limited to children identified as SEND but we recognise that many children need additional support and will always do our very best to ensure appropriate provision is in place.

Four Broad Areas of SEND

The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory needs and Physical Disabilities

Communication and Interaction Needs	Cognition and Learning Difficulties	Social, Emotional and/ or Mental Health Needs	Sensory and/or Physical Needs
Speech, language and communication needs	Specific learning difficulties eg: Dyslexia, Dyscalculia	Attention Deficit Hyperactivity Disorder (ADHD)	Visual Impairment
Autism Spectrum Conditions	Moderate learning difficulties	Anxiety	Hearing Impairment
	Severe learning difficulties	Depression	Multi-sensory Impairment
	Profound and multiple learning difficulties	Eating Disorders	Physical Disability
		Mental Health concerns	
		Challenging or concerning behaviour	

The lists in the table above are not exhaustive and The SEND Code of Practice states that:

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

The code of practice provides statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities.

The SENDCO's role

The role of the SENDCO involves:

- ensuring all staff in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- advising and supporting colleagues
- supporting all staff to become familiar with and follow SEND practice e.g. early identification of any difficulties, target setting and writing personal support plans
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising and seeking appropriate pathways with professionals or agencies beyond the setting
- ensuring that appropriate records are kept in individual folders

Admission arrangements for children with SEND

As a mainstream school, all pupils are admitted via the Suffolk County Council admissions process, including pupils with special educational needs or disabilities

All children with Special Educational Needs or disabilities (SEND) are valued, respected and equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. The school adopts an approach of promoting equality so that steps are taken to prevent disadvantage and remove barriers.

For a holistic approach to admitting a child with SEND into the school we would endeavour to:

- have an initial tour of the school with the SENDCo
- have initial meetings with the parent/carer(s) to gather information that will support the setting and pupil
- share appropriate reports with the school, ensuring preparation and adjustments can be implemented before entry
- liaison between the school, parents and health professionals to prepare the environment and curriculum with regards to the identified SEND needs
- where appropriate, have multi-agency meetings
- in EYFS transition booklet or other year groups a guide/top tips would enable clearly identified needs and support the child to settle within their new environment
- a meeting to discuss where the child's progress is at and share appropriate information that will be supportive for their entry into the school
- information can be accessed in the school's Accessibility Policy

Specialist facilities, resources and staffing

The SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to increase the accessibility of schools for disabled people. Our school provides wheelchair access and an accessible toilet/ changing area on one level.

The SENDCo has obtained the National Award for SEN Coordination, has seventeen years' experience in the field of SEND and attends a variety of training courses to remain informed with SEND developments. To maintain and develop the quality of teaching and provision and respond effectively to the strengths and needs of our pupils, all staff are actively encouraged to undertake training and development. Recently staff training involved raising awareness of mental health needs, trauma informed approaches, identification of early speech development through the Neli programme, alternative augmented communication devices, Zones of Regulation training and working with the NHS speech and language therapists to support children in school with identified communication difficulties. Bespoke packages are arranged to ensure the current needs of both pupils and staff are addressed.

We are committed to ensuring the setting has due regard for the Equality Act (2010). If highly differentiated adjustments are required these are applied for through HNF (High Needs Funding).

Regular meetings are held with other professionals to seek advice that is relevant for children with SEND within the school. All staff are actively encouraged to meet with other professionals to ensure they are meeting the needs of the individuals within their classrooms and in the wider context of the school. The school's SENDCo regularly attends the LA's SENDCo network meetings and receives relevant emails in order to keep abreast of the local and national updates in SEND. Planning and training development is at the forefront of the schools' vision to support pupil progress.

The setting offers inclusive play activities, both inside and out by having specialist equipment such as short-handed tennis rackets, balls to help with coordination. In the EYFS the environment is adapted to be inclusive of all children. The setting also has Forest School access and a trained Forest School teacher.

The school is flexible in the deployment of staff to meet the individual needs of children by:

- identification of needs and staff trained in specific interventions deployed to support individuals
- staff are available in the mornings to greet pupils for a smooth transition from home to school
- whole school awareness and staff to support children at playtimes and lunchtimes. A high ratio of staff is in place for all playtimes.
- A SEND TA is employed to support those children with highly complex needs and work closely with the SENDCo

The Early Years Foundation stage TA's are trained in supporting children with additional needs and benefit from external professional guidance and advice. They have experience supporting those with SEND and do so in a caring and professional manner. Online learning journals support all children, those children identified with SEND will have differentiated resources where required that promote individual targets and development towards the early learning goals. Depending on the individuals requirements these may include photographs, pictures, pop up books, tactile books. Parents are encouraged to participate in providing information/ communicate with staff using the online journals as well as face to face interactions.

Emotional, mental and social development is of paramount importance to the well-being of all pupils and those with SEND. Weekly/ daily opportunities for mindfulness are embedded within the curriculum to support well-being. The school staff have participated in inset support children's well-being and if necessary external support and advice will be sought to ensure all children thrive. The school has a pastoral graduated response in place and a team trained to support the well-being of all. In school we provide:

- Draw and Talk Programme
- Pastoral Support
- Links with the School Nursing Team
- PSHE curriculum
- Home/school links (meetings with parent, child and school)
- Social skills groups
- Mindful colouring
- Growth mindset approach to learning
- Premier Sports
- Yoga
- Forest School Experience
- Mindfulness within the curriculum
- Family Support Practitioner Advice and sessions
- ELSA groups
- Suffolk Young Carer Groups
- Parenting Programme offered at specific times

Local offer

Information of the schools' local offer can be found on the school website <https://boxford-suffolk.secure-dbprimary.com/suffolk/primary/boxford>

The Local Authorities local offer can be located at <https://infolink.suffolk.gov.uk/>

Identification assessment and review of children with SEND

The school is committed to early identification of SEND and adopts a graduated response to meeting SEND in line with the Code of Practice 2014 sections 5.38 to 5.45

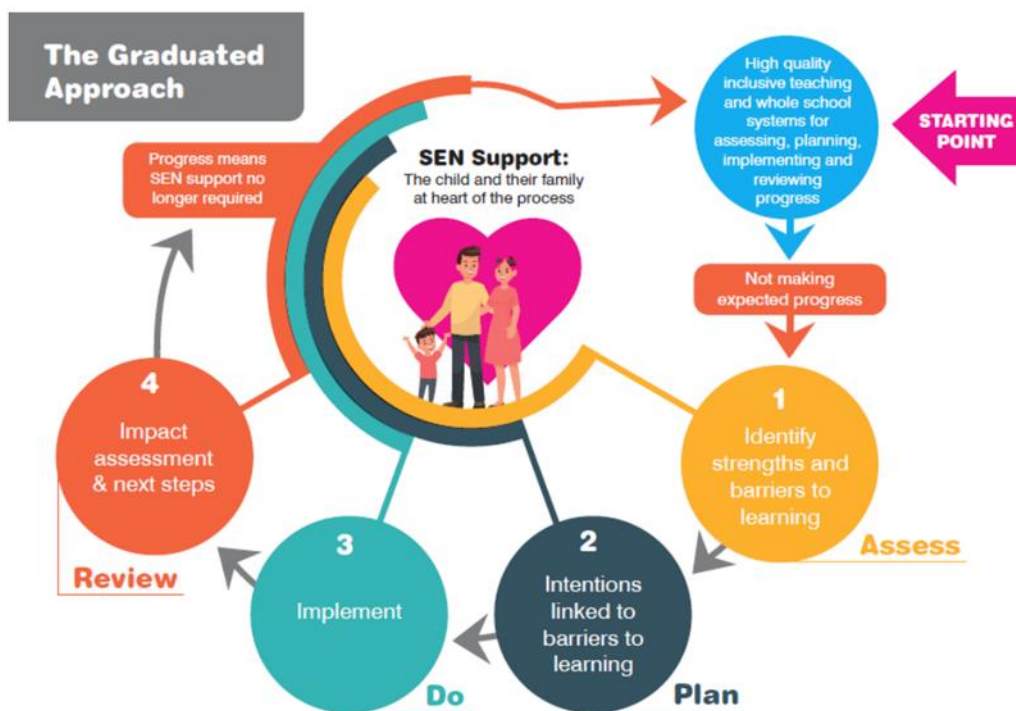
All pupils are entitled to a balanced and broadly based curriculum. This policy ensures teaching arrangements and strategies are fully inclusive. Class teachers are responsible and accountable for the progress and development of the pupils within their class. The majority of pupils will have their needs met through standard classroom arrangements and appropriate differentiation, which may include short term support from the class TA in the first instance, which is directed by the class teacher. Some pupils may need further targeted support from staff trained to meet specific needs. Clear provision support is identified by the class teacher and shared in regular progress meetings. The pupil may also have a personal support plan to ensure that the pupils are receiving the support they require. A One Page Profile, completed between the pupil and TA (shared with all staff and parents), will also support staff in understanding the individuals desires of support. A copy of the One Page Profiles can be accessed in the pupils file; it is the responsibility of staff working with a child with SEND to access these.

We believe that high quality teaching, differentiated for pupils, is ultimately the first response to pupils who may or may not have SEND. All children are entitled to quality education that is appropriate for their needs, promotes high expectations and enables pupils to meet their full potential (our approach to the curriculum is in line with section 6 of the Code of Practice 2014). Intervention and additional support cannot replace or compensate for lack of quality first teaching. The senior leadership team carefully review the quality of teaching for all pupils on a regular basis, including those at risk of underachievement. The review process includes, where necessary, improving teachers' understanding of strategies to recognise and support vulnerable pupils and their knowledge of the SEND that they most frequently encounter. Opportunities to discuss interventions, resources and pathways for a pupil are available when necessary. SEND is discussed weekly in our staff meeting agenda and staff attend pupil progress meetings regarding individual pupils within their class.

The Head Teacher, Class Teacher and SENDCo ultimately make the decision to implement special education provision. They consider all of the gathered information, which will include formative assessment, and where necessary specialist assessments from external agencies and early assessment materials (Dyslexia screening tool, Neli Programme and curriculum assessment data). This is reviewed alongside national data and expectations for progress.

Identification and Assessment of Children with SEND

As set out in the SEND Code of Practice, the school follows **the Graduated Approach** to Assessment, which follows the four stages of Assess, Plan, Do and Review. This allows for a more personalised approach to the identification, planning and assessment of SEND provision. This enables a refined growing understanding of the child's needs.



We also use The SEND Journey document from Suffolk to inform our procedures as outlined here.

Suffolk County Council Supporting CYP* with SEND in Suffolk:
A Graduated Response to support Schools and Settings

Stage 1: Initiate Assess, Plan, Do, Review (APDR)
A whole setting approach to identifying need and removing barriers to learning

Assess

- Discussion with key staff in the educational setting to build profile of need
- Capture CYP and parent/carer views
- Gather and analyse assessment information, based on observations, current attainment, formal and informal assessments

Plan

- Work together to create a time-limited support plan, utilising whole school approaches, high quality inclusive teaching and differentiation
- Use the **categories of need descriptors** to help inform planning

Do

- Put in place the agreed adjustments, support and intervention, with the SENDCo supporting teachers with implementation, linking interventions to classroom teaching.
- Agree date of review

Review

- Review the quality, effectiveness and impact of the provision, involving the CYP and their parent/carers

The APDR cycle then starts again with the updated information.

Stage 2: CYP making less than expected progress despite evidence based support and intervention

- Seek support from the **Specialist Education** or **Psychology & Therapeutic Services Core Offer** around individual CYP and whole setting approaches.
- Seek support for CYP and whole school approaches through a SEND Support Consultation. This could lead to a SENDCo Support visit to your school and/or involvement from the P&T's e.g. Inclusion Facilitation support or an EP Analysis of Additional Needs (AANT)
- Explore the **SCC Traded Offer**, for training and additional support
- Refer to external agencies (e.g. Health, Mental Health, Early Help, Social Care)
- Consider an application for **High Needs Funding**

The APDR cycle then starts again with the updated information.

Stage 3: CYP needs a higher level of support and intervention

- Review the impact of interventions, continuing the cycle of APDR and involving the CYP and their parent/carers
- Review the impact of the SEND funding in place
- Consider a request for an **Education, Health and Care Needs Assessment**

For more information and resources, visit:

www.suffolklocaloffer.org.uk [SENDIASS Training](http://www.suffolksendiass.co.uk) [SEND Code of Practice](http://www.nasen.org.uk)
www.sendintheway.org.uk

*We have used CYP to indicate children and young people aged 0-25 Updated September 2022

The evidence of support is outlined in the personal support plans.

Assess

In identifying a child as needing support the class teacher, working with the SENDCo, would conduct a full assessment of the pupil's needs. This would draw on the teacher's assessment and observations of the pupil, their previous progress and attainment, as well as information from the school's data on PIXL, pastoral information and concerns raised on CPOMs. The teacher will also consider the individual's development in comparison to their

peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external professionals. The school takes seriously any concerns raised by a parent. These are recorded alongside the school's own assessment and information on the development of the pupil. This assessment should be reviewed termly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

The class teacher and SENDCo look for the progress made by individuals. This is completed by comparing half termly/ termly teacher assessments and test results. Relevant results to be considered include:

- Early Years Foundation Stage Profile uses age related expectations and GLD attainment
- Yr1, Yr2, Yr3, Yr4, Yr4 and Yr6 optional test results in English and maths
- KS2 Sats results in English and maths
- Year 1 phonics screening
- Reading (Accelerated Reader outcomes) and Spelling Shed
- Continual teacher assessment
- Little Wandle Reading Assessments and programme
- Where appropriate Pre-Key stage standards

In some cases, external professionals from education, health or social services may already be involved with the child. Professionals are invited to liaise with the school to help inform the assessments and offer recommendations. Where professionals are not already working with school staff the SENDCo will make contact to gain parental permission (written).

Plan

Where it is decided to provide a pupil with SEND support, parents/carers will be notified, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCo should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Review of progress can be discussed at parents' evenings, at the personal support plan reviews (three per year) or identified within progress reports.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. It is important to understand that some of the recommendations suggested by professionals are not always reasonable and within our remit to provide as a local authority-maintained school but we can discuss the content of the report with families and plan next steps forward in line with this policy and our graduated response. Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce the provision or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a daily basis. Where targeted interventions involve group or one-to-one teaching for a minimal amount of time away from the main class, the class teacher will retain responsibility for the pupil. They should work closely with any learning support assistants or specialist staff involved, to plan

and assess the impact of support and interventions and how they can be linked to classroom teaching. Evidence of support will be on the personal support plan, which is a working document.

The SENDCo will support the class teacher and relevant support staff in the further assessment of the child's particular strengths and areas of difficulty and has the role of advising on the effective implementation of support through regular monitoring.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated by using the initial data, completion data and any observations during the course of the intervention. Interventions are identified on class intervention timetables and personal support plans. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps and further support at home.

If a child has an EHC (Education Health Care) plan the local authority (LA) will review the plan annually. It is usually the case that the local authority will ask the school to hold the annual review meeting on its behalf with the appropriate personnel and then the report will then be sent to the local authority.

Education, Health and Care plan

When a request for a statutory assessment is made by the school to the LA, the child will have demonstrated significant cause for concern. The school will have taken measures to ensure that the needs of the child have been met through quality first teaching, targeted interventions and reasonable adjustments to the curriculum and/or the environment; these will be documented on personal support plans. If there is still a high level of concern after the assessment and monitoring process the request for an EHC plan will be discussed with the teacher, SENDCo and parents. When requesting an EHC plan the LA will need relevant details regarding the child's SEND, and details of all action taken so far meet these needs. Information provided by the school to the LA may include

- records of regular reviews and their outcomes
- medical history
- educational and other assessments, e.g. Specialist Education Service
- Involvement of other professionals, e.g. health, social care or educational welfare services.
- Parent/carer views and the child's views (one page profile)

For children who have an EHCP, in addition to the review of their educational progress and the support outlined in their plan a review will take place annually and a report provided to the Local Authority [LA]. When a child transfers to another school, a professional from the receiving school may be involved in the final annual review prior to transfer. When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education [Pupil Information] Regulations 2005.

Private Assessments

We recognise that the wait to be seen by medical professionals when seeking a diagnosis can be significant.

Some families may choose to have their children assessed privately. **We would strongly encourage you to speak to school staff before pursuing this route.**

Private assessments will be dealt with and considered on a case-by-case basis.

Various private companies will probably wish to speak to the school regarding the child's needs and usually request various pieces of paperwork are completed including questionnaires. We will endeavour to do this within a reasonable time frame, however please be aware that this may not be within the time-frames given by these companies particularly at busy periods of the academic year.

If a diagnosis is given, there is no reason why a diagnosis should be ignored simply because it was obtained privately. You are more than welcome to share a copy of the report and diagnosis with the school should you choose to.

It is important to understand that some of the recommendations suggested by private professionals are not always reasonable and within our remit to provide as a local authority-maintained school but we can discuss the content of the report with families and plan next steps forward in line with this policy and our graduated response.

If seeking a private assessment please ensure that processes and diagnoses meet the same standards as those expected of the NHS.

If an assessment completed by a privately funded provider or practitioner complies with National Institute of Clinical Excellence (NICE) guidelines, then it should be considered equivalent to an NHS assessment and should be treated as such. NICE guidelines can be found here:

Autism Spectrum Condition Diagnosis in under 19s

<https://www.nice.org.uk/guidance/cg128>

Attention Deficit Hyperactivity Diagnosis in under 19s

<https://www.nice.org.uk/guidance/ng87>

It is important to note that not all assessments carried out privately meet the suggested criteria. Please check before proceeding with any private assessment that it will meet the necessary standards:

- Autism assessments must be conducted by a multidisciplinary team of appropriately trained and qualified clinicians. In practice, this means that at least two clinicians from different professional backgrounds must be directly involved in the assessment. This may be a Practitioner Psychologist (Clinical or Educational), Paediatrician, Psychiatrist, Speech and Language Therapist, or Occupational Therapist.
- Whilst it is often beneficial for ADHD assessments to be conducted by a multidisciplinary team, this is not essential as one appropriately trained and qualified clinician is considered sufficient for the diagnosis of ADHD.

- The clinician(s) involved in an Autism or ADHD assessment must be registered with an appropriate professional body [e.g. Health and Care Professions Council (HCPC) or General Medical Council (GMC)].
- All Autism and ADHD assessments must gather a comprehensive history of general development. This must have included gathering information about biological, social, environmental and psychological factors that might have impacted the young person's development.
- All Autism and ADHD assessments must have gathered information from multiple sources about a young person's possible areas of difference across their lifespan. This should involve in-depth discussions with the young person if they are able to engage in these conversations, in addition to their parent carer and others who know the young person well (e.g. teachers, practitioners from other settings, other key people in the young person's life).
- All Autism and ADHD assessments must have involved at least some interactional and/or observational assessment with the young person directly. Whilst this can in some circumstances be via online video assessment, information from other sources must be sufficient to compensate for this.
- Any appropriate alternative or additional explanations for a young person's experiences or areas of difference have been adequately considered and assessed. This might include considering whether a young person's needs are better understood in terms of other diagnoses including a Learning Disability Developmental Language Disorder, or Fetal Alcohol Spectrum Disorder.
- It might also include considering whether a young person's experiences may be better understood as a response to difficult or traumatic life events, a mental health concern, relational or attachment-based concerns, or developmental trauma. It is important to remember that young people with needs relating to these areas can appear similar to those who are Autistic or have ADHD.

Please be aware that the school is unable to recommend private companies for you to use

Safeguarding Disabled Children

We are committed and understand that all professionals have a responsibility to ensure that all children including those with disability are kept safe. That they have the support from coordinated services to support their health and well-being. All staff respect and listen to the views, feelings and wishes of those with a disability and take these into consideration when making decisions which affect their lives.

We assess any care needs in collaboration with all relevant persons and in accordance with the Threshold of Need Guidance 2019. If required a care plan is actioned in accordance with the Care Act 2014 or if appropriate another relevant plan to support the needs of the young person is implemented. In the Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2021 and the Safeguarding Disabled Children and Young People Practice Guidance 2009, disabled children are identified as the most vulnerable group in respect of safeguarding and the school has a robust framework of how we support and safeguard children (refer to our Safeguarding Policy). The DSL provides regular training from the DfE guidance on Keeping Children Safe in Education, using The Key for School Leaders resources, which includes supporting those deemed vulnerable with regards to safeguarding.

Intimate Care of Children with SEND

Information regarding intimate care of children can be found in the Intimate Care Policy, Supporting Children with Medical Conditions Policy and Moving and Handling Policy. A plan will be in place for managing intimate care such as conditions requiring toilet supervision or a diabetes plan written by NHS professionals or via the schools plans in conjunction with the parents.

Monitoring and evaluation of SEND policy

The SEND policy is reviewed on a yearly basis. Parent feedback on general surveys and any contributions towards the SEND policy or the school are valued. Policies are available on our website and feedback is listened to and where appropriate used to make positive changes to policy. Feedback is welcomed from staff and reviews of policies are discussed in professional meetings.

Role of governors

The Governing Body, in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with SEND. The Governing Body must ensure that the SEND policy is monitored annually and evaluation and review is available to the parents. The Governing Body will nominate one governor with responsibility for SEND. The SEND Governor will liaise regularly with the SENDCo and report back to the full Governing Body.

The governing body has agreed with the LA admissions criteria which do not discriminate against pupils with SEND. Parents or carers seeking the admission of a child with SEND are advised to approach the school well in advance, so that consultations can take place and the necessary arrangements can be made. The school does not have a special unit.

Complaints about SEND provision

The child's teacher will work closely with parents at all stages of the child's education and should be the first point of contact in case of any difficulty / concerns. For more complex difficulties / concerns, the SENDCo or Headteacher will become involved in the discussion. Parents of pupils with SEND whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution or visit the SENDIASS website for further support.

All complaints will be dealt with in accordance with the Complaints Policy. This policy is reviewed annually.

SEND training

Maintaining and developing quality first teaching and provision to respond to the needs of the individual pupils and whole school is of paramount importance. All teachers and support staff are encouraged to further their professional development. This is either achieved via external courses or internal training to meet the needs as they arise within the school.

Miss Hyde attends pyramid SENDCo meetings or liaises via email with other SENDCos. External support is provided by the LA.

Staff CPD is designed in response to the needs of pupils.

Links with other schools, Special Schools and External Services.

External support services play an important part in helping the school identify, assess and implement provision for pupils with SEND, e.g.

- The school may seek advice from Specialist Education Service
- The speech and language therapists are invited to contribute to the reviews of pupils with significant speech and language difficulties and currently see pupils on a need's basis
- The physiotherapy and occupational therapy services are involved as appropriate
- All relevant and appropriate services will be contacted or referrals made to, in order to meet need for pupils
- The SENDCos meet at intervals at a pyramid meeting
- Multi-disciplinary meetings are held as appropriate to ensure effective collaboration in identifying and making provision for any children who need to access a range of professional services.
- In the Summer Term the SENDCo at Thomas Gainsborough, Ormiston Academy and Hadleigh High School visit or have telephone contact to discuss individual children's needs prior to transfer.
Where children transfer to other Secondary settings liaison takes place between the class teachers, SENDCOs and form teachers as appropriate. Pupils with SEND may also visit for additional induction days.
- Support from Specialist Education Service currently takes place when required.
- The Dyslexia Outreach Team provide support and advice to staff.
- Contact with other agencies and attendance at external meetings where appropriate
- Parents/carers and children can contact SENDIASS for impartial information and advice in relation to SEND

Full contact details of the External Support Services can be found on Suffolk County Councils Local Offer: <http://infolink.suffolk.gov.uk>

Partnerships with parents

Partnership with parents/carers plays a key role in enabling children with SEND to achieve their full potential. We aim to work with parents to give children the best possible opportunities. Parents are informed if the school believe their child has a special need and requires additional support. Parents are encouraged to work collaboratively via meetings with either or both the SENDCo and class teacher to discuss progress and their child's ongoing need. Contact with parents of children with social, emotional and mental health problems are likely to be on a more regular basis. A positive approach to discipline is followed throughout the school. The school encourages parents to contact us at any time via email to book a meeting or telephone conversation if they have any concern about their child's education.

We support families through:

- Support meetings
- Advice on how to support learning at home
- Regular contact with the class teacher or SENDCo e.g. home/school diary, email, Dojo, PING
- Collaborative meetings with other professionals
- Links and advice to external agencies such as Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)
- Remote meetings via Microsoft Teams

Links with other early years settings and transition

It is of paramount importance that a child's welfare during the transitional phase is managed sensitively and with the highest level of support to both the child and family.

Every summer term our Foundation Stage teacher liaises with the local nurseries to try and ensure a smooth transition into Primary School. At these meetings information about a pupil with SEND would be shared. In addition, we ask parents of children starting school to share information relating to a SEN, medical need or disability in order to have the clearest possible picture of the child's needs before they start school. A transition meeting will then be held within a few weeks of starting school with the class teacher to discuss how the child is adapting and settling into their new setting. If a child has a dual placement or transfers to another school during the foundation stage all relevant information is shared, such as 'Tapestry' which is either transferred or printed out.

In the summer term each year the SENDCo liaises with the feeder secondary schools to ensure they are ready to meet the needs of the children concerned. All SEND school records are passed to the school to which the child transfers. Children with an EHCP may have additional visits to their secondary school, to have the opportunity to get to know key members of staff that will be supporting them in their new setting. For children with a specific need where additional visits may be deemed necessary for a smooth transition this will also be considered.

Parents of children with an EHCP are given the opportunity to discuss transition to secondary school at their annual review that takes place in the spring term of Year 6. At this point amendments to the EHCP can be made with the vision of the child attending a specific secondary school setting in mind.