



SPECIAL **EDUCATIONAL** **NEEDS and DISABILITY (SEND)** **POLICY**

Walkley Primary School

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Responsibility: Headteacher

Date of review: September 2022

Next review date: September 2023

Authorised:

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Special Education Needs Co-ordinator (SENDco): Janet Watson

Inclusion Manager: Toni Homer

Principle Underpinning this Policy (School Ethos)

At Walkley Primary School we believe that inclusion and access to education is a fundamental part of ensuring a child is able to meet and exceed their full potential. We believe that every child has a right to a quality led education and we must work hard to overcome barriers to learning. The meeting of Special Educational Needs involves all the staff in school. We work together to ensure that a child's needs are identified, assessed and met. It is this whole school approach which underpins the effective implementation of this policy.

The school follows the Special Educational Needs code of practice as outlined in the Code of Practice of 2014.

Definition of Special Educational Needs

1. *Children have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them.*

Across Sheffield schools all work to the Sheffield Support Grid (SSG). This is tool whereby the needs of children can be categorised and also the level of that need can be identified. This helps to ensure a common language between the agencies involved- health, education and Social Care.

The areas of need identified in the grid are as follows

1.Communication and Interaction

- A. Speech and Language
- B. Social Communication

2.Cognition and Learning

- A. Mild Learning Difficulty
- B. Severe Learning Difficulty

3.Social, Emotional and Mental Health

- A. Emotional Regulation
- B. Mental Health

4. Sensory/Physical Needs

- A. Visual Impairment
- B. Hearing Impairment
- C. Physical
- D. Medical

All children with SEND needs are assessed and levelled using the grid on a scale of 1-5; Level One being the lowest level of need and within Walkley this will be planned for at Teacher Concern level, a stage before the child's name is placed on the SEND register. Level Five would be where the child's needs would meet the criteria for a specialist placement and Education Health Care Plan would be in place or be in process.

2. *A child of compulsory school age or a young person has a learning difficulty or disability if he or she: -
 - a) *has a significantly greater difficulty in learning than the majority of children the same age; or*
 - b) *has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools**
3. *For children aged two or over, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*
4. *A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 2 above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

NB: English as an Additional Language

The identification and assessment of the Special Educational Needs of children whose first language is not English, requires particular care. It is necessary to consider the child within the context of their home, culture and community. Where there is uncertainty about an individual child, we will make full use of any local sources of advice relevant to the ethnic group concerned.

Lack of competence in English must not be equated with learning difficulties. At the same time, when children who have English as an additional language do not make age expected progress, it should not be assumed that their language status is the only reason; they may have an underlying learning issue or need which needs to be addressed.

Taken From "Code of Practice", July 2014

Aims of the Policy

- 1) To provide an approach to Special Educational Needs and Disability (SEND) which clearly focuses on early identification and strategies for dealing with children with special needs in our school.
- 2) To outline the school's procedures in line with Government guidance, the Local Education Authority practice and best practice.
- 3) To outline how the school will offer advice and support for parents and carers of children with SEND. The school is clear that the main focus of our intervention is in the interests of the child's development.
- 4) To outline how the school will support and assess children with SEND linking with wider services, where needed, to offer an effective package of educational provision.

- 5) To ensure that we make our school accessible and welcoming to young people and adults with a disability, enabling the children to share and understand in a positive way, the experience of living with disability.
- 6) This policy reflects the principles incorporated in the Inclusion Statement. The culture, practice, management and deployment of resources in school are designed to ensure all children's needs are met.

Objectives

To ensure that:

- 1) There is identification and monitoring of a child's needs at the earliest possible stage.
- 2) All procedures for identifying SEND are known by everyone (i.e. all personnel on site).
- 3) To provide support and advice for all staff working with pupils with SEND.
- 4) There is involvement with parents/carers at an early stage and that parents are encouraged, and given every opportunity, to be involved with their children's education.
- 5) Adequate records follow the child through the school, and through transition points, which are clear, factual, up to date and reliable.
- 6) There is appropriate access to the curriculum and equal opportunities for all children with SEND.
- 7) There is appropriate and adequate resourcing to ensure the implementation of this policy.
- 8) The needs of all children with SEND are assessed and provision adapted and developed accordingly to give each child the opportunity to reach their potential.
- 9) That SEND and inclusion are perceived positively throughout the school and as a positive part of school life.
- 10) We communicate this policy with parents/carers and governors, gather their views and feedback and continue to develop this partnership.
- 11) The physical environment and practical resources should be such that they foster the optimum level of independence for children with special needs. The school shall do this to the best of its ability despite having a building that may not be as accessible as staff, parents, pupils and governors would like.

Identifying Special Educational Needs

Procedure

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils: The school has a clear system of procedures for the identification, monitoring and review of pupils with SEND, which is implemented by all staff.

- The progress of every child is monitored at half-termly pupil progress meetings. Where children are identified as not making progress in spite of High Quality Teaching, as it is referred to in the Code of Practice, they are discussed with the SENDco and a plan of action is agreed (see below for more detail on this plan).

- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify possible barriers to learning. This can be characterised by progress which:
 - 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

Teachers may also have concerns regarding a child's social or emotional needs or their interaction within the classroom. Concerns relating to a child's behaviour will be viewed as an underlying response to a need which we will recognise, assess and identify and plan for.

Any concerns that the teacher may have are then discussed with the Special Educational Needs Co-ordinator who then will contact the parents if further intervention is needed. The SENDco will observe the child in class and offer feedback and recommendations to the teacher which will be reviewed the following half term.

Parents sometimes ask school to look more closely at their child's learning or social and emotional concerns. The school SENDco take all parental requests seriously and assesses them, gathering further information from teachers, parents and direct observations. Frequently, these concerns can be addressed by High Quality Teaching alongside parental support. At this point the child's is placed under a category of "Teacher Concern" a stage before the SEND register. The teacher will review the progress of the child and they will be a target within pupil progress meetings. With parental consent referrals will be made to agencies for any ongoing assessment if needed. This can include Learning Support (S2S Fusion), Speech and Language Services and Jill Bush Triad Autism Advisor.

In line with considering the whole needs of the child, this could also include a recommendation for referral to MAST, for further family support or access to parenting support groups.

If the child needs further ongoing high-level support or intervention, and with the agreement of parents, the child's name will then be placed on the SEN Register. Pupils are only identified as having SEND if they do not make adequate progress or if the situation does not change once interventions, adjustments and good quality personalised teaching (referred to as High Quality Teaching in the Code of Practice) have been put in place and reviewed.

Parents are involved from the initial stages and are invited to contribute to the discussions and decisions affecting their child. Parent's wishes are taken very seriously and no decision is taken regarding placing a child's name on the SEN register without full parental consent and agreement.

At Walkley Primary School we consider the needs of the whole child; any Special Educational Needs and Disability being just one part of this.

Placing the Child's Name on The Special Education Needs Register

If a child has been identified as having Special or additional Educational Needs, the SENDco and class teacher will invite the parents to a meeting to discuss progress, including: -

- Any concerns
- The child's ongoing needs
- Parental views and further information about the child within the home environment This may give insight into a child's development more widely and how they learn and engage with other people and which may have an impact on their educational needs
- Consent for adding their child's name to SEN register
- Pupil targets for at the next meeting and how the child will be supported to meet those targets

We will also agree a plan for ongoing assessment and provision for the next term. This is known as an Individual Education Plan (IEP).

SEND Grids (Categories and Levels of SEND)

When child's name is placed on the SEND register they are placed under one of four categories. The categories are as follows: -

1. Communication and Interaction
 - (a) Speech and Language
 - (b) Social Communication (including Autistic Spectrum Disorders)
2. Cognition and Learning
 - (a) Learning
 - (b) Specific Learning Difficulties
3. Social Emotional and Mental Health
 - (a) Emotional Regulation
 - (b) Mental Health
4. Sensory and/or Physical
 - (a) Visual Impairment
 - (b) Hearing Impairment
 - (c) Physical
 - (d) Medical

Within these categories their needs will also be measured using the Sheffield Support Grid (SSG). This grid provides a 1-5 scale of need with Level Five being the highest level of provision (children at level 5 are in most cases educated outside of mainstream schools). Most children with SEND within Walkley and other mainstream schools will be identified within Levels Two or Three with a very small minority being assessed at Level Four. At this point an Education Health Care Plan will be put in place (please see section on EHCP further down). The Sheffield Support Grid is used across the local authority and enables schools to easily chart the number of children with a particular type of need. School are also able to see the balance of need across the school and respond to this with provision.

Factors which may impact on a child's progress and attainment, but should not be classed as SEND include having English as an additional language, being in receipt of Pupil Premium Grant, being a child of Serviceman/woman and having a disability or a health issue. More welfare based issues can also have an impact on attainment such as being a Looked After Child, a child with very low attendance and punctuality, or health concerns within the wider family. These issues, alongside the child's general wellbeing are monitored within school, and may be considered within the School's Safeguarding Meetings.

Provision in Walkley Primary School

Teachers 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 staff.

High Quality Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have Special Educational Needs.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of

strategies to identify and support vulnerable pupils. This may also involve increasing the knowledge in particular areas of SEN frequently encountered within the classroom.

In deciding whether to make special educational provision, the class teacher and SENDco consider all of the information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. Further information is then collected from the child's family to help put together a profile of that child's learning needs and the importance of any wider issues.

For higher levels of need, advice and help is sought from external professional agencies to support provision for the pupil. The SENDco can make referrals to draw on more specialised assessments from external agencies and professionals including Learning Support (LSS, Fusion), Speech and Language therapists (SALT), Ryegate, Early Years Inclusion Team, Educational Psychology Services, Autism Advisors and other specialists as appropriate.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Managing pupils needs on the Special Educational Needs Register

One Page Pupil Profiles

Every child on the SEND register has a One Page Profile. This is a one-page document that offers information about the child; their likes, dislikes, friendships and how they can be supported in their learning.

Ongoing Monitoring and reviews

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' as outlined in the Code of Practice. Monitoring of all pupils takes place on an ongoing basis in the form of pupil tracking and pupil progress meetings. Children on the SEND register also have an Individual Education Plan (IEP). Targets and actions are recorded on the plan and this is reviewed each term

Parents are invited to attend two meetings each year. They complete review forms in which they feedback their views on their child's progress. They identify any concerns or areas they would like targeted and these are used to inform the planning in the review meeting. The SENDco chairs this meeting and gathers views from those involved.

Depending on their age, the child may be invited to attend all or part of the meeting. Every child is encouraged to complete a feedback form which they can do with a TA in class or independently. This allows them to give their views on their learning, school experience and to record any help they feel they require. The views of the children form an important part of informing the IEP.

Actions from these meetings are recorded in minutes and an IEP is produced and agreed. Copies of both the IEP and meeting minutes are kept in a school file for reference and sent out to parents. Parents are invited to add any further comments to this process once they have read the minutes at home. The IEP includes the following: -

- Child's name, class group and relevant staff
- Information about any agencies involved and their involvement
- Attendance and Pupil Premium information
- A pen picture of the child with an overview of what's working well and what needs targeting.

- One longer term annual target with a broad reach
- Three short-term targets for the child and the steps that will be put in place to enable that child to meet those targets
- Identified current ongoing support levels
- Parental input and any actions needed
- SENDco actions

At the review meeting, progress is assessed against targets and new outcomes considered. If a child is considered in need of further support then advice from an outside agency may be considered, either by school or parents. This could include Learning Support (LSS, Fusion), Speech and Language therapists (SALT), Ryegate, Early Years Inclusion Team, Educational Psychology Services and Child and Adolescent Mental health Services.

My Plans

Where a child is assessed to have more complex needs, which will need planning for across a longer period, or where transitions to other schools are taking place a “My Plan” may be considered. This is a more detailed Individual Education Plan which is produced with parents in a meeting. In this meeting very detailed targets are set and the child’s wishes and views are placed at the centre of this planning. The My Plan considers both the short- and longer-term future of a child, their wishes and aspirations and how the school and any future schools will work to meet this.

A My Plan is used for children and families where it is likely an Education Health Care Plan will be sought. They are used with children with needs at the higher end of the Sheffield Support grid (Level Three upwards).

Education Health Care Plans (EHCP)

For a very small number of children, it will be felt that a further in-depth, Multi Professional Assessment (MPA) and planning will be required. Good practise specifies that a My Plan should be considered initially and only if this would not meet the child’s planning needs then an EHCP to be considered. An EHCP is applied for when the child’s needs cannot be met through existing school resources and more intensive multi-agency involvement is needed. The child may need support on a long-term basis or further intervention to enable them to progress satisfactorily. At this point teachers, the SENDco and the child’s parents/carers will consider with external agencies involved whether an Education, Health Care Plan may be appropriate. Generally, we may apply for an Education, Health Care Plan if:

- The child has a disability which is lifelong and which means that they will always need additional support to learn effectively
- The child’s progress continues to be below age-related expectations, despite long term interventions being put in place, that we think it likely that the child may at some point benefit from special school provision.
- The child is Looked After and therefore additionally vulnerable and is demonstrating a need for extra support within school

The EHCP is a plan that is applied for by the school and as such the application can be accepted or rejected by the Local Authority. This is determined by if they agree that that the level of need is high enough and that the school has put in place sufficient provision prior to this point.

If the application for an EHCP is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child’s strengths, their wishes and aspirations as well as the barriers

they face. Following the meeting, the Local Authority (LA) will produce the EHCP. This is a formal document which will follow the child between schools as needed and which will record the decisions made at the meeting.

Having a formal diagnosis, for example of ASD, ADHD or dyslexia does not mean that a child automatically needs an Education, Health Care Plan. In most cases it is possible to meet their needs within school's existing resources.

Additional (Top Up) Funding Applications

Schools may require funding, additional to that already delegated, to ensure that the right level of financial resources is allocated to individual high need pupils.

To apply for individual top up funding generally a child will have in place the highest levels of provision and will be at Level Four on the Sheffield Support Grid. Good practice states that a My Plan or EHCP will have been put in place by the point funding is applied for unless circumstances are very exceptional or at a crisis point.

The school SENDco will consult with parents and professionals involved in the child's planning before making the decision to apply for funding. The application is then taken to a Locality Panel where it is agreed or rejected based on their assessment. The Authority accepts Individual top up applications based on the understanding that the school has already used its allocated funding for each child with SEND and can evidence that provision is over and above this allocated amount. Funding is granted retrospectively so the provision needs to be in place before funding can be applied for.

Inclusion in the classrooms and School Environment

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND are entitled to be taught by their teacher, not always by a Teaching Assistant. Teachers aim to spend time each day working with all children, including those with SEND, either individually or as part of a group.

When allocating additional Teaching Assistant support to children, our focus is on outcomes, not hours. We aim to put in sufficient support to enable the child to reach their challenging targets, without them developing dependence on an adult.

The school has a range of additional interventions. When considering an intervention, we look first at the child's profile of learning in order that we can ensure this is best matched to the child.

Targets for children with SEND are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely. This is done by the class teacher who monitors progress towards the targets during the intervention and by the SENDco who monitors overall progress after the intervention. This takes place during formal reviews and within the school mapping process with the Senior Management Team. This information is also shared during staff meetings.

Criteria for exiting the Special Educational Needs Register

Children's progress and attainment is evaluated regularly at review meetings with the parent/carer, class teacher and SENDco. If a child's difficulties have been overcome or the child is working within the range of age expected levels they will be removed from the SEND register. We will continue to monitor their progress closely to ensure that they continue to be successful.

Supporting pupils and families

The school is keen to work closely and in partnership with parents/carers at all stages of any process, with the aim of building good and informative relationships. Concerns can be raised at open evenings or in more informal ways, such as meetings or phone calls.

From September 2014 every Local Authority is required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities. This should also include services outside of the area which they may expect children and young people to use. This is known as the '**Local Offer**'. The Local Offer puts all the information about Education, Health and Care services, leisure activities and support groups in one place. This website can be accessed at www.sheffield.gov.uk/localoffer

Information about the kinds of Special Educational Needs for which provision is made at this school can be found in the **SEN Information Report** on the School Website.

Admission Arrangements

We welcome children with special needs into school. However, we feel it is essential to provide the level of support which enables those children to have appropriate access to the Early Years Foundation Stage and National Curriculum and benefit as fully as possible from their education at Walkley Primary School.

Admission arrangements for pupils with SEND may be modified depending on the specific needs of the individual, the support they receive or require and the school organisation. This will be considered with the parents/carers and with other professional who have insight into the children learning needs. This may include health visitors, previous settings and other agencies who have been involved and so forth. This is carried out in partnership with parents and joint meetings are regularly held to ensure this is a smooth process.

In all instances, parents/carers and the appropriate professional agencies would be involved in any modification to admission arrangements. At all times careful consideration will be given to appropriate provision for the child within the context of the school's environment and resources.

When a child enters school with possible or identified special needs we will:

- Use information arising from the child's previous educational experience where available to provide starting points for the development of an appropriate curriculum for the child
- Identify and focus attention of the child's skills and highlight areas for early action to support the child within the class
- Use the curricular and baseline assessment processes and, where appropriate, P levels to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning
- Involve parents in developing and implementing a joint learning approach at home and in school

Transfer of Children with Special Educational Needs and Disability

At any stage, where a child is to transfer to a new class or school or setting, accurate, up to date information and IEPs will be passed on promptly, ensuring a smooth transition. Where possible, arrangements will be made to invite the new teacher to a final review meeting. Opportunities will be organised for children and parents to visit the new setting. Links are made between both SENDcos as well as any other professionals, such as Learning Support or Early Years Intervention Team, who may require ongoing involvement with the child or family.

Supporting 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, residential and PE lessons. 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.

Where a child's needs are significant or there is information which needs sharing within a school (e.g: allergies and cases where a specific response is required) the school's Inclusion Manager produces an 'In School Health Care Plan' which is informed by parents. This plan identifies the needs of that child and how they should be addressed within school, medication and equipment needed as well as essential medical contact details. This plan is made easily available to the necessary staff and updated at least annually (with parental consent).

Some children may also have Special Educational Needs and may have an EHCP which brings together health and social care needs as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed.

The school will always seek advice from the parents/carers, medical personnel and any other professional who may be able to support staff in school to ensure they are able to meet the child's needs safely and appropriately.

Training and Resources

All of our teachers are trained to work with children with SEND. Some are very experienced but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or other courses run by a range of providers. Some Teaching Assistants (TAs) and High Level Teaching Assistants (HLTAs) have expertise and training on specific areas or specific interventions. All TAs work with children with SEND

If we identify a need for additional, more specialist help, the school is able to buy in or request additional expertise from appropriate professionals. This includes access to Educational Psychologists and Learning Support Teachers, Speech and Language Services and Autism Services.

In the last few years, Walkley has undertaken training in various aspects of SEND, including Autistic Spectrum Disorder, Vocabulary Intervention, PECS communication system and attachment and emotional well-being. The pastoral team have also supported staff in developing their awareness and skills in working with children's emotional needs. Every class in school uses a visual timetable and also uses five-point scales to enable children to identify and regulate their emotions.

Roles and Responsibilities

Regular meetings are held between the SENDco and the Governors. This has included information sessions on new procedures such as using the Sheffield Support Grid and new funding arrangements. Where possible, Governors have also observed children with SEND in class as a way of seeing SEND support in action.

The **Governing Body** has a Statutory Role towards pupils with SEND.

The named Governor group is responsible for ensuring that the Governing Body meets its responsibilities as outlined below: -

- Ensure that the necessary provision is made for any pupil who has SEND
- Ensure that, where the 'responsible person' – the Head Teacher or the appropriate governor – has been informed by the Local Authority that a pupil has SEND, those needs are made known to all who are likely to teach them
- Ensure that Teachers in the school are aware of the importance of identifying and providing for, those pupils who have SEND
- Consult the Local Authority and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with SEND joins in the activities of the school together with other pupils, so far as is reasonably practical. They should ensure that this is compatible with the child receiving the special educational provision, the efficient education of other pupils and the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with SEND
- Have access to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- To ensure that parents have been notified, by the SENDco of a decision that Special Education Needs provision is being made for their child, and that they are in agreement with this.

The Role of **SENDco** is outlined below:

- Overseeing the day-to-day operation of the school's SEND policy
- Ensuring liaison with parents and other professionals in respect of children with SEND, including support from the Local Authority, Educational Psychology Services, Health and Social Services and Voluntary Agencies
- Sharing of information between professional agencies involved and staff members
- Advising and supporting other practitioners in the setting
- Ensuring that appropriate Individual Education Plans (IEP's) are in place
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated
- Co-ordinating provision for children with SEND
- Contributing to the in-service training of staff
- Advising on, and organising training for staff as in conjunction with the Senior Management Team

Walkley Primary School has a Safeguarding Team who manage all safeguarding cases and information. This is comprised of the Headteacher, Val Sian, who is the Designated Safeguarding Lead. Alongside the Headteacher, Chris Wallis (Deputy Head) Antoinette Homer (Inclusion Manager) and Matthew Clements (Learning Mentor) are the Deputy Designated Safeguarding Leads.

Storing and Managing Information

All records relating to a child's Special Educational Needs will be kept safely in a locked cabinet. One copy of records, reports and other information will be kept by the SENDco and one copy by the class teacher in a **clearly labelled file**.

When a child moves school, a copy of all the records will be sent to the new school. Staff at the new school will be asked to sign to say they have received these documents. This will be kept in school.

Accessibility

Walkley moved into our newly built school site January 2021. This has been built in line with current regulations for inclusive provision. The building has a lift making both floors fully accessible to all users. We have a downstairs change and sluice room. Walkley Primary school is highly committed to being inclusive. All of our class bases are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, Autistic Spectrum Disorder. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be made more accessible by using visual, tactile and concrete resources.

Please also see Accessibility Plan.

Arrangements for Considering Complaints about Special Educational Provision within School

The relationship between parents and carers of children with Special Educational Needs and the school has a major impact on the child's progress and the effectiveness of the planning. We will always try to provide information in the first language of the parent and involve an interpreter as required.

However, if parents and carers do have a complaint, the first step in the complaints procedure should be to approach the school informally and discuss the situation with the Headteacher or member of staff. A member of the governing body would always be available to consider any further complaints.

Information about how to make a complaint official is available in school or from the Local Authority.

Review of this Policy

This policy will be reviewed regularly (at least annually) according to changing circumstances.

It was last reviewed on 8th September 2022.

Governors views on Policy

The Schools Governing Board have read this policy and are in firm agreement with it.

Parental feedback on Policy

At Walkley Primary School we value highly our parental involvement. Parents provide feedback for each review attended on the provision for their child and the overall procedures for children with SEND. These forms are kept with the child's file and any actions are acted upon. Parents views are used to inform ongoing good practice.