



SEND & Inclusion Policy

Last Updated: September 2022
Update Required: September 2023

Person responsible for policy: Headteacher
Contact: Miss Afsheen Nawaz

See also the SEND information report on the school website

1. General Statement

The staff and governors of DVS have approved this Special Educational Needs and Disabilities policy. As a school we believe that every pupil has an entitlement to develop his or her full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality and provide opportunities for success. Diversity is valued as a rich resource, which supports the learning of all. At DVS we recognise every child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. High quality teaching is provided and differentiated to meet the needs of the majority of children. Some children will need additional support from what is provided for the majority of children; this is the special educational provision and we will use our best endeavours to ensure that provision is made for those who need it. This Special Educational Needs and Disabilities (SEND) policy details how DVS will do its best to ensure that the necessary provision is made for every pupil who has special educational needs. It aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. The staff and governors will work to ensure that all SEND pupils are given opportunities to fulfil their potential, are fully included within the school community and are able to make successful transfers between educational establishments. Every teacher is responsible and accountable for all pupils in their class wherever or the pupils are working and they are working with. All teachers are teachers of SEND pupils. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND pupils requires partnership working between all those involved – Local Authority, school, parents/carers, pupils, children's services, health and all other agencies.

COMPLIANCE

This SEND policy complies with the statutory requirement laid out in the SEND Code of

Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act 2014
- SEND Code of Practice 0 – 25 years (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Statutory guidance on Supporting Pupils with Medical Conditions, 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was developed by the SENDCo in consultation with Governors and school staff. It is shared with all stakeholders through the school website.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

“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 him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Denham Village School also has regard to statutory guidance re supporting pupils with medical conditions (DfE 2014)

Admission Arrangements

Denham Village School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LEA admissions policy. If a parent wishes to have mainstream provision for a child with an EHC plan the LEA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

The school building is reasonably accessible for children with physical disabilities and those using wheel chairs. See school accessibility plan.

Aims and Values

We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Denham Village School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- We have a whole school approach through record keeping, liaison and support and sharing of ideas.
- We recognise that class teachers, with guidance from the SENDCo, have responsibility for the initial informal assessments and the establishment of individual education programmes.
- We will endeavour to support parents/carers through the process of moving on to and through the SEND process.
- Teachers are aware of the importance of early identification and of providing for the needs of pupils with SEND that they teach.
- The SENDCo maintains a confidential register of all pupils with special educational needs.
- Class teachers retain responsibility for pupils with SEND and with the support of the SENDCo compile SEN support plans and reports that inform annual reviews for those

children with EHC plans.

- Resources to support pupils with SEND are available to all staff.
- Referrals are carried out to external agencies where further support is required for pupils with SEND.
- Continuing Professional Development (CPD) needs are reviewed annually in order that staff can better meet the needs of children with SEND.
- SEND pupils are included in the life of the classroom as fully as possible, with reasonable adjustments made in order to achieve this. In addition, they have access to

individual / small group work.

- There is a planned transition programme at each transition stage for every child with SEND.

Objectives

The School's objectives are to:

- ensure implementation of Government and Local Authority special needs recommendations.
- ensure the school's SEND policy is implemented by all staff.
- ensure any discrimination or prejudice is eradicated.
- identify barriers to learning and participation and provide appropriately to meet a diversity of needs.
- ensure all pupils have access to an appropriately differentiated curriculum.
- recognise, value and celebrate pupils' achievements, however small.
- work in partnership with parents/carers, teachers and governors in supporting their child's education.
- guide and support all school staff, governors and parents in SEND issues.

- meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs. In particular to be aware of the standards of achievement of individual pupils in reaching their educational needs.
- promote continuity of approach through attention to individual needs.
- provide appropriate resources, both human and material and to ensure their maximum and proper use.
- involve the child in the process of identification, assessment and provision and to ensure that the child is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- involve parents at an early stage to develop a home school partnership working together for the benefit of the child.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The governing body in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their pupil
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.
- Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:
 - they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development
 - SEND provision has a yearly action plan and is an integral part of the School Development Plan
 - the quality of SEND provision is regularly monitored

The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCO
- the deployment of all special educational needs personnel within the school
- She also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.

The special educational needs and disabilities co-ordinator (SENDDCo) is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND when the class teacher refers
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
 - Complete the annual SEND report

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum so that every pupil achieves their potential.
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND.
- keeping a class inclusion file giving the names of all pupils in the class with SEND and copies of the pupil's SEND support plans and other relevant information.
- the progress of SEND children in their class.

Learning support assistants work as part of a team with the SENDCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in implementing support and EHC plans and monitoring progress. They contribute to

review meetings and help pupils with SEND to gain access to a broad and balanced curriculum. See LSA job description

LSAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and monitoring the success of different strategies.
- Support the teacher in delivering a differentiated programme of work to a child/group.
- • Keep records up to date.
- • Keep the Class Teacher informed of progress and children's needs.

Lunch time supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet a member of the SLT in relation to behaviour management and other issues for particular pupils.

Inclusion – providing effective learning opportunities for all pupils There are three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges – high quality first teaching.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Allocation of Resources

All schools in Buckinghamshire receive funding for pupils with SEND in these main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENDCo
- Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.
- The headteacher, SENDCo and the governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget.
- Any money allocated as a result of statutory assessment (EHC Plan) is spent according to the terms outlined in the resulting statement of SEND.

Denham Village School follows LEA guidance, as given in the SEND Code of Practice to ensure that all pupils' needs are appropriately met.

Coordinating and managing provision including staff training

At Denham Village School -

- sharing of expertise is welcomed and encouraged
- Special educational needs and disabilities is a part of the school development plan
- SEND is an item at staff meetings.
- SENDCo meets informally with LSAs

- the SENDCo ensures that regular meetings are held, once a term, to review SEND support plans and provision, and that parents are invited
- there is regular informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved as far as practicable in discussions about their targets and provision
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- training needs are identified throughout the school's self evaluation process and are discussed specifically at performance management meetings of all teaching and support staff. These needs are reviewed by the Head teacher and the relevant training organised.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCo attends the LA's SENDCO network meetings where possible in order to keep up to date with local and national updates in SEND.
- the SENDCo ensures that the following information is easily accessible to staff:
 - the school's SEND policy
 - SEND action plan and vision
 - SEND register
 - an overview of SEND provision
 - the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff

At Denham Village School we believe that evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

Accessibility and Equality

- The school has easy access for wheelchairs, including toilet and washing areas.
- Curriculum resources are carefully selected to challenge stereotypes and promote equality for all children.
- The school actively identifies barriers to learning and uses professional expertise within school or seeks guidance from outside agencies to put support in place to help the child to achieve their potential.
- Extra curricular activities and visits are available for all children regardless of their needs.
- All children are expected to participate with school trips. These are adapted to meet the needs of individuals when necessary.
- The school has an open door policy with parents and will aim to meet with parents who make a request/ have a concern or query as soon as possible.

Identification, assessment and review

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 outlines a graduated response to pupils' needs (ASSESS - PLAN - DO - REVIEW cycle) recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

The Code recognises two broad levels of provision within the continuum: Those with SEND support plans and those with EHC plans

Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties and sensory and/or physical needs.

Code of Practice needs	Examples
Communication and interaction	Understanding and using Language Autistic spectrum disorder (ASD)
Cognition and learning	Learning needs Specific learning difficulties e.g. Dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties	Mental health issues Eating disorders ADHD
sensory and/or physical needs	Vision impairment (VI) Hearing impairment (HI) Multi-sensory impairment (MSI) Physical difficulties

Levels of Provision available to all children

Wave 1 – Quality First Teaching

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers in Denham Village School are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist provision e.g. SALT and OT. Pupils are grouped in classes according to age. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. If a pupil is removed as part of a Wave 2 or 3 intervention (see below) the class teacher ensures the intervention compliments what is happening in the classroom and vital learning is not missed.

All children's progress is monitored regularly by the SLT team in the school (see assessment policy) and any concerns discussed with the school SENDCO. Underperforming children may be identified during Pupil Progress Meetings (PPM's) and planning is differentiated for the different needs of the children in the class.

Wave 2 – Small group interventions

If a child is not making progress despite quality first teaching then they will take part in a small group intervention for a specified period of time organised by the child's class teacher in consultation with the school SENDCO. These are designed for pupils with the potential to 'catch up' in an area of difficulty. Pupils who are taking part in a wave 2 intervention will have specific targets for the intervention. This intervention will be communicated to parents. A class teacher may carry out this intervention during an assembly time; The intervention may be carried out before school by an LSA or class teacher; The intervention may run as a lunch time club; or a or LSA may run the intervention as a booster group during lesson time. These children may also have differentiated homework that matches the intervention or the targeted support they need.

Children receiving Wave 2 provision will be monitored for SEND and their progress will be recorded.

To be noted: - the Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

Wave 3 – 1-1 support (SEND children)

If additional support is needed beyond Wave 1 and 2 support then a structured and individualised programme, tailored to the individual's specific difficulties will be put in place by the class teacher in consultation with parents and the school SENDCO. These children will have a SEND support plan with specific targets that are reviewed three times a year with parents. The class teacher is responsible for writing and updating the SEND support plan with the child's progress. The SENDCO will support and liaise with any outside agencies involved. The SEND support plan reflects any advice given by outside agencies.

These interventions will be carried out by an LSA or teacher during the school day.

To help determine provision, outside agencies may be consulted. The SENDCO has termly planning meetings with a Speech and Language Therapist, CAHMS link worker and Occupational Therapist where teachers' and parents' concerns are discussed. These discussions may lead to a referral for further assessment or advice for the class teacher to put in place for the child.

At this stage, if further support is required from outside professionals then a HNBF or EHC Plan application will be submitted to the local authority. At Denham Village School we will also buy into assessments by the Cognition and Learning team, if necessary. They will assess children who the school is concerned with academic progress and give advice on provision and support for the child's support plan.

The SENDCO may also consult

- Other SENDCO's
- The school nursing service
- Family resilience/Early Help
- The pupil referral unit
- CAHMS
- Paediatricians
- The Specialist Teaching Service

For advice and support with individual children.

Children receiving wave 3 support will be entered onto the SEND register held by and monitored by the SENDCO and communicated to all staff.

Education Health Care Plan

If more support is needed despite having support from an SEND Support plan pupils may require an Education Health Care Plan. These pupils are likely to have severe or complex needs that require more specialist advice and support. The SENDCO will liaise with agencies concerned and apply for a formal assessment from Bucks County SEND team. If the assessment is successful the County SEND team will write up an EHC plan. These are reviewed annually at a multiagency review meeting.

Review

Reviews of pupils with SEND support are normally carried out towards the end of each term. Parents are invited, but if they cannot attend, they may arrange to meet the class teacher at a later date. Pupils will review their SEND support plan with their class teacher prior to the meeting. If a child has made enough progress to no longer require wave 3 support they will be taken off the SEND register. These children may continue to have wave 2 support and will continue to be monitored. This decision will be made in consultation with parents.

Annual Reviews

For pupils with EHC plans, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the EHC plan should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement or EHC plan, are invited to attend or submit a written report.

Assess, Plan, Do and Review

Support and SEN support in school is based on four types of action – ASSESS, PLAN, DO & REVIEW

Assess

Children who may have SEN will be identified through teachers/TAs observations and assessments. Concerns may also be raised through standardised assessments (Baseline, SATs, etc), progress checklists, target setting, parental/carers concerns or the student's own observations or by external agencies.

Plan

Some children will complete the APDR process before a SEN plan is completed to assess impact of support.

Where it is decided to provide a pupil with an SEN Support Plan, the parents will be notified. The teacher and the SENDCo should agree, in consultation with parents and the child, discuss the interventions and support that will be put in place, as well as the expected impact on outcomes for the child. The aim being that the child will make appropriate progress, along with a clear date for review.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher still retains responsibility for the pupil, working closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review Process

APDR frames are reviewed and updated at the end of each term. At the end of 2 cycles it may be deemed necessary to provide an SEN support plan for that child. SEN support plans maps will be reviewed at the end of each term, with input from the child, parent/carer, teachers, and teaching assistants and outside agencies (if applicable). If the child is appropriate the child will be taken off the SEN support plan and monitored for a further term. If children do not yet have an SEN Support plan it may be necessary to begin a

plan.

Supporting pupils and families

- The school contributes to the Bucks LA Local Offer.
<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>
- The school provides an annual SEND information report which is published on our website
<https://www.denhamvillageinfant.co.uk/>
- The school will refer families and children to outside agencies for further support when relevant.
- Adapted assessment arrangements will be provided for those children who qualify (see assessment policy)
- The school will liaise with any transition schools and support parents with information and advice about alternative schools if needed.
- Parental permission is always sought for a formal referral to any external service. Buckinghamshire SEND Information, Advice and Support Service provides a range of support for parents of pupils with SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEND at any age or stage. The organisation also gives information about mediation services. It arranges meetings and produces leaflets and Audio guides about many aspects of SEND. They can be contacted on 01296 383754.
- The school will support 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 special educational needs (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 (2015) is followed.
- See the school's policy for supporting pupils with medical conditions.

The voice of the child

- All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.
- In Denham Village School, we encourage pupils to participate in their learning by:
- contributing to reviews and targets (formally or informally)
- talking to LSA and teachers about their learning

- Teaching and giving opportunities to assess their own learning.
- class and individual reward systems
- Reflecting on learning regularly
- Pupil interviews
- Bullying - We as a school are committed to taking any action necessary to prevent the bullying of vulnerable learners at our school. In the unfortunate situation where bullying has occurred our school bullying policy will be put into action and parents will be informed. We are a 'telling' school and all pupils are encouraged to report any bullying they have witnessed or experienced.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school. In the event of a formal complaint parents are advised to contact the Headteacher or a governor, if they prefer. The Buckinghamshire SEND Information, advice and support service is available to offer advice (see above)

Areas that are not SEND

These areas may impact on progress and attainment but are not necessarily SEND (see definition);

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

Identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to child or young person's behaviour should be described as an underlying response to a need and responded to in line with our school behaviour policy.

**Not all young people who are Looked After by Local Authorities have special educational needs, but the SEND Co-ordinator should be made aware of those who do and the appropriate action should be taken.

Links with other schools and transfer arrangements

- SEND records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective new school including Secondary School
- pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- representatives from local secondary schools are available for consultation before the time for transfer
- for pupils with a statement of SEND or an Educational Health care plan, the pupil's EHC plan is amended in the Spring term of the year of transfer where possible. It must be amended in the

light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LEA with the schools concerned

- the SENDCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named
- Representatives from nurseries and Secondary School visit our school to meet parents and pupils before transfer when necessary.

Transfer within the school

- teachers liaise closely when pupils transfer to another class within the school
- SEND files are kept and passed on to the next teacher
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress

Staff development and appraisal

- the school is committed to gain expertise in area of SEND
- there are training sessions available for LSAs.
- the SENDCo attends training sessions when necessary.
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and SENDCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENDCo and other staff attend County meetings and INSET when relevant
- newly appointed teaching and support staff meet the Inclusion Manager to discuss SEND procedures in the school
- Evaluating success

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENDCo and subject co-ordinators
- analysis of pupil tracking data and test results:
- for individual pupils
- for cohorts
- value-added data for pupils with SEND
- termly monitoring of procedures and practice by the SEND governor
- school self-evaluation,
- the school's annual SEND information report
- the School Development Plan, which is used for monitoring provision in the school
- visits from LEA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan SEND support and targets, revise provision and celebrate success.
- The school's SEND policy is reviewed annually by the SENDCo and relevant changes made.

Storing and managing information

- SEND documents are stored in a locked filing cabinet in the Headteacher's office. Support plans are stored in class folders and archived electronically on the secure staff drive so that all can access at all times.