



Maghull High School Special Educational Needs & Disabilities Policy

(Updated November 2020)

The Policy takes into account the Code of Practice, Disability Rights Act, Schools Access Initiative, the Equality Act 2010, Supporting Students with Medical Conditions February 2014 and Children and Families Act 2014

Annual review – July 2021

SEN Policy

Maghull High is an 11-18 mainstream educational provider whose admissions policy reflects the 'inclusive' ethos of the school. We recognise that the care of students with additional needs is a collegiate responsibility and subsequently our admissions policy does not discriminate against students with Special Educational Needs (SEN) in any way.

The Inclusive Curriculum provision encompasses several strands in ensuring that both students with Special Educational Needs and Disabilities (SEND) achieve and aspire. We work with our pupils to support them in becoming independent learners, enriched with essential life skills.

The SENDCO and the Inclusion Team can offer a wealth of experience in supporting students with Communication and Interaction (CI) Cognition and Learning (CL) Social Emotional and Mental (SEM) and Sensory and Physical (SP) needs.

The Governors, Headteacher, teaching and non-teaching staff at Maghull High School all recognise their responsibilities under the Code of Practice for contributing to the identification and assessment of all students with special educational needs. Maghull High recognises that all teaches are teachers of SEND. (Code of Practice 2014)

Contact Details

SENDCO – Laura Lindley – (Part Time 0.8)

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In collaboration with the Head Teacher (Ms D Aspinall), consultant SENDCO and the Governing Body, the SENDCO plays a key role in determining the strategic development of SEN policy and the shape of the provision to meet the needs profile at Maghull High. The key responsibilities include:

- Overseeing the day to day operation of the school's SEN policy
- Working collaboratively with consultant SENDCO
- Liaising with and advising fellow teachers
- Leading the Inclusion Team of Assistant SENDCO, Teaching Assistants (TA3s) and Teaching Assistants (TA2s)
- Coordinating provision for pupils with special educational needs
- Overseeing all the records on students with special educational needs
- Liaising with parents
- Contributing to the in-service training of teaching and non-teaching staff
- Liaising with external agencies such as Educational Psychologist, Speech Therapy Social Services etc.
- Coordinating the school response on securing, where appropriate, additional specific support including HNF/EHCP or a change of provision.
- Quality assurance of SEND provision across whole school
- Completion of Access Arrangements applications and related gathering of evidence to support

Consultant SENDCO – Kate Taylor – (Part Time 0.2)

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In collaboration with the Head Teacher (Ms D Aspinall), SENDCO and the Governing Body, the consultant SENDCO plays a key role in supporting the strategic development of SEN policy and the shape of the provision to meet the needs profile at Maghull High. The key responsibilities include:

- Working collaboratively with the SENDCO
- Liaising with and advising fellow teachers
- Overseeing and advising on the deployment of the Inclusion Team of Assistant SENDCO, Teaching Assistants (TA3s) and Teaching Assistants (TA2s)
- Supporting the coordination of provision for pupils with special educational needs
- Liaising with parents
- Contributing to the in-service training of teaching and non-teaching staff
- Liaising with external agencies such as Educational Psychologist, Speech Therapy Social Services etc.
- Supporting the school response on securing, where appropriate, additional specific support including HNF/EHCP or a change of provision.
- Supporting whole school SEND Quality Assurance

Assistant SENDCO – Jo Bailey

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Special Educational Needs Link Governor – Mrs A Wooley

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A student is deemed to have special needs if they have a learning difficulty that is

- **Significantly greater than the majority of children the same age** or
- **A disability which prevents or hinders them from making use of educational facilities of a kind generally available for children of the same age within mainstream school or mainstream Post-16 institutions.**
(Code of Practice 2014:6)

Students must not be regarded as having a learning difficulty solely because the language spoken at home is different to the language in which they will be taught. Pupils with a lower starting point (baseline) do not necessarily dictate a Special Educational Need. (Code of Practice 2014, Chapter 6)

Aims

- Maghull High School aims to raise the aspirations of, and expectations for, all pupils with SEND.
- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's needs. This ensures that all children have a full access to the school curriculum.

- We aim to close and remove the gap in attainment between students with special educational needs and other groups of learners to ensure that all students realise their full potential.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are EAL as part of our provision for vulnerable learners.
- We strive to make a clear distinction between “underachievement” and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will have special educational needs and this **may** lead to lower-attainment. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential for the success of these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Objectives

The objectives of our SEND policy and practice at Maghull High School are:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a ‘whole school’ approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents/carers.
- To ensure access to the curriculum for all pupils.

Identifying Special Educational Needs

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional or Mental health difficulties (SEM)
- Sensory and/or Physical (SP)

Whilst these four categories of need broadly identify aspects of primary areas of need for children and young people, at Maghull High School we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Maghull High School places a high importance on early identification, assessment and provision for any child who may have special educational needs. The earlier action is taken, the more responsive the child is likely to be to ensure that they can fulfil their potential. Any of the following may trigger a concern:

- Parent/carers
- Child
- Class teachers
- Learning Support Assistants
- Records transferred from other schools.
- Support services

In identifying children who may have special educational needs the School draws upon a range of assessment tools including:

- Baseline assessments on entry to the School
- Their performance monitored by teachers as part of on-going observations and assessments
- Standardised screening or assessment tools
- Assessment from outside agencies.

This is not an exhaustive list as identification and assessments are linked to the needs and requirements of the individual pupil. Both the child and their parents/carers are fully involved in the identification and assessment process. (See SEND Information Report)

Maghull High School also carefully considers areas of need which are not categorised as SEN but may impact on progress and attainment including disability, attendance, punctuality, health and welfare, English as an additional language, being in receipt of pupil premium or being a looked after child. The School strives to ensure that excellent quality first teaching is applied in all of these circumstances and that pupils have access to an outstanding, personalised education, which is differentiated to their needs and requirements. Maghull High School also adopts the 'reasonable adjustment' duty under current disability and equality legislation as outlined in the Code of Practice 2014.

In accordance with the Code of Practice 2014 the School will not identify behaviour as a Special Educational Need. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which we will be able to recognise and identify clearly, for instance a social or emotional difficulty. School will endeavour to find what lies beneath the behaviour. It is crucial to identify the underlying barrier which causes the behaviour to support the pupil through a holistic approach and ensure educational progress.

A graduated approach to SEN

Maghull High School adopts a graduated approach to SEN where a number of steps are taken before students are added to the **SEND Register**. As previously stated the School ensures that the highest quality-first teaching is a key element to all lessons. We recognise that it is the role of the subject specialist teacher to provide for every pupil's individual needs and steps to ensure that pupils have appropriate adjustments and good quality personalised teaching should always be undertaken before pupils are considered as having SEN.

We comply with the Code of Practice 2014 and students are only identified as having SEN if they do not make progress with Quality First Teaching and Enhanced Quality

First Provision. The School has a student referral process for all staff to use, which outlines the steps that should be taken before students are considered as requiring further assessment.

If students do not make adequate progress as a result of Quality First Teaching then students are assessed to identify their individual needs as the first stage in the 'assess-plan-do-review' cycle. Assessments are carried out as mentioned in the previous section and are linked to the pupils presenting difficulties to ensure a complete picture is achieved. Parents/carers and the child are fully informed and communicated with through this assessment process.

Once an accurate assessment is completed, a decision is made whether to add the pupil to the **SEND Register** at either an **Enhanced Quality First, SEND Support or Enhanced Provision** level. Where the decision is made not to add the pupil to the **SEND Register**, the SENDCO will send relevant information and suggested strategies and adjustments to all staff via the weekly **SENDCO Briefing** or an **Inclusion Memo**.

Where the decision is made to add the pupil to the **SEND Register**, at either a **SEND Support or Enhanced Provision** level parents/carers and the child are invited in to meet with the SENDCO, Assistant SENDCO or one of the Inclusive Support Team and create a **SEND Support Plan** based on the child's individual needs.

Maghull High School adopts a pupil-centred planning approach, and the child is fully involved in the decision-making regarding their support. As a result of this meeting the pupil will have contributed to their **SEND Support Plan** and an action plan, which identifies long and short-term outcomes for the pupil as well as the support in place to ensure they meet them. This is then communicated to all staff working with the pupil to ensure consistency of approach. Support is then put in place and a review date set.

Parents/carers and the child are invited to the review process and pupils are re-assessed to see if they have made progress towards their outcomes. The action plan will then be reviewed, and new outcomes identified if students have been successful. Where students have not made progress then an increased level of support will be put in place as part of the Graduated Approach. This process then continues throughout the year.

The levels of support a student receives as part of the graduated approach are as follows:

1. **Quality First** teaching.
2. **Enhanced Quality First** – this includes having a pupil profile on the SEND Information and being monitored by the SENDCO on the **SEND Register**. Some small group/1:1 intervention might be applicable at this stage to support.
3. **SEND Support** - students added to the **SEND Register** and issued with a **SEND Support Plan** that is hyper linked on the student profile for staff attention. Support could include: Teaching Assistants (TA) in-class support, withdrawal sessions or specific interventions. This is not an exhaustive list as support is decided on an individual basis.
4. Students receive support from outside agencies and their suggestions are adopted and communicated to all staff and the parents/carers.
5. As part of the school's Graduated Response pupils not making progress having had two terms of **SEND Support** and reviews, if support is

costing in excess of £6000 school will make an application to the LEA for high needs funding.

6. A request could be made for an Education, Health and Care Plan (EHCP) and support is received through high needs funding.

Education, Health and Care Plans

If a child has lifelong or significant complex difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school, but can be requested by the family. These assessments take place where the complexity of need or the lack of clarity around the needs of the child is such that a multi-agency approach is needed. Information from a variety of sources, including parents/carers, teachers, SENDCOs, social care and health care professionals is combined to form an Education Health Care Plan (EHCP) assessment. If it is decided that the child's needs are not being met by the purposeful measures taken by the School, an EHCP is provided. Parents have the right to appeal against the content of an EHCP. Once the plan has been agreed it will be reviewed annually.

Parents/carers and the child are fully involved in every step of this graduated approach and the School meets with parents/carers three times a year to discuss progress in addition to the annual review where a child has an EHCP. Parents/carers are also encouraged to contact the SENDCO at any time during the year where they have questions or concerns.

Managing pupils' needs on the SEN register

Where students are added to the **SEND Register** they will be added at **Enhanced Quality First, SEND Support or Enhanced Provision** level. Maghull High School provides three levels of intervention within this single category – Level 1, Level 2 and Level 3. This is called the Graduated Approach. In the majority of circumstances the pupil will join the **SEND Register** at Level 1 unless the assessment concludes that more specialist provision from outside agencies is required. If a pupil's need requires more support than is available at these levels 1 and 2 then a request for High Needs funding would be made or, if appropriate, an application for an Education, Health and Care Plan can be made. The support pupils can access at each level is personalised to the individual needs of the child and could include but is not limited to:

Level 1:

- Pupil added to the **SEND Register**
- Pupil profile created on the **Information Report**.
- Staff update and signposting of addition to the register
- Equipment related to need provided – e.g. coloured overlays, laptops, handwriting pens etc.
- Intervention sessions – e.g. literacy catch up, numeracy catch up, mastering memory etc.
- Termly review of data and progress by class teachers, SENDCO, and pastoral
- Parental/pupil voice as appropriate to need

Level 2:

- Access to all support at Level 1.
- **SEND Support Plan** and Action Plan written.
- Key worker identified – Inclusion Team/Pastoral

- TA support in lessons.
- TA withdrawal sessions.
- Termly review meetings with parents/carers and pupil.
- Access to an alternative curriculum - e.g. Personalised Learning Cohort.
- Referrals to, and support from, outside agencies.
- More regular meetings with parents/carers and pupil on a need's basis.

Where both these levels do not provide appropriate support then pupils may be referred and, after assessment, be allocated with High Needs funding or an Education, Health and Care Plan as outlined in the previous section. This placing the student in our level 3 category.

Level 3:

- Access to all support at Level 1 and 2.
- **SEND Support Plan** and Action Plan written.
- Key worker identified – SENDCO/Assistant SENDCO
- Termly review meetings with parents/carers and pupil or as appropriate to need
- Multi-agency approach

To manage the graduated approach of support, the system the School uses for assessing, planning, delivering and reviewing provision is that the data of SEND learners is regularly reviewed alongside, where appropriate, the **SEND Support Plan** and subsequent personalise targets. Students on the **SEND Register** (at levels 2 and 3) have a plan setting out exactly what needs have been identified from assessments, how to remove key barriers to learning and clear outcomes to be achieved within an agreed timeframe. The plan is pupil centred and is written in collaboration with the parent/carer. In addition, each pupil is assigned an **Key Worker** who is responsible for maintaining and updating the plan as well as supporting the SENDCO in review meetings with the parent/carer and pupil. There is a core expectation that the **Key Worker** has responsibility for co-ordinating the process however teachers continue to have the responsibility to ensure pupils with SEND make educational progress. **Key Workers** are accountable to the SENDCO and all plans should also be agreed by the SENDCO before they are put into practice.

Maghull High School also adopts the use of provision mapping as an overview of the support pupils are accessing, how funding has been allocated and how successful the support has been. Again, this is a living record and is maintained and updated by the Inclusion Team and pastoral admin support that is also accountable to the SENDCO.

Plan are reviewed termly where parents/carers are invited to discuss progress made. This provides the basis for collaboration and allows both the pupil and the parents/carers to air concerns and provide suggestions for future outcomes and support. Where it is highlighted that the pupil is underachieving or needs to access a higher level of support before the review date, additional meetings can be arranged to adapt the plan as appropriate. The level of provision outlined in the plan is decided after assessments have taken place. Provision is linked to areas of need and outcomes we aim to achieve. Parents/carers and the pupil are fully involved in these discussions. The School contributes to Sefton's Local Offer, which outlines all available provision and the requirements for this provision to be allocated. A link to this can be found on the School website www.maghullhigh.com.

Where the School cannot meet the needs of the pupil through its own provision arrangements, we will engage additional support and specialist services. This is identified through the provision mapping which shows the levels of support pupils are accessing and the progress pupils have made. Further assessments may be necessary to identify which specialist service is required and then the local authority referral paperwork is completed where pupils have not made progress. This continues to be monitored and costed through the provision map and is overseen by the finance manager. It is the School's aim that parents/carers and pupils are fully involved in all stages of this referral process.

Where the School is funding students to the cost of £6000 and educational progress is not being made school will make an application to the LA for High Needs Funding to enhance provision and enable progress. If a pupil is not making progress with High Needs Funding then a review meeting will be arranged with parents/carers, the pupil and all relevant outside agencies to inform and advise on initiating statutory assessment. The School, in consultation with all relevant parties, will then request an Education, Health and Care Plan assessment to be undertaken.

The school will have to demonstrate why it believes the student's needs are so considerable that a statutory assessment is needed. Parents/carers can also request a statutory assessment themselves.

The school then provides the following evidence

- SEN Support Plan with reviews
- High Needs Funding plan with reviews
- Student's health and medical records
- National Curriculum attainments
- Educational assessments
- Views of parents/carers
- Views of the student if appropriate
- Views of other professionals and social care as appropriate
- Educational Welfare service

The Local Education Authority (LEA) must decide within six weeks whether to carry out such an assessment.

When the local authority receives a request for an EHCP assessment, the parent/carer or young person will be allocated a named SEN Casework Assistant to support them through the process.

Where there is no EHCP application from the school, the school will be asked to submit this within 2 weeks to ensure that the SEN and Inclusion Panel can make a decision within the statutory time scale of six weeks.

In order to decide whether an EHCP statutory assessment is required the panel need to consider whether the child or young person has long term, severe and complex SEN, whether they have responded to sustained, relevant and purposeful measures taken by the school and whether the child or young person's needs can be reasonably provided for within the resources normally available to mainstream schools and settings. The panel needs to have information from the parents/ carers, the young person and the school or other educational setting in order to make this judgement.

Where the decision is to proceed with an EHCP needs assessment, the SEN casework team will contact the parents/young person to check that the summary of their views is still up-to-date and to agree the additional information required.

The information collected must include advice about the child or young person's education, health and care needs, desired outcomes and the special educational, health and care provision required to meet these needs and outcomes. Some of this information will however already be available and in the person-centred, outcomes led format required. It will therefore only be necessary to seek further advice where the child/young person's needs have changed or there are gaps in the information provided. Where the local authority requests such advice, it must normally be provided within six weeks of the request being made.

Where pupils are identified as no longer needing to be on **SEND Support** or the **SEND Register**, there must be a discussion with parents/carers and the pupil in-order that any concerns can be aired and solutions provided. It is the School's aim that, as appropriate, the SENDCO will continue to provide information to staff via the **Information Report** regarding any on-going differentiation / enhanced quality first strategies recommended to support learning. The SENDCO will then continue to regularly monitor progress their progress.

Provision

Maghull High School follows the National Curriculum however there are a number of specialist provisions available for students who need additional support to access mainstream education. The School uses information from Primary Schools alongside our own baseline assessments carried out on entry to identify students with additional needs. Students may access support from a number of internal and external services. These include:

- The Phoenix Centre. This is a provision which provides targeted intervention for vulnerable students who may require support for a range of personal issues including anger management, healthy eating/living or social skills development.
- Counsellors. The School has one part-time counsellor who offers support for students and their families.
- Student Services Team. This includes pastoral managers, assistant progress leaders and other general support for students and their families on a daily basis.
- Inclusion Team. This includes specialist teachers, Assistant SENDCO, and Teaching Assistants (TA3 and TA2) who work across the School ensuring that identified students achieve appropriate outcomes in Key Stage 3, 4 and 5.
- Literacy Intervention. The Inclusion Team works closely with the English Faculty to provide a number of interventions to ensure high levels of progress including Lexia, Paired Reading, Word Shark, Accelerated Reader, and Catch Up Literacy.
- Numeracy Intervention. The Inclusion Team works closely with the Maths Faculty to provide a number of interventions to ensure high levels of progress including Catch Up Numeracy, Accelerated Maths

- Speech and Language Intervention. The School works closely with the local authority to provide bespoke training and packages for individuals and small groups.
- Autistic Spectrum Condition Support. The School has a successful and on-going relationship with OSSME who have and continue to provide training for staff. Provision also includes direct work with students and their families tailoring bespoke programmes and therapy as appropriate to need.
- Behaviour Support. The School has a referral unit (O'Kane) which is used as both a provision for self-regulation of emotions (sensory room) and timeout and alternative provision to both fixed term exclusion. There are a number of specialist staff that provide support and training, including student mentoring.

As well as a wide range of internal provision, the School has links with a number of outside agencies including:

- Sefton SEN and Inclusion Service
 - SSENIS
 - Educational Psychologists
 - Inclusion Consultant
 - Complex Needs Inclusion Consultant
 - Specialist Teachers for SEND
 - Specialist Teachers for Visual Impairment
 - Specialist Teachers for Hearing Impairment
 - ASC Inclusion Consultant – Together Trust
 - SEN Assessment and Monitoring Team

- Liverpool SEN and Inclusion Service
- Knowsley SEN and Inclusion Service

- Health Care Professionals
 - Community Paediatrician
 - Speech and Language Therapy
 - Occupational Therapy
 - Physiotherapy
 - School Nurse

- Social Care Professionals
- Specialist Providers such as: Newfield Specialist School
- SEAS
- CAHMS

- OSSME
- SWACA
- VVATS
- VENUS

This is not an exhaustive list, as students will be referred as a need arises.

Accessibility

Maghull High School is committed to providing accessibility for all stakeholders, which evolves with the community's changing needs.

Maghull High has facilities for students with physical needs. There is staff operated lift access to main building of the school. We also have a well-equipped physiotherapy room and disabled toilet/changing area with electric hoisting equipment. All Teaching Assistants take a full and active role in the care of all our physical needs students and have been fully trained in appropriate lifting and handling procedures.

The school has an **Accessibility Plan** in place that is published on the website.

Training and Resources

- SEND provisions are funded through Whole School, Pupil Premium and High Needs Funding.
- Training needs of staff and the school are identified through the School Development Plan, Performance Management Reviews and Individual Pupil Needs
- All teachers and support staff will undertake induction on taking up a post so that they understand the structures, systems and practice within the school.
- All staff attend regular training and briefings covering a range of areas including SEND.
- The SENDCO will access CPD as necessary and attend Network Meetings.
- The SENDCO has full NASEN membership.
- The SENDCO has successfully completed the SENDCO Award at Edge Hill University 2016
- The school has links with many agencies as highlighted in the previous section.

Roles and responsibilities

Governors

The governing body:

- Fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs in accordance with the Code of Practice 2014.

- Ensures that all teachers are aware of the importance of providing for these children.
- Are involved in developing and monitoring the School's SEND policy, information report and contribution to the local offer.
- Review SEND Impact Report
- Deploy a link Governor to oversee and Quality Assure SEND developments

Teaching Assistants

- Some TAs are trained to deliver specific interventions and are monitored by the SENDCO.
- All TAs are expected to deliver quality provision, under the guidance of the SENDCO
- Training to meet the needs of TAs is arranged according to whole school and individual pupil needs.
- TAs are encouraged to discuss issues relating to SEND with the SENDCO. Where individual and group training needs are identified of support staff the SENDCO or Headteacher will facilitate training. TAs are fully included in whole school training sessions where appropriate.
- The contribution by support staff in the day-to-day implementation of the SEND Policy is highly valued and forms a crucial part of the success of the Policy.
- In line with the SEND Code of Practice, the class teacher is the first port of call for the TAs to discuss issues relating to pupils with SEND. The SENDCO may be involved where further advice or discussion is needed.
- TAs/Key Workers are responsible for co-ordinating the **SEN Support Plans** and action plans for their key students on a termly basis. The responsibility for ensuring pupils with SEND make progress continues to rest fully with every class teacher
- All TAs are line managed by the SENDCO.

The member of staff responsible for:

DSL - Child Protection / Safeguarding / Looked After Children
Senior Assistant Headteacher – Mrs M Benett
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Assistant DSL - Child Protection / Safeguarding / Looked After Children
Assistant Headteacher – Mrs L Lindley
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Assistant DSL - Child Protection / Safeguarding / Looked After Children
Pastoral Manager – Mrs R Watson
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Pastoral
Deputy Headteacher – Mr M Kay
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Disadvantaged Pupils
Assistant Headteacher - Mrs C Larkin
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Storing and Managing Information – confidentiality

Information collected about a pupil's SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Headteacher or the SENDCO, unless the school has safeguarding concerns.

Confidential information regarding a pupil's SEND is kept in the pupil's SEND file in locked filing cabinets. If information on a pupil is required from the file, the information on that pupil will be removed and returned promptly.

The SEND file will contain copies of the original documents; **SEND Support Plans**; action plans; minutes from meetings; assessment information; Education and Health Care Plans; Medical Care Plans. The SENDCO keeps this file.

The TAs keep a file for their key students including **SEND Support Plans**, action plans, equipment, resources and differentiated work. This is not shared with the students.

The **SEND Register, Information Report** and assessment data is distributed to all staff where appropriate and is held electronically on the School's network, which cannot be accessed by the students.

When information needs to be disposed of (e.g. removal from the **SEND Register**, changes to circumstances), the School confidentially disposes of such data on request.

Dealing with complaints

The Headteacher, SENDCO and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child's provision. They should first request a meeting with the SENDCO or class teacher to outline the area of concern. Should this not resolve the matter, the next step is to arrange a meeting with the Deputy Headteacher and SENDCO when the issues can be discussed and addressed. Should this not resolve the matter, the penultimate step is to arrange a meeting with the Headteacher. If there is still cause for complaint it will be forwarded to the Chairman of Governors and the correct procedures will take place in accordance with the School's complaints procedure, the complaint being managed by the Headteacher.

Reviewing the Policy

The SEND policy will be reviewed annually by the governing body, school leaders and the SENDCO. The views of pupils and parents/carers are fully considered during the creation of policies. This involvement aims to further improve levels of engagement with parents, carers and families.

