

Almondbury Community School

SEN Policy & Information Report



Approved by:	Standards and Curriculum sub-Committee/SENCo	Date: 17.11.17
Last reviewed on:	4.9.17	
Next review due by:	September 2018	

Contents

1. Aims.....	3
2. Legislation and guidance.....	4
3. Definitions.....	4
4. Roles and responsibilities.....	5
5. SEN information report.....	6
6. Monitoring arrangements.....	15
7. Links with other policies and documents.....	15
8. Appendices.....	16

1. Aims

We believe it is the right of every child to have access to an education where barriers to learning are minimised. We strive to enable every child to have access to a broad and balanced curriculum whilst providing opportunities for specific specialist support to meet the needs of the individual. We believe parents to be the experts where their children's needs are concerned and place children and their parents at the centre of our approach. Any child may have special education needs at some point during his/her school career.

Our SEN policy and information report aims to ensure that we have a whole-school approach to Special Education Needs ("SEN") policy and practice. Children identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school, including the extended curriculum (such as school trips and before- and after-school clubs). The SEN Code of Practice makes it clear that all teachers are teachers of children with special educational needs and that quality teaching in a mainstream classroom alongside their peers is the first stage in provision for all children with an SEN. It is our view that this applies to all children with additional needs.

In addition all teachers are responsible for identifying children with SEN and, in collaboration with the child's and their parents as well as the Special Educational Needs Co-coordinator (SENCo), will ensure that those child's requiring different or additional support are identified at an early stage.

Long term objectives:

- To work within the guidance laid down in the Special Educational Needs and Disability (SEND) Code of Practice 2014.
- To identify and put in place appropriate provision for children who have SEND and additional
- Needs.
- To operate a whole school graduated approach to the management and provision of support for SEND
- that takes into account all of a child's needs (Assess, Plan, Do, Review model)
- To ensure that parents/carers have a clear understanding of how the school supports children
- and young people with SEN, and their own involvement in this
- To provide an appropriately qualified and experienced SENCO in post who can ensure that the
- SEN Policy is put into practice.
- To provide support and advice for all staff working with SEND children.

2. Legislation and guidance

This policy and information report is based on (and complies with) the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCP), SEN coordinators (SENCOs) and the SEN information report

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with: Head teacher, Heads of Phase, SENCo, governors and staff.

Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN children as being made up from 3 elements:

- The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a child's SEN support.
- Additional resources for individual statements and EHC plans
- Element 3 are allocated by top-up funding from the High Needs block budget. The level of top up funding for each child is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each child. High Needs children with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

At Almondbury Community School we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. These children may have a Health Care Plan (HCP) which may be written by an external agency or school. Some children and young people 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 SEN and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed. (A separate policy for Children and Young People with Medical Needs is available on the school website).

4. Roles and responsibilities

4.1 The SENCO team

The SENCo is Sandra Quarmby and the Assistant Achievement Leader (SENCo, Nursery – Year 4) (Deputy SENCo) is Gill Edge.

They will:

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

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- The SEN Governor is Mrs. Johanna Hull. They aim to meet with the SENCo's twice a year to monitor the progress of children/students with SEN.

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

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

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Early identification of children with SEN is a priority.

- On entry to the school each child's aptitudes and abilities will be assessed, and as the children continue through school, the school will use appropriate screening and assessment tools to ascertain child progress. Whether or not a child is making appropriate progress is seen as a significant factor in considering the need for SEN provision (see Appendix 1).
- Evidence obtained by teacher observation/assessment and recorded on an 'initial concerns checklist' (see Appendix 2)
- Children's performance in National Curriculum subjects measured against level descriptors
- Standardised screening or assessment tools.
- Records from pre-school nurseries
- Reports from external agencies, such as Educational Psychology, Portage and Speech
- Therapy.
- Information from parents.

The SEN Code of Practice advocates a graduated response to meeting children needs, based on an *Assess, Plan, Do and Review* model. Where teachers, children and parents decide that a child has additional needs, the SENCo is the first to be consulted. The SENCo and teacher will consult with the child and parents and make an assessment of any areas of concern and plan the approaches to be adopted. It is important to stress that the child and their parents will be at the centre of this procedure, with the child and his/her parents fully involved at each stage.

The SEN Code of Practice specifies four broad areas of need:

Communication and interaction

- Speech, language and communication needs SLCN
- Autistic Spectrum disorder ASD

Cognition and learning

- Specific learning difficulties SpLD
- Moderate learning difficulties MLD
- Severe learning difficulties SLD
- Profound multiple learning difficulties PMLD

Social, Emotional and Mental health

- Attention deficit disorder ADD
- Attention deficit hyperactivity disorder ADHD
- Attachment disorder AD
- Also children who are isolated, withdrawn, or displaying challenging behaviour

Physical, Sensory and Medical

- Hearing and visual impairment HI or VI
- Physical disability PD
- Multi-sensory impairment MSI

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, social needs, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN). We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents (supporting pupils and Families)

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. The school also holds a number of coffee mornings throughout the school year in liaison with the Nurture team and a termly SEN Parents Forum. Our SEN Report/Local offer is on our website and is updated regularly, and we guide parents towards the Kirklees Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we can also provide information about:

- Our admissions arrangements – the policy is available on our website

- Our links with other agencies
- Our arrangements for examination and assessment access
- Our transition arrangements
- Our school policy on managing medical conditions of children – this policy is available on our website

If you wish to have access to this information please contact the office at your child's centre.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of *Assess, Plan, Do, Review*.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

When moving between phases or to new settings the SENCo(s) will:

- We liaise closely with the staff when receiving and transferring children to and from different settings, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- We encourage all new children to visit the school, college, other provider or employer prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in each phase, the relevant Head of Phase will hold a meeting for parents. In addition to this visits will take place for children throughout the second half of the Summer Term, in order to help children, parents and staff to get to know each other
- The SENCo or Assistant Achievement leader will visit settings where it is felt there is a need.
- If your child has complex needs, then an ANP, MSP, or EHCP review will be used as a transition planning meeting to which we will invite staff from both settings.
- Transition between phases/year groups within the school will be dealt with as part of our annual programme of transition and handover to the next year or phase.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many other

settings also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of each phase of education.

5.6 Our approach to teaching pupils with SEN

The school follows a *Graduated, Approach* (Whole School) to SEN Support. Class and subject teachers are accountable for the progress and development of all the children and young people in their class through Quality First teaching (QFT). This high quality teaching approach is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Teachers oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. Children's books are monitored termly to ensure a child's work is appropriate for their level. If a child's progress is below their expected level they may be discussed at Pupil progress meetings. It may be felt that they would benefit from taking part in a specialised Intervention Programme to aid their progress. Any interventions they take part in are tracked on a provision map (appendix 3) and updated half termly.

Monitoring progress is an integral part of teaching and leadership at Almondbury Community School. Parents/carers, children and staff are involved in reviewing the impact of interventions for learners with SEN. In following the My Support Plan model we ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCo, keyworker, teacher, parent/carer and learner agree what they expect to be different following this intervention. A baseline is also recorded and can be used to compare the impact of the provision.

Children, Parents/carers and teaching and support staff are directly involved in reviewing progress. This review can be built in to the intervention itself or can be a formal meeting (held regularly) where we discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC Plan) the same review conversations take place, but the EHC plan will also be formally reviewed annually.

The SEN team will collate the impact data of interventions to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Heads of House, Senior Leaders and Governors.

If a child has taken part in an intervention and when reviewed it is felt the child has not made expected progress it may be felt that an external agency may need to be involved. At this point the school may decide, in collaboration with the parent/carer, to place a child on the SEN register at SEN Support. The additional support will be tailored with support from specialists; this may take the form of small group work in class, withdrawal groups or some 1:1 support. The children will have a *My Support Plan* (MSP) or an *Additional Needs Plan* (ANP) that is reviewed termly – these are being gradually introduced and some children may still have an IEP or IIP.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an *Education Health and Care Plan* (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision.

Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school through intervention. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered. The EHCP is written by Kirklees Special Educational Needs Assessment and Commissioning Team (SENACT).

We will also provide a number of interventions including:

- Movement group
- Dough-gym
- Fine motor group
- Read, Write Inc
- Read, Write Inc.
- Word Aware
- Handwriting
- Beat Dyslexia
- Nurture Groups Support
- Social Use of Language (SULP)
- Use of ICT – including laptops/reading pens

(Please see appendix 3).

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- (Link to Accessibility Plan)

5.8 Additional support for learning

We have 16 teaching assistants who are trained to deliver interventions such as those listed above. These interventions are planned in liaison with class teachers and the SENCo's.

Teaching assistants may support pupils on a 1:1 basis within the classroom or in withdrawn sessions in accordance with the individual's need and appropriate plan (ANP, MSP or EHCP).

Teaching assistants will also support pupils in small groups within the classroom or in separate rooms in accordance with the demands of the curriculum, the programmes they are leading and based upon needs of the pupils.

Within the school we encourage the sharing of good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND. The environment is designed to support children with individual needs e.g. visual timetables or individual workstations as required.

To further support SEND provision in school we work with a number of agencies to provide support for pupils with SEN including:

- Educational psychologists
- Health, including GPs, Locala (School nursing team), occupational health, paediatricians and clinical psychologists Speech therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment outreach services
- Visual impairment outreach services
- Autism outreach services
- Primary and Secondary Pupil Referral Service (Behaviour Issues)
- Children and Adolescent Mental Health Service (CAMHS)
- Children's Emotional Well-Being Service (ChEWS)
- Attendance and Pupil support officer (APSO)
- Targeted youth support (TYS)
- Family support co-ordination group
- Portex and Portage (Early Years and KS1 specific)
- Pupil Referral Service (PRS)
- Primary Pupil referral service (PPRS)

We also link with a neighbouring special school, Southgate School, which provides outreach support.

In addition, important links are in place with the following organisations:

- We have a SHINE partnership group who meet termly (these are the SENCo's from the local partnership schools)
- The Local Authority Special Educational Needs Commissioning Team (SENACT)
- Out of hour/after school clubs
- Attendance and Pupil Support Officer (APSO)
- Social Care
- The Down's Syndrome Association
- Epilepsy Action Group

5.9 Expertise and training of staff

Sandra Quarmby has been the SENCo since the creation of the school in 2015 and also has over 20 years' experience in pastoral leadership. Gill Edge has 6 years' experience in the SENCo role. Gill Edge has the qualification for *The Co-ordination of SEN* from Leeds Metropolitan University and Sandra Quarmby is currently undertaking the *National SEN Co-ordination Award* at Edge Hill University. The school's SEN team regularly attend the LA's SENCo network meetings (SENCONET) in order to keep up to date with local and national issues in SEND as well as the local *SHINE Community Partnership SEN Hub* which is currently chaired by Gill Edge.

They are allocated 19 hours a week to manage SEN provision. We have a team of 12 teaching assistants, who are trained to deliver SEN provision from the Early Years and Foundation stage to Key Stage 4 across the curriculum. In Key Stages 3 and 4 we use specialist staff for support in Mathematics, English and Science including.

An induction process is in place for new teachers and support staff and this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of individual

children and young people. The training needs of all staff are identified; a programme of professional development is in place and all staff are encouraged to access this. In the last academic year, all staff (teaching and support) have been trained in Dyslexia and Safeguarding and all teaching staff have undertaken training in the following:

- Statutory Special Educational Needs and Disability (SEND) Code of Practice 2014
- Part 3 of the Children and Families Act 2014
- The Graduated Approach
- Quality First Teaching
- My Support Planning

In addition the SENCo team holds SENCO surgeries every half term as drop-in session for teaching and support staff to discuss SEND related matters and seek advice or share practice.

5.10 Securing equipment and facilities: Storing and managing information

All documents relating to children and young people on the SEN Register are stored in locked filing cabinets in the different centres and on SIMs. Only designated staff have access to these documents and professionals if they have been given permission by parents/carers. We have a school policy on Confidentiality, which can be found on the website.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Using pupil questionnaires
- Monitoring by the SENCo's
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

Children who are on the school's SEN register as SEN support may have an IIP (Individual Inclusion Passport), an ANP (Additional Needs Plan) and will appear on the Provision map. If additional support is required a pupil will have an MSP (My Support Plan) or an EHCP (Education, Health and Care Plan).

When producing an MSP the SENCo or keyworker will meet with the parent/carer and child/young person to obtain their views in section 1. These are questions which have been set by the LA to find out background information and the parent and child's priorities, both short term and long term. In sections 2 – 4 the child's SEN needs are described in detail and placed into the applicable areas:

- Cognition and learning,
- Communication and interaction,
- Social and emotional,
- Sensory and/or physical,
- Preparing for key transitions, health and/or medical needs
- Social care needs relating to SEN.

In section 5 of the MSP, the SENCo in conjunction with the class teacher/keyworker will write long term and short term targets for the child. Under these, the provision which will be provided in order to meet these targets is outlined.

The support plan is reviewed every term with the class teacher/keyworker, parents and SENCo. During the meeting the targets previously set will be discussed and reviewed. If they have been met, new targets will be set and the cycle will continue.

If the child is receiving a school intervention as well as outside agency support, their progress will be tracked on the provision map like all other children as referred to earlier in section 5.11. Our monitoring and evaluation cycle is becoming embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all children.

Criteria for Exiting the SEN Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle. If they are on the register at 'School Support' their progress is reviewed at the same time as their support plan, which is termly. If they have an 'EHCP' their support plan will be reviewed termly and their EHCP annually.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops and other activities. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Almondbury Community School has an accessibility plan. It is available to view on the website. This plan is reviewed every three years, barriers are identified, and plans put in place to remove them.

5.13 Support for improving emotional and social development

Almondbury Community School is an inclusive school and we provide support for pupils to improve their emotional and social development in the following ways:

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It may be appropriate for parent/carers to accompany a child on a school trip, depending upon the child's individual needs.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- Pupils with SEN are encouraged to be part of extra-curricular clubs to promote teamwork/building friendships etc. A variety of extra-curricular clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.
- Pupils with SEN are encouraged to be part of the House and School councils.
- The school has two Nurture areas in the *Rainbow room* and *Redfearn centre*. Nurture and Social use of Language (SULP) sessions support further emotional and social development.

At Almondbury Community School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our children/students with SEN. Further information can be found in our behaviour policy which can be found on the website.

5.14 Working with other agencies

As a school we work closely with any external agencies that are available to support individual children's' needs within our school. These include the Pupil referral service (PRS) and the Primary Pupils referral Service (PPRS), Health services including: GPs, Locala, (school nursing service), CAMHS (Child and Adolescent Mental Health Service), clinical psychologists, paediatricians, speech and language therapists (SALT), occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers and educational psychologists and specialist advisory teachers. (Such support is also referred to in point 5.8 on page 11).

5.15 Complaints about SEN provision

At Almondbury Community School we follow the Kirklees complaints policy which can be found on the website. If your complaint is about SEN specifically please contact Mrs S Quarmby or Mrs G Edge in the first instance and they will endeavour to support you through the complaint.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

The school works closely with Kirklees SEN Assessment and Commissioning Team SENACT. The team can be contacted as follows:

Email: senact@kirklees.gov.uk

Tel: 01484 456888

Other local support services for parents are as follows:

- Kirklees Parent Partnership <http://kirkleesparentpartnership.co.uk/>
- PCAN (Parents of Children with Additional Needs) <http://pcankirklees.org>
- Huddersfield Down Syndrome Support Group www.hdssg.org
- North Kirklees Autism Support Group and Friends – contact Kath Woodhouse on 07772534625
- FEDS Kirklees (families of Eating Disorder Sufferers) <http://www.fedskirklees.org/>
- Huddersfield Support Group for Autism <http://www.autismhuddersfield.co.uk/>
- Kirklees Family Information Service – telephone service for parents to call (01484 414887) or you can email them on FIS@kirklees.gov.uk
- Northorpe Hall Child and Family Trust: a charity supporting children's mental and emotional health in Kirklees <http://www.northorpehall.co.uk>
- Ruddi's Retreat – West Yorkshire charity offering a break away <http://ruddisretreat.org/>

5.17 Contact details for raising concerns

- Special Educational Needs Coordinator (SENCO): Mrs. S Quarmby (sandra.quarmby@kirkleeseducation.uk)
- Assistant Achievement Leader (Nursery – Year 4): Mrs. G Edge (gill.edge@kirkleeseducation.uk)
- Designated Safeguarding Lead: Mrs. K McCauley (kathryn.mccauley@kirkleeseducation.uk)
- Medical Needs of children and young people (yvonne.ainley@kirkleeseducation.uk)

NB. The Assistant DSL's are Mrs S. Quarmby and Mr R. Goodswen (Amethyst House), Mr S. Wood and Mrs C. Ennis (Diamond House) and Mr S. Sykes and Ms B. Clarkson (Citrine House).

5.18 The local authority local offer

We have produced a detailed SEN Local Offer which provides detailed information on SEN at ACS. Our contribution to the local offer is published on the school website:

<http://www.almondburycs.org.uk>

A link to our local authority's local offer is also published on the school website:

www.kirkleeslocaloffer.org.uk/#/

This covers:

- SEN support in nurseries and schools
- Health and Social Care
- Choices for school leavers
- Support for parents and carers
- Income and benefits
- Things to do where you live

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo, Sandra Quarmby every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The Medical Needs Policy
- The school's SEN information on the school website (SEN Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Childs at School with Medical Conditions (April 2014)
- The Safeguarding Policy

Appendices

APPENDIX 1

- Child Progress
- Progress is the crucial factor in determining the need for additional support. Adequate progress
- is that which:
- Narrows the attainment gap between child and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the child's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the child's behaviour

APPENDIX 2

Special Educational Needs

Initial Concerns Checklist

Child's Name: _____

Date of birth: _____

Class: _____

Date completed: _____

<i>Record from previous school</i>	
<i>Attendance percentage (if relevant)</i>	
<i>Medical details (if relevant)</i>	
<i>Attainment levels</i>	
<i>Behaviour record (if relevant)</i>	
<i>External agency records</i>	
<i>Other:</i>	

Areas of concern:

-
-

Provision/strategies/resources already implemented by the teacher(s)/ETA(s):

-
-
-

Any relevant information from discussion with child/parents/carers/staff:

-
-

Decision to place child on the SEN register? _____

(If yes, parents' permission to be recorded overleaf)

What will happen next?

Which support will be offered?

I understand that my child will be placed on the school's SEN register at school support level.

I agree that any information I supply may be shared with other agencies for the benefit of my child's education.

Parental signature: _____ Date: _____

Appendix 3

SEND interventions:

ELS (Early Literacy Support)	Read, Write Inc	1:1 and small group literacy support
Reception Narrative	Reading friends	1:1 and small group numeracy support
Nursery Narrative	High frequency word group	1:1 reading support
Reading friends	Fine motor skills group	Nurture group
Additional phonics support	Movement group	Learning mentor - 1:1 counselling/mentoring
1 st Class @ number	Nurture group	Attendance group
Every Child Counts (ECC)	Learning mentors	Word Aware
Anger management	Anger management group	Handwriting
Nurture group	Toe by Toe	Beat Dyslexia
Silver SEAL	Numicon group	Nurture Groups Support
Learning Mentors – support in groups or on a 1:1 basis	1:1 numeracy booster group	Social Use of Language (SULP)
'Sally' group	Comprehension groups	Use of ICT – including laptops/reading pens
Movement group	Extra Handwriting practice group	
Dough-gym		
Fine motor group		