



**Carrington Junior School  
SEND Policy  
2016/17**

<b>Policy Title</b>	<b>SEND POLICY</b>
<b>Statutory</b>	Yes
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<b>Policy Author</b>	AJ Preston
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<b>Changes to this policy</b>	Brand new policy (to reflect changes in SEND CoP)
This policy has been impact assessed against race, gender and disability and no adverse impact has been identified.	

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## Responsibilities

Headteacher:	Mrs Anna Majcher <a href="mailto:head@carringtonjs.co.uk">head@carringtonjs.co.uk</a>
Inclusion Manager/SENDCo :	Mrs Narges Gonzalez <a href="mailto:ngonzalez@carringtonjs.co.uk">ngonzalez@carringtonjs.co.uk</a>
Governor with responsibility for SEND:	Jane Wright <a href="mailto:jwright@carringtonjs.co.uk">jwright@carringtonjs.co.uk</a>
Designated Person with responsibility for Safeguarding & Looked After Children:	Mrs Anna Majcher

## Context

Carrington Junior School is an LEA maintained junior school situated in Flackwell Heath. There are currently 250 children on roll, aged between 7 and 11 years, in 8 classes. There is also an ARP (Additionally Resourced Provision) catering for up to eight children with a diagnosis of ASD.

## Aims

At Carrington Junior School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community. We want to create an atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs.

- In line with the Government's education policy that focuses on helping all children to reach their potential, at Carrington Junior School we are committed to developing a level of education that provides equality of opportunity and high achievement for all our children.
- We will strive to ensure that if a child has a Special Educational Need it is identified at the earliest opportunity and that early action is taken to meet those needs.
- We place the rights of children with Special Educational Needs Disability (SEND) at the heart of school policy and ensure that children are involved with decisions taken about the education they receive.
- We try to ensure that we have a clear and flexible strategy for working with children with SEND and parents are encouraged to play an active role in the education of their children.
- We believe that all pupils, whatever their ability or specific need, have a right to a broad, balanced and differentiated curriculum relevant to their needs.
- At Carrington Junior School we value all children and recognise that all children may at some time be entitled to special needs provision and that this may include children who are recognised as Gifted and/or Talented.
- The Headteacher, leadership team, staff and governors will do their best to secure appropriate provision for any pupil who has an identified SEND.
- Our ethos is aimed at enabling children with SEND to maximise their potential, be included fully in our school community and make a successful transition to secondary school and into adult life.

- Our whole school has a shared responsibility for identifying, assessing and meeting the individual pupil needs.
- We strive to ensure that each pupil be fully integrated into the life of the school and be given every opportunity to develop self-confidence, self-esteem and independence

## Compliance

This 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: advise for schools
- ✓ SEND Code of Practice 0 – 25 (2014)
- ✓ Schools SEN Information Report Regulations (2014)
- ✓ Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- ✓ The National Curriculum in England: framework for Key Stage 1 & 2 (2014)
- ✓ Safeguarding Policy (2016)
- ✓ Teacher Standards

## Definition of SEN and Disability (SEND)




At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: 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.’

## Objectives

- ✚ To reach high levels of achievement for all and to have high expectations of all of our children
- ✚ To be an inclusive school
- ✚ To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- ✚ To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- ✚ To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

-  To work collaboratively with staff, parents and children
-  To work within the guidance provided in the SEND Code of Practice, 2014
-  To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs

## Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category.

### *Assessment and Monitoring*

The school system for regularly assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The assessments used at Carrington Junior School are:

- National curriculum descriptors at the end of each key stage
- Baseline Assessments
- Termly assessments
- Formative and summative assessments
- Progress measured against the P level descriptors
- Autism Education Trust Progression Framework
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- Sampling of work and class observations
- Assessments by a specialist service, such as Educational Psychology or Specialist Teacher Service (STS)
- Strengths & Difficulties questionnaire (SDQ)/ Boxall Profile

Teachers also take part in an SEND day with the SENDCo termly, whereby any concerns or extra support needed is discussed. This is an opportunity for the class teachers and the SENDCo to look at how well the support provided is working and whether there are any children who aren't already on the register but are showing signs of possibly needing extra support.

Where children are observed as not making expected progress or who are identified through screening or assessment results, parents will be invited to speak to the class teacher to discuss the areas of concern, as well as the child's strengths, in order to put together a plan of action. If it is felt the child would benefit from being added to the SEND register, a provision map will be collaboratively produced to begin the process of implementing extra support to help the child to make progress in the areas of need. Children will also contribute to this plan and regularly discuss what support they feel works best for them.

When the children are added to the SEND register, they are identified as having needs in one or more of the following areas, which are referred to in the Code of Practice:

**Communication and interaction** - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and learning** - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties** - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or physical needs** - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

**The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.** Our identification process is used to help staff to better understand what the child's needs are and how best to support them in the most effective way. They are not used to find a diagnosis.

What is not SEND:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Overall low attainers
- 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

## A Graduated Approach to SEN Support

A process of on-going teacher assessments and termly pupil progress meetings with teachers identifies those pupils making less than expected progress given their age and individual circumstances. At the first stage, if ongoing class assessments suggest a child may have special educational we will aim to identify any barriers to learning, devise personalised targets and provide specific support within the classroom setting. Progress will be closely monitored. This is called Quality First Teaching. If progress is not evident as a result of this provision, we would look to provide further support and move to the next stage of SEND support, where a child needs more support than is given through Quality First Teaching.

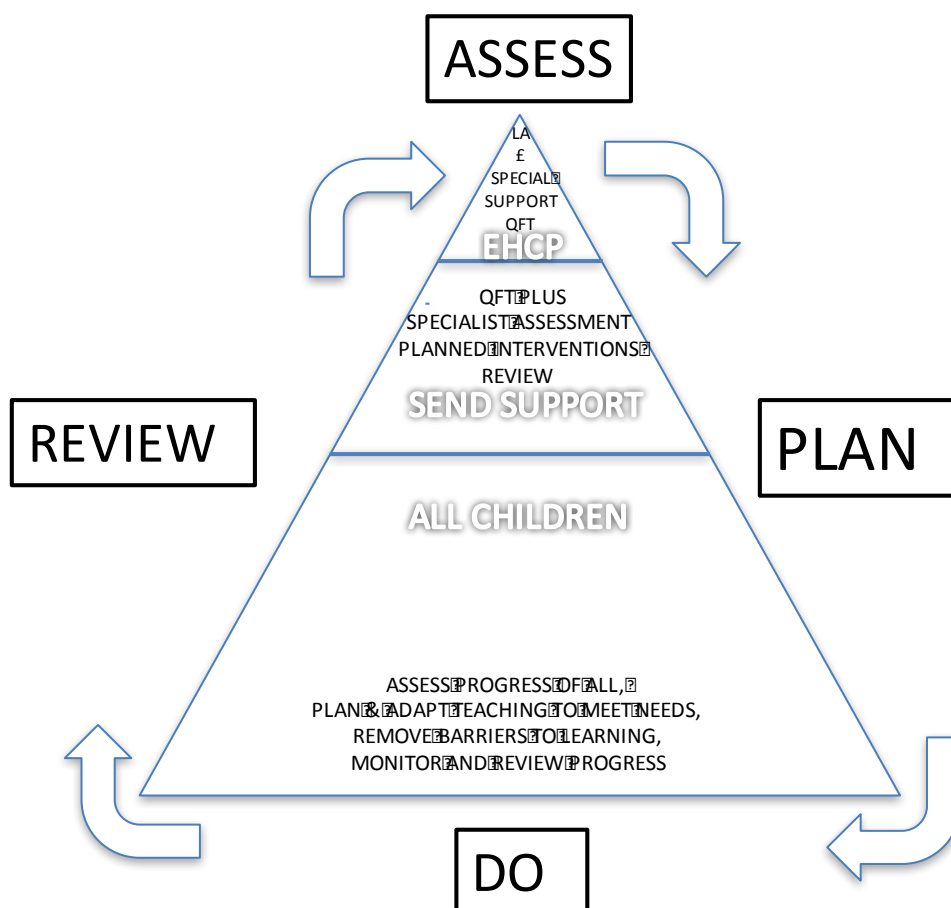
In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, in addition to the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Particular care is taken when identifying and assessing SEND for children whose first language is not English.

If the support the child needs is different from or additional to what is ordinarily offered by the school through Quality First Teaching, the child will be placed on the SEND register under SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process. A SEND Support plan will be produced. This is a working document which will be updated as more is understood about the child's SEND, including their response to interventions. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Educational Welfare Team
- Specialist Teaching Service
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

# GRADUATED RESPONSE MODEL RESPONSE TO INTERVENTION MODEL FOR SEND SUPPORT CODE OF PRACTICE 2015



## The four-part cycle:

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from other services.

**Plan:** Where SEND Support is required, the teacher and SENDCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be set for the term and then parents will be invited in to discuss these. All staff who work with the pupil will be made aware of the plan.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

**Review:** The plan, including the impact of the support and interventions, will be reviewed each term by the teacher, SENDCO, parent and the pupil. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEND Support. Each term new



targets will be set and a review of the interventions will be considered, to decide whether the support provided is working for the child and what the next steps are to further progress in their areas of need.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

## Parents and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of assess, plan, do, review. Termly reviews and target setting meetings between the class teacher and the parents are planned. Targets are shared with pupils and successes are celebrated.

Invitations will be sent to parents of pupils with a Statement or EHC to attend children's interim and annual reviews. Where suitable, children will attend part of the meeting to share their achievements for the year and aspirations for the future. Parents of children who have a statement or EHCP will also attend termly reviews, however the annual and interim reviews may form two out of three of these meetings.

In addition to these meetings, we also run termly parent coffee mornings for parents of children on the SEND register. This is an informal opportunity to talk to other parents and staff involved. A parent booklet is available for parents of children with SEND needs; this explains the various steps involved with managing support etc. This is available on our website under the 'SEND' tab.

If a Parent is concerned:

- *Talking to the teacher - Open door policy*

We feel that working in partnership with all parents leads to the happiest children and the best education. If at any time you are concerned about your child, please arrange an appointment with your child's class teacher as soon as possible in order to discuss them. If, after further investigation, we believe that your child may have some special education needs then we will always arrange a meeting with you in order to identify these needs further and develop ways to support your child.

- *Parent consultation evenings*

We hold 2 parent consultations per year to discuss the progress of all our pupils. These meetings are to enable parents to voice any concerns they may have. Appointments will be available with the SENDCo also, for parents who would like to discuss anything that worries them.

- *Teacher assessments*

All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, usually termly, in order to ensure that all pupils are making good progress and will achieve their targets. If a child is not making progress then further investigations will be made to ensure that the school is meeting their needs. If after further investigation the school believes your child may have Special Educational Needs then we will arrange a meeting with you and if appropriate your

child too, to identify these needs further and plan support.

- *Meeting with the SENDCo*

Our SENDCo is available for parent meetings, should you have concerns about how your child is progressing. It is advisable to speak to your class teacher first who can relay any concerns back to the SENDCo but you are welcome to meet with her to discuss these further.

## Managing Pupils on the SEND Register

All children on the SEND Register will have a SEND Support Plan or EHCP, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the support plans. It is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

Class teachers are responsible for maintaining and updating SEND Support Plans. These are then shared with everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes. Attendance and progress will regularly be monitored for children on the SEND register.

## Criteria for Exiting the SEND Register

If it is felt that a child is making progress which is sustainable and that a child's needs can be met through Quality First Teaching, rather than requiring additional interventions, then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed to take the pupil off of the SEND register, all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed and the child can re-join the register at any point.

## Supporting Pupils at School with Medical Conditions

Carrington 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 (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions.

## Disability

Many children 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 provides a relatively low threshold and includes more children than many realise: *‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.*

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

At Carrington Junior School we observe two key duties:

- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage.
- We **must not** directly or indirectly discriminate against, harass or victimise disabled children.

## Monitoring and Evaluating SEND

The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school. In partnership with the head teacher, children who are not making progress are identified and monitored. Where necessary, extra support is given and children are placed on the SEND register.

The SENDCO is involved in supporting teachers involved in drawing up Individual Provision Maps for children. The SENDCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold termly meetings.

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

- Monitoring classroom practice
- Analysis of pupil tracking data & children’s work
- Monitoring of procedures and practice by the SEND governor and FGB
- School self-evaluation and Strategic Planning documents
- Local authority moderation process

- Feedback from parents and children
- Performance management for staff
- External audits

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

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice – at least termly. SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

## Training and Resources

We aim to keep all Carrington staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses in order to keep up to date with local and national updates in SEND. We recognise the need to train all our staff on SEND issues and access to courses is available for all. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and identified pupils needs. All teacher and support staff undertake induction on taking up a post and this includes meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice.

## Inclusion

The school does not prioritise admission on the grounds of ability. If a child has a learning difficulty or physical disability for which specialist teaching or equipment is essential, but not available within the school's resources, then the school will liaise with the LA to secure the best possible resources so that, on admission, there can be immediate access to a broad and balanced curriculum.

The school operates a highly inclusive policy that endorses and supports the LA for Equal opportunities and Inclusive education. The school seeks to provide effective learning opportunities for all pupils taking the National Curriculum as the main structure for our planning. Programmes of study are modified as necessary so that all pupils are offered appropriately challenging work according to their diverse learning needs. Staff have high expectations of all pupils, including those with SEND needs.

## Special Facilities – ARP Unit

Carrington Junior School has an Additionally Resourced Provision for up to 8 children with a diagnosis of Autism Spectrum Disorder (ASD). We currently have four teaching assistants

employed to support the ARP (one is a HLTA) and the SENDCo is the ARP Manager. Through this provision Carrington Junior School provides:

- Additional staff trained to meet the needs of children with ASD
- An ARP classroom for children in the ARP to use when they register and when they are not integrating into mainstream classes. In here, children have their own desk and dividing board, where their individual timetables are visible.
- A room for speech therapists, educational psychologists and other specialists to work with individual children.
- Extra resources that help children to integrate and work with increased independence (such as a touch-screen laptop).
- Additional activities to promote support in social aspects of development, such as Horse-riding lessons and trips to the local shops.

At Carrington Junior School, we use the ARP to support children to integrate into mainstream. Children will have individual timetables with varying times of integration, according to their needs. We hope that children begin their time at Carrington Junior School integrating for at least 50% of their timetable and with support, and that eventually the goal is that they will be confident to access 80% of their timetable in mainstream classes. Children are entitled to extra support when they integrate and arrangements are flexible around the child.

Mainstream class teachers are responsible for the learning of children in their year group who are in the ARP. Planning is done collaboratively and sufficiently differentiated work will be provided so that children from the ARP can access the lessons, whether they participate in the mainstream lesson or if they work on activities in the ARP with support. For lessons where children don't participate in mainstream lessons, these will be delivered by staff in the ARP.

Requests for a place within the ARP at Carrington Junior School should be made to the Local Authority. However, visits to the ARP and meetings with the SENDCo/ HLTA can be arranged at any time by contacting the school. Further information is available on the school's website, or in the form of a leaflet from the school office.

### Allocation of Resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Statements of Special Educational Needs and Education Health and Care Plans. The Headteacher informs the Governing Board of how the funding allocated to support special educational needs has been employed.

### Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The Governing Board, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs and for monitoring its impact. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

**Governors are responsible for:**

- Governing Boards have statutory responsibilities for pupils with SEND
- The Governing Board must do its best to ensure that the school makes the necessary provision for every pupil with SEND.
- As part of its policy for SEND, the Governing Board should let parents know how they can raise concerns about provision for children with SEND and how their concerns will be investigated.
- The Governing Board also has responsibility, in reviewing the schools' budget, to consider the employment of SEND teaching and support staff and to monitor the levels of resources spent on supporting pupils with SEND.
- The Governing Board thereby assists in the development and monitoring of the school's policy and strategy for SEND.
- The Governing Board also has a responsibility to ensure that there is no discrimination against disabled pupils and prospective pupils, to plan to increase systematically the access of disabled pupils and prospective pupils both to the curriculum and to the facilities of the school and to make 'reasonable adjustments' for disabled pupils to have access to the curriculum and facilities of the school.

**The Headteacher is responsible for:**

- The management of all aspects of the school's work, including provision for pupils with special education 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
- Monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole

**The Special Educational Needs & Disabilities Co-ordinator (SENDCo) is responsible for:**

- Overseeing the day-to-day operation of school's SEND policy
- Coordinating the provision for children with SEND
- Advising teachers on the graduated approach to SEND Support
- Reporting on the use of the delegated budget and other resources
- Meeting with the parents of children with SEND
- Working with other education settings and outside agencies, including health and social services and voluntary bodies
- Liaising with infant and secondary schools to ensure smooth transitions for SEND pupils
- Ensuring that SEND records are up to date
- Liaising with and advising fellow teachers about SEND
- Contributing to the in-service training of staff and ongoing training related to SEND
- Monitoring the progress of children on the SEND register

- Regular meetings with the SEND Governor

### **Class teachers are responsible for:**

Teachers are responsible and accountable for the progress and development of all the children in their class, even where they access support from teaching assistants or specialist staff. Quality First teaching, differentiated to meet the needs of individuals, is the first step in responding to children who have or may have SEND.

#### *Class Teacher responsibilities:*

- Ensuring that they are familiar with the school's SEND policy and procedures for the identification, monitoring and supporting of children with SEND
- Working with the SENDCo to assess the needs of children with SEND (Teacher Standards: *'Make accurate and productive use of assessment'* )
- Attending and contributing to planning meetings and reviews for their children with SEND
- Making adjustments to the curriculum through effective differentiation, planning and delivering interventions to meet the needs of children with SEND (Teacher Standards: *'Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively'; 'demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development'*
- Meeting with parents to inform them of their child's progress on a day-to-day basis
- Ensuring that support staff and supply teachers are aware of the specific needs of pupils with SEND in their class (Teacher Standards: *'have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these'*)
- Updating the SENDCo with any relevant information about children in their class
- Constructing and updating provision maps for children on the register, taking into account their progress and needs, and organising termly review meetings with parents (Teacher Standards: *'have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these'*)

### **TAs and 1:1 support assistants are responsible for:**

- Supporting teacher input (i.e. supporting the effective inclusion of all children in high quality lessons).
- Supporting learning in group work (i.e. small-group intervention programmes).
- Supporting learning of individuals (i.e. specific targeted approaches for individual children identified as requiring SEND intervention).
- For tracking intervention work carried out with the children.

TAs and LSAs work as part of a team with the SENDCo and the teachers supporting individual needs and ensuring inclusion of pupils with SEND within the class. All teaching assistants and

learning support assistants are responsible for ALL pupils at Carrington regardless of their need and their usual role. TAs and LSAs are also responsible for providing support to children on the register but trying to do so in a way that builds independence for the children, where possible.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in SENDCo’s room. These cabinets should be locked overnight. SEND records will be passed on to a child’s next setting when he or she leaves Carrington Junior School. The school has a Data Protection Policy, which complies with the Data Protection Act, and this applies to all written pupil records.

Accessibility

Carrington Junior School’s Accessibility Plan forms part of our Equality Policy, which can be found on the school website [www.carringtonjs.co.uk](http://www.carringtonjs.co.uk).

Complaints

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website.

Linked Policies/Documents

- Accessibility Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- Data Protection Policy
- Equalities Policy
- Supporting Medical Conditions in School Policy
- Data Protection Policy

Reviewing The Policy

This policy will be reviewed by governors on an annual basis.

Signed (Head teacher)..... Date.....

Signed (SEND Governor)..... Date.....

Signed (SENDCo) .....Date.....