

All Saints Catholic Primary School



Special Educational Needs and Disability: Policy

Special Educational Needs and Disability (SEND) Policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0-25 Years 2014 and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: *Advice for Schools* (DfE, Feb 2013)
- Schools SEN Report Regulations (Aug 2014)
- Accessibility Plan
- Safeguarding Policy
- Reasonable Adjustments for Disabled Pupils (Equality and Human Rights Commission): *What equality law means for you as an education provider.*
- SEN and Disability, developing effective anti-bullying practice (Anti-Bullying Alliance 2014)
- It's About Ability – the Convention on the Rights of Persons with Disabilities (UNICEF)

This policy was created by the school's SENDCO (Special Educational Needs/Disabilities Coordinator), in collaboration with the SEND team, staff and parents/carers of pupils with SEND. It was a co-produced policy in the spirit of the recent reforms.

The school's SENDCO is Mrs A Kinsella. She is supported in her role by the SEND team, which consists of:

- Mrs A Holleran (Head Teacher)
- Miss G Finley (Assistant Head of Early Years Foundation Stage and Key Stage 1)
- Mrs C Kennedy (Attendance/Safeguarding Lead)
- Dr L Henshaw (Independent Chartered Educational Psychologist)
- Mrs G Williams (Art Therapist)
- Mrs S Kirwan (Admin)
- Mrs L Wilkins (SEND Governor)

Aims and objectives of All Saints Catholic Primary School in relation to SEN provision:

- To create an ethos and educational environment that is person centred and has the views and needs of the child at its heart, along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children with SEND, which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the principles of the SEND Code of Practice 2014 in stating that teachers are responsible and accountable for the progress and development of all pupils in their class, including those who access support from teaching assistants or specialist staff. *'Every teacher is a teacher of every child including those with special educational needs or disabilities.'* (p.86, 6.33)
- To fully adopt the four-stage cycle of the graduated approach to ensure that all pupils with SEND are identified early, assessed and catered for within the school with high expectations for the best possible progress.

- To work within a person-centred approach, fostering and promoting effective collaboration with children, parents/carers and outside agencies.
- To encourage the participation of children and their parents/carers in all decision-making, and include them in both the planning and reviewing stages of provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with SEND.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and wider school life, in order to develop positive self-esteem, with long-term goals of independence and successful preparation for adulthood.

How pupils with SEND are identified within All Saints Catholic Primary School:

- The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published Local Offer, which was produced in consultation with parents and the Local Authority, with due regard to the general duties to promote disability equality.
- We recognise the definition of SEN as stated in the Code of Practice 2014:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made from him or her.

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

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions'*

- The school reflects what the Code of Practice 2014 states in that pupils are only identified as having SEND if they are still struggling to make adequate progress, despite relevant adjustments and strategies, including high quality, personalising teaching and differentiation, being in place. This is known as 'SEN Support'.
- It is not assumed, however, that attainment in line with chronological age means that there are no learning difficulties; staff understand that it very much depends on the individual case.
- Staff are alert to emerging difficulties which may not be evident at an early age and that concerns may be expressed by parents/carers or the children themselves.
- The four broad areas identified within the Code of Practice 2014 are:
 1. Communication and Interaction
 2. Cognition and Learning
 3. Social, Emotional and Mental Health
 4. Sensory and/or Physical Needs

Children are identified within these areas. The areas exemplify the range of needs that the school is able to identify and provide support for.

- The purpose of identification is to work out what action the school needs to take. The school will always consider the holistic needs of the child, and not just their educational needs.

- The ability to identify SEND and adapt teaching in response to pupils' diverse needs is a core requirement of the Teachers' Standards 2012. Teachers are guided and supported in this by the SENDCO, and information is shared appropriately and frequently.
- Although the SENDCO has overall responsibility for supporting the identification of pupils with SEND in the school, it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and team approach of the school.
- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENDCO works closely with the school assessment co-ordinator to interrogate the school tracking data.
- Short-term and long-term targets are agreed, which prioritise key areas of learning to address and by which progress can be measured and monitored. These targets are discussed with parents/carers. The SENDCO may request further assessment from outside agencies, and their advice and recommendations are included and acted upon in the pupil's SEND Support Plan. Actions agreed take into account each pupil's strengths, as well as their learning differences. Targets are reviewed termly and a further plan is devised to enable the pupil to achieve their next steps in learning.
- In some cases additional resources may be allocated, including additional adult support. This support is deployed to ensure that the pupil makes progress and can engage in lessons and wider school activities. It is also used to facilitate independent learning to ensure an effective transition into adulthood.
- Class teachers write SEND Support Plans for individual pupils, and plan and run interventions. Class teachers are accountable for pupils' outcomes. The SENDCO is available to support class teachers if they feel that provision is failing to have the desired impact. The SENDCO monitors plans and interventions regularly, and provides individual feedback for every pupil to improve the quality of support.
- If a pupil continues to have significant difficulties after a period of intervention, further external expertise may be requested. An application for High Needs Funding may be made if the cost of support exceeds the school's delegated budget. If the pupil is still not making progress, despite the school having taken relevant and purposeful action over time, then the parents and/or school can make an application for an Education Health Care Assessment.
- For some pupils, additional arrangements will be made to enable them to fully access the curriculum including the sitting of the Key Stage 2 SATs. The Deputy Head Teacher (Mrs Carlin) liaises closely with class teachers and the SENDCO to ensure each child receives the support that he/she is entitled to.
- At All Saints Catholic Primary School, we also use a number of indicators to identify pupils' special educational needs. These include:
 - Close analysis of data including: EYFSO, termly and yearly assessments, reading ages, spelling ages and annual pupil assessments;
 - Teacher or support staff concerns;
 - Parental concerns;
 - The voice of the child;
 - Tracking individual pupil progress over time;
 - Liaison with feeder schools on transfer;

- Information from previous schools/settings;
- Information from other services.

What is not SEN but may impact on progress and attainment may include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- Children in receipt of Pupil Premium or Pupil Premium Plus
- LAC (Looked After Child, i.e. in the care of the Local Authority)
- Being a child of servicemen/women
- EAL (English as an additional language)

How All Saints Catholic Primary School teaches pupils with SEND:

- Differentiated, high quality teaching is a priority for all pupils in the school, including those with SEND.
- If a pupil is identified as having SEND, action is taken to remove barriers to learning and ensure effective special educational provision is put into place.
- Support for pupils with SEND is the product of the four-stage cycle of the graduated approach: Assess, Plan, Do and Review. As our understanding of the pupil grows, provision is constantly reviewed and refined to ensure that it is having the best possible impact.

How All Saints Catholic Primary School adapts the curriculum and learning environment for pupils with SEND:

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to increase over time the accessibility of schools for disabled pupils and implement their plans. In line with this, the school has a fully developed Accessibility Plan, which is in writing and available on the school's website.
- The school is proactive in removing barriers to learning, taking direction and support from external agencies, the SENDCO and the Senior Leadership Team. The SENDCO has completed a Masters in Advanced Educational Practice: Special Educational Needs and uses her specialist knowledge to ensure positive outcomes for pupils with SEND across the school. Classrooms cater for pupils' individual strengths and weaknesses, and resources, such as visual timetables, word banks, dyslexia friendly fonts, visual aids, tinted exercise books and smartboards, social stories, task plans, behaviour charts and overlays, are readily used. Teachers have a good knowledge of how to meet different types of SEND and the SENDCO ensures that this knowledge is constantly developed and kept up to date.
- A weekly after school Touch Type Read and Spell Club (TTRS) is run by our ICT specialist, providing pupils with traits of dyslexia and/or other difficulties with a highly structured, multi-sensory approach to spelling and keyboard skills.

- All Saints Catholic Primary School is a mainstream primary school on one level, which is easily accessible for pupils with physical disabilities. If a pupil is known to have a disability prior to admission, the SENDCO will work with the relevant external agencies and the pupil's parents to ensure a smooth transition. All preferences expressed on the Admission Application Form will be considered using an Equal Preference Scheme, which all schools in Sefton have agreed to.

Physical access in All Saints Catholic Primary School includes:

- Full wheelchair access throughout school including outdoors;
- An accessible toilet (Key Stages 1 & 2).

Access to strategies/programmes to support occupational/physiotherapy needs:

- Advice from professionals shared and acted upon, with all staff fully aware of the pupil's needs and agreed strategies;
- Purchase and use of any recommended equipment and resources within the parameters of the school's budget.

Access to modify and ICT:

- Specialist equipment as required on an individual basis to access the curriculum either purchased within the school's budget or loaned from an agency.

Access for pupils with medical needs:

- Training is provided by specialist nurses, and advice from professionals is shared and acted upon for a range of medical needs. Refresher/further training is provided when required;
- The school is committed to full access for disabled pupils to the school curriculum. This covers teaching and learning, and the wider curriculum of the school, such as participation in after-schools clubs, leisure and cultural activities or school visits.

How All Saints Catholic Primary School assesses and reviews the progress of pupils with special educational needs:

ASSESS: In assessing a child, the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, and their previous progress and attainment. This is put in the context of the individual's development compared to the school's expectations around progress, attainment and behaviour, their peers and national data. The pupil's own views are sought, in addition to those of any external support services involved. Any concerns from parents/carers are actively listened to and recorded.

PLAN: We recognise that we must formally notify parents/carers if their child is being provided with additional support, despite prior involvement and communication. The teacher and SENDCO agree, in consultation with the pupil and his or her parents/carers the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, and a clear date for review.

DO: The SENDCO (Mrs Kinsella) supports class teachers in implementing effective support for pupils with SEND. The class teacher remains responsible for the progress of pupils with SEND, even when

support involves group or one-to-one teaching away from the class teacher. Class teachers work closely with support staff and professionals from outside agencies to assess the impact of support and plan the next steps.

REVIEW: Class teachers continually review the progress of pupils with the SEND with support from the SENDCO. SEND Support Plans are formally reviewed termly and this process is monitored by the SENDCO, who provides individual feedback for every pupil. When children have an EHC (Education, Health and Care) Plan, they are reviewed by both the school and the local authority at least annually. These reviews take place at school and are arranged by the SENDCO. During a review, the quality and impact of support is evaluated, and the views of the pupil and his or her parents/carers are taken into account. With support from the SENDCO, the class teacher will revise the support in light of the pupil's progress and development, and any changes to support or outcomes will be made in consultation with parents/carers and the pupil. We strive to provide clear information to parents/carers about the impact of support and interventions provided, enabling parents/carers to be involved in the planning of next steps. When transitioning to another setting, information to be passed on will be shared with the pupil and his or her parents/carers. To support the transition process, any relevant professionals will be invited to review meetings and the SENDCO may attend meetings offsite.

- As part of the Sefton Agreement, All Saints Catholic Primary School provides a minimum offer in terms of Quality First Teaching. This ensures that all pupils will access high quality, inclusive teaching that provides reasonable adjustments to accommodate learning differences.
- As part of the Quality First Offer, ongoing monitoring takes place by class teachers to identify pupils who are not making expected progress or who have needs that are affecting their ability to engage in learning activities. Teachers at All Saints Catholic Primary School differentiate and make reasonable adjustments according to individual need.
- If a pupil is not making progress with Quality First Teaching then there may be a need to refer the pupil to the SENDCO, where a support plan can be put into place. Information about the pupils is gathered from a variety of sources (teacher, pupil, parents/carers, outside agencies) in order to develop an accurate picture of the pupil's needs, strengths, weaknesses, attainment, targets and motivators. A bespoke support plan is then put together with defined outcomes. The voice of the child, and how they feel they are best supported, is key at this stage.

How All Saints Catholic Primary School manages the needs of pupils who qualify for SEND Support:

- In many cases the pupil's needs are met within school. Information regarding how this is done can be accessed in the School's Local Offer, which is published on the school's website and the Sefton directory (www.seftondirectory.com).
- When a pupil continues to make less than expected progress, despite high quality teaching, intervention and personalised learning matched to his or her areas of need, it may be necessary to involve specialists from outside agencies. Parents/carers will always be informed and involved in the decision to seek the advice of a specialist and their consent will be required formally by agencies (except in child protection cases where a child is deemed to be at risk).
- If assessment indicates that support from specialist services is required, the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. At All Saints Catholic Primary School, support is

provided from many services, such as Educational Psychology, Speech and Language Therapy Services, Child and Adolescent Mental Health Services, School Health and Occupational Therapy.

- Some children may require multi-agency involvement and the school will consider the criteria for the levels of need and, where relevant, decide in consultation with the Threshold Model for Safeguarding and Promoting the Welfare of Children document that EHAT is appropriate.
- When pupils do not make expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet their needs, the school or parents/carers will consider requesting an Education, Health and Care (EHC) needs assessment. In applying for this, the school presents evidence of the action taken as part of SEND Support.

How All Saints Catholic Primary School works with parents and carers in planning for provision and reviewing progress, and how we support them in accessing information:

- At All Saints Catholic Primary School, we recognise that the impact of SEND support can be strengthened by parental engagement. We value and welcome any information that parents/carers provide regarding their child, including any changes to their needs and the impact of SEND support outside school.
- In creating the School's Local Offer, parental consultation was crucial and parents/carers' views were sought, acted upon and valued. This is an on-going process and the school operates an 'open door' policy, where parents and carers are encouraged to communicate openly with the school should they have any concerns regarding their child. There are other systems to encourage communication, such as questionnaires, parent/teacher meetings, SENDCO surgeries, Educational Psychologist's surgeries and Head Teacher coffee mornings.
- When a pupil is receiving SEND Support, the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress, identifying the responsibilities of the parent/carer, the school and the pupil, and discussing the support that can be given at home.
- At all stages of the SEND Support process, the school ensures parents/carers are fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support, as well as contact with parents/carers, form an important part of monitoring and recording for the school.

How All Saints Catholic Primary School enables pupils with SEN to participate in all activities together with pupils who do not have SEN:

- At All Saints Catholic Primary School, we recognise our duties regarding equality and inclusion for individual disabled children under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. We welcome the opportunity to promote a 'can do' attitude amongst pupils of all abilities and to foster respect and empathy among pupils towards pupils with special educational needs and for disabilities of any kind. Disablist language or victimisation of any sort are totally unacceptable at All Saints Catholic Primary School and will be challenged in line with our school's Behaviour Policy.

- Children are encouraged to participate fully in the life of the school. This includes extra-curricular activities.

What support All Saints Catholic Primary School offers for improving the emotional, mental and social development of pupils with special educational needs:

- All Saints Catholic Primary School recognise that some children may experience a wide range of social and emotional difficulties, which may manifest themselves in different ways. These may include:
 - Becoming withdrawn or isolated;
 - Displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties, such as anxiety or depression, self-harm, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD);
 - Attention Hyperactivity Disorder (ADHD);
 - Attachment Disorder (AD)
- It is also recognised by the school that children may display certain behaviours as a result of negative self-esteem or other issues, such as neglect.
 - At All Saints Catholic Primary School, we have clear processes to support children and this is linked to our Behaviour and Safeguarding policies. These policies include details on how the school manages the effects of any disruptive behaviour so that it does not adversely affect other pupils. As a school, we believe that 'prevention is better than cure', so we place PSHE at the heart of our curriculum, giving children the language and a space to discuss mental health and well-being. Highly specialist support is available on a one-to-one basis from the school's Art Therapist for children who have experienced bereavement, loss, trauma, etc. All staff are trained in Positive Handling to support the management of physically challenging behaviour. Full details are available in our Care and Control Policy.

How senior leaders and governors at All Saints Catholic Primary School monitor and evaluate the impact of the school's SEN provision:

Whilst the full Governing Body remains responsible for SEND, they also have an approved SEND Governor to support their work. The SEND Governor at All Saints Catholic Primary School is Mrs Letitia Wilkins. She can be contacted via the school office. The SEND Governor promotes the development of SEN provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- Being familiar with key legislation and policy;
- Fostering communication between parents/carers of children with SEND and the school;
- Meeting with the SENDCO;
- Ensuring they have an understanding of the role of the SENDCO and how pupils are supported;

- Developing an awareness of the types of SEND present within the school cohort ;
- Reporting regularly to the Governing Body;
- Understanding how funding received for SEND is allocated by the school;
- Attending training in relation to SEND;
- Assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitoring the effectiveness of the SEND Policy.

The Governing Body report annually on the success of the policy. The SEND Governor also liaises with the SENDCO in relation to the Local Offer and the SEND information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head Teacher, SENDCO and SEND governor;
- Parents/Carers;
- Pupils;
- Outside Agencies.

Pupils' attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND Policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes;
- Use of standardised tests, including reading and spelling ages;
- An analysis of external tests including NFER, PIPS or other;
- The school's tracking systems and teacher assessments;
- Evidence generated from Annual Review meetings, parent/teacher meetings and pupil progress meetings;
- Reports provided by outside agencies, including Ofsted;
- Parent and pupil voice through questionnaires and Parent View.

Training available for teachers, support staff and the SENDCO:

- The school commissions bespoke training for school staff. This is based on an audit of staff profile of needs amongst pupils and analysis of pupil performance.
- All teaching and support staff are expected to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENDCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND. A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted termly. The school's INSET needs are included in the School Development Plan and the outcomes and impact of these are detailed in the SEND information report.
- The SENDCO has the National Award for SEND Coordination and an MA: Advanced Educational Practice – Special Educational Needs. Another member of staff (Miss G Finley) has also completed the National Award for SEND Coordination and focuses on provision in the EYFS.
- The SENDCO attends Local Authority briefings to keep up to date with any legislative changes in SEND.
- The SENDCO also attends termly training on different aspects of SEND, which are then disseminated to other members of school staff. Examples of recent training include multi-sensory teaching, dyslexia friendly practice, promoting pupil independence and developing fine

motor skills.

- School staff also receive support and advice from the Educational Psychologist, Speech and Language Therapy and Occupational Therapy.
- The school nurse or other nurse specialists deliver training to staff on medical conditions such as asthma, epilepsy and using an epipen.
- All staff are trained in Paediatric First Aid.
- All staff are trained in the 'Team Teach Approach' to positive handling (full details of this are available in our Care and Control Policy).

How SEND is funded at All Saints Catholic Primary School:

- The national SEND budget is for school leaders to use in ways considered most appropriate to improve outcomes for pupils. It can, for example, be aligned with other funding (e.g. pupil premium) to optimise impact. The SENDCO, with other key staff in the school, has a key role in determining how this budget is used, for example, to provide interventions and targeted support. Additional top up funding may be granted by the Local Authority to support the school in meeting a pupil's needs.
- Training is provided for all teachers and teaching assistants so that they can meet pupils' needs more effectively.
- A Chartered Educational Psychologist and an Art Therapist are employed.
- Funding is spent on building accessibility and modifications, when required.
- Funding is also spent on purchasing and the maintenance of ICT and electronic equipment, including licence fees, e.g. Touch Type Read and Spell, Spelling Shed, Times Tables Rockstars.

How All Saints Catholic Primary School supports pupils with medical conditions:

See 'Policy for Supporting Medical Conditions in School'.

How All Saints Catholic Primary School approaches its statutory duties in terms of increasing its accessibility over time:

- All pupils at All Saints Catholic Primary School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to achieve in line with their ability.
- Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, which are differentiated appropriately and assessed to inform the next stage of learning.
- The school's teaching and learning policy promotes effective practice for pupils with SEND.
- The Equality Act 2010 states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:
 - Changes to practices or procedures;
 - Changes to physical features;
 - Changes to how learners are assessed;
 - Providing extra support and aids (such as specialist teachers or equipment).

How All Saints Catholic Primary School handles complaints from parents/carers of pupils with SEND about SEND provision:

- The role of the SENDCO involves:
 - Ensuring all practitioners in the setting understand their responsibilities regarding children with SEND, in addition to the school's approach to identifying and meeting SEND;
 - Ensuring that the school keeps records of all pupils with SEND up to date;
 - Updating the school's SEND policy and SEND information report annually in line with statutory guidelines;
 - Overseeing the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
 - Advising and supporting colleagues in the area of SEND and helping them to adopt the four-stage cycle of the graduated approach (Assess, Plan, Do and Review) to ensure effective provision;
 - Being actively involved with the analysis and interpretation of data of the whole school, and particularly in the planning and intervention of those pupils who are not making expected progress;
 - Assisting in the planning of appropriate interventions;
 - Ensuring parents/carers remain closely involved throughout their child's schooling and that their insights inform action taken by the setting;
 - Liaising with professionals or agencies beyond the setting, and being a key point of contact for the Local Authority;
 - Liaising with potential future providers of education to ensure pupils and their parents/carers are informed about their options, and a smooth transition is planned;
 - Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
 - Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
 - Ensuring that resources and support are allocated to all those individual pupils who may need additional provision.
- Any complaints should first be raised with the SENDCO, then, if necessary, with the Head Teacher and finally, if unresolved, with the SEND Governor. All complaints follow the school's complaints procedure. This is available on our school website, with hard copies available on request from the school office.
- In line with good practice, reference to children with SEND is included in all our policies.

Information and Guidance

Who should I contact to discuss the concerns or needs of my child?

Class Teacher	<p>If you have any concerns about your child's progress, you should speak to your child's class teacher first. You may then be directed to the SENDCO.</p> <p>The class teacher is responsible and accountable for providing Quality First Teaching including:</p> <ul style="list-style-type: none">• Adapting, refining and differentiating the curriculum to respond to strengths and needs of all pupils;• Monitoring the progress of pupils and liaising with the SENDCO to plan any additional support/intervention;• Delivery of any additional support/intervention required;• Devising personalised support plans to help your child make progress (with regular support from the SENDCO);• Applying the school's SEND policy.
SENDCO (Mrs Kinsella)	<p>Mrs Kinsella is responsible for:</p> <ul style="list-style-type: none">• Coordinating provision for pupils with SEND and developing the school's policy;• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome difficulties;• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident to meet a range of needs;• Monitoring progress and effectiveness of provision;• Ensuring that parents are involved in supporting their child's learning, kept informed about the range and level of support being offered, included in reviewing how their child is progressing and consulted regarding transition to a new school.
Head Teacher (Mrs Holleran)	<p>Mrs Holleran is responsible for:</p> <ul style="list-style-type: none">• The day-to-day management of all aspects of the school, including the provision made for pupils with SEND.
SEND Governor (Mrs Wilkins)	<p>Mrs Wilkins is responsible for:</p> <ul style="list-style-type: none">• Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.
School Nurse	<p>The school nurse is responsible for:</p> <ul style="list-style-type: none">• Health promotion, advice, signposting to other services, active treatment/procedures, education, support, protection, safeguarding and service co-ordination;• The school nurse works in partnership with other agencies and as part of a multidisciplinary team to support the health and wellbeing of school-aged children.