

Breachwood Green JMI



Breachwood Green School Policy for Special Educational Needs and Disabilities

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Breachwood Green JMI

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Introduction

Breachwood Green JMI School believes that each pupil has individual and unique needs. However, some pupils require more support than others to make good progress. We acknowledge that a significant proportion of pupils will have Special Educational Needs at some time in their school career.

The development of this policy is a result of our concern that we should acknowledge the Special educational needs of our pupils, monitor those needs and employ strategies to meet them.

- set appropriate objectives and achievable targets based on identified needs
- work in partnership with parents in the education of their children with the best interests of their children
- encourage pupils to be happy, confident, tolerant and caring and to share in the planning and evaluation of their learning and to undertake a measure of responsibility for their learning
- provide guidance and support for all staff as they work towards these purposes
- reflect upon and evaluate our endeavours in order to refine and build upon them
- work collaboratively with parents, governors other professionals and support services.
- Ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.
- help staff become more aware of the range of needs which might arise in their classroom and be responsible for meeting these needs with appropriate support from internal and external agencies where practically possible.
- Enable every pupil to experience success

The policy has been developed and agreed by all staff as a means of supporting the child but also of supporting teaching colleagues who have concerns about their pupils.

This policy offers guidance to new staff (permanent or supply) about the identification and monitoring of special educational needs and provides a framework in which support may be sought from colleagues.

Beachwood Green JMI School aims to provide all pupils with strategies for dealing with their needs in a supportive and inclusive environment, and to give them meaningful access to learning and The National Curriculum.

Aims and Objectives

The governors and staff at Breachwood Green School realise that many SEN pupils may need help throughout their time in school while others may need a little extra help for a short period of time. We believe that every child admitted to the school will receive the best possible education to enable him/her to meet his/her full potential and to develop their enthusiasm for learning. For this to happen we must recognise this and plan accordingly to help them overcome more temporary needs.

We encourage high aspirations in pupils of all abilities, aptitudes and backgrounds.

- The school aims to enable pupils to have equal access to, and equal opportunities in, all areas of the broad based balanced curriculum regardless of aptitude, ability, gender, ethnic background or disability
- We feel pupils should show concern for others and value each person's contribution.
- The staff at Breachwood Green School are encouraged to accentuate the positive in behaviour, work and attitude from pupils and colleagues. Emphasis should be placed on learning activities being planned to enable all pupils to make progress and for all to experience success by means of differentiation in the curriculum, where appropriate, according to need.
- The school aims to provide all pupils with strategies for dealing with their needs in a supporting environment and give them meaningful access to the National Curriculum.

Definition

We aim to -

- Identify, assess, record and thoroughly review pupils' progress and needs
- allocate staffing and material resources to reflect and meet individual needs wherever possible

Roles and Responsibilities of HT, other staff and governors

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

As a measure of the importance we place on meeting our pupils' Special Educational Needs (SEN), a member of staff holds the post of Special Educational Needs Co-ordinator (SENCO). This is **Miss Rachel Mayes**.

Two governors share the governor SEN responsibility role **Tim Starkey** and **Margaret Ross**

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed two representative governors, who take particular interest in this aspect of the school.

The headteacher has responsibility to:

- manage all aspects of the school's work, including provision for SEND pupils
- keep the governing body informed about SEND issues
- work closely with the SEND personnel beyond the school in the local authority, health and social care to ensure that support is joined up and that parents are fully involved at every stage
- ensure all staff receive training and are aware of the need to identify and provide for pupils with SEND

- ensure pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- ensure that the progress and attainment of pupils with special educational needs and/or a disability are monitored and evaluated when reviewing the effectiveness of the overall support for the child
- notify parents immediately if the school recommends special educational provision for their child
- report to parents on the implementation of the school's SEND policy
- ensure that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The special educational needs co-ordinator (SENCO) has a responsibility to:

- oversee the day-to-day operation of this policy
- ensure that an agreed, consistent approach is adopted
- liaise with and advise other staff
- help staff to identify pupils with SEND
- carry out detailed assessments and observations of pupils with specific learning problems
- co-ordinate the provision for pupils with SEND
- support class teachers in devising strategies, drawing up class provision plans and IEP's for children who have an EHCP (Educational Health Care Plan) setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaise closely with parents of pupils with SEND
- liaise with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintain the school's SEND register and records
- assist in the monitoring and evaluation of progress of pupils with SEND
- contribute to the in-service training of staff
- manage learning support staff/teaching assistants
- ensure that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaise with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- take part in LA SEND moderation.

The designated teacher for looked-after children will:

- promote a culture in which looked-after children believe they can succeed and aspire to further and higher education
- ensure that the teaching and learning needs of the looked-after child are reflected in his or her Personal Education Plan and have lead responsibility for its implementation

- ensure that the views of looked-after children are taken seriously and inform decisions about teaching and learning strategies and their personal targets
- prioritise looked-after children for one-to-one tuition
- promote good home-school-agency links
- be a source of support for all staff working with looked-after children.

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum
- ensuring that they access all available information and support to make effective educational provision for looked-after children and SEND pupils.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

The governing body will ensure that:

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any pupil with SEND
- they have regard to the requirements of the SEN Code of Practice
- the progress and attainment of children with special educational needs and/or looked-after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- they report to parents on the implementation of the school's SEND policy
- they are fully informed about SEND issues
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with their comments, should ask to speak to the SENCO. For a problem that might need time to be explored, parents/carers should make an appointment.

In the event of a formal complaint parents are advised to contact the headteacher. The LA Parent Partnership Service is available to offer advice.

Relationship to other policies

This policy should be read in conjunction with the policies on the school curriculum, children looked after, safeguarding, child protection equality and assessment. Recording the accessibility plan is an integral part of this policy.

This policy will help to ensure that the school takes positive action to support vulnerable pupils.

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO, designated teacher for LAC and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEND register and those who are in local authority care
- analysis of exclusions data
- termly monitoring of procedures and practice by the SEND governor
- the school's website, which contains the required information about the implementation and success of the SEND policy
- the school's annual review of provision for children with SEND and looked-after children
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from pupils, parents and staff, both formal and informal, following meetings to produce individual education plans or personal education plans, evaluate impact and celebrate success.

The governing body will monitor and evaluate this policy by receiving analyses of lesson observations and progress and attainment of children with SEND (anonymised), by promoting surveys of pupils and parents, and by receiving feedback from external agencies about the school's practice

Strategies for Prevention and Reduction

AIM	PRACTICE	PERFORMANCE EVALUATION
Entitlement Access and Modification	<i>who what we will do when</i>	<i>we can count / check</i>
<p>To ensure maximum access to the curriculum for all pupils recognising the social and ethnic backgrounds from which our pupils come and widen the opportunities for pupils with learning difficulties, specific learning difficulties and dyspraxia, and for those with exceptional abilities</p>	<p>We recognise the need to :-</p> <p>use teaching approaches of a pace and style appropriate to the full ability range of the class and which take in to account the emotional, behavioural, learning and any physical, hearing or visual impairment needs of individuals</p> <p>use classroom organisation which accommodates the needs of pupils with opportunities for a mixture of class, group and individual work to take place.</p> <p>Each teacher's planning will take account of ability and experiences of the class and is to include evidence of differentiation to ensure work is matched to the children's needs.</p> <p>Staff to take account in their planning of equal opportunities</p> <p>Weekly Staff meetings involving teaching staff</p> <p>Whole school curriculum planning is based upon SIAS Teachers' Handbook.</p>	<p>Pupils with special needs will be monitored by the class teacher, SENCO, nursery and general classroom assistants, who will all contribute towards reports on these pupils</p> <p>Review the progress in National Curriculum subjects of all children. Monitor and evaluate more frequently those on Special Educational Needs register</p> <p>SENCO teacher to look at planning for evidence of differentiation and how work is to be made culturally accessible to all pupils</p> <p>A record of all meetings will be kept.</p>

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AIM	PRACTICE	PERFORMANCE EVALUATION
Teaching + Support Arrangements	<i>who what we will do when</i>	<i>we can count / check</i>
<p>To offer a whole school approach gives an individual child the best opportunities for learning. Their specific needs and learning strategies can be identified and put into practice by all staff.</p> <p>This is especially important if a child is presenting emotional or behavioural difficulties.</p>	<p>Head teacher and SENCO to advise non-teaching staff about children on register and provision map, if it is seen as advantageous to the child.</p> <p>Monitoring individual children's planned meetings in which strategies for meeting needs of individuals are discussed and how they can be best put into action by relevant teaching and non-teaching staff.</p>	<p>Termly Pupil Progress meetings –all staff</p> <p>Notes of specific arrangements transferred to class teachers' diary on individual pupils.</p> <p>IEPs (Individual Education Plans) where necessary and Personal Support Plans.</p> <p>Termly Reading and Spelling tests to identify progress made by all children and identifying causes for concern.</p> <p>Self and peer assessment</p> <p>Work sampling</p> <p>Shared success criteria</p> <p>Inclusion Register with Assessment QCA tests at Y3, 4, 5.</p> <p>SATs results at KS1 and KS2.</p> <p>Baseline assessments.</p> <p>Educational Psychologist involvement.</p> <p>Teacher assessment</p> <p>Target setting and monitoring</p> <p>Target setting process with termly adjustments.</p> <p>Teaching progress.</p>

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AIM	PRACTICE	PERFORMANCE EVALUATION
Integration Arrangements	<i>who what we will do when</i>	<i>we can count / check</i>
<p>At Breachwood Green School we are committed to promoting the highest possible levels of achievement for all members of our school community; to valuing all learners equally and to developing within our children an enthusiasm for learning</p>	<p>Class teachers' plans will include evidence of differentiation to enable all pupils to achieve a learning objective, which is closely matched to the child's needs.</p> <p>Subject co-ordinators and class teachers to attend courses and offer advice and support to colleagues so that the highest standards are consistently achieved throughout the school.</p>	<p>On a termly basis the Head teacher will review all teachers' plans and offer guidance where necessary.</p> <p>The Head and SENCO will make observations focusing on differentiation/IEP targets and inclusion, thereby ensuring the highest possible level of achievement.</p> <p>By differentiated work Special Needs support is given to able children as well as children with other needs.</p>
<p>We believe children should be aware of and achieve their potential - socially, emotionally and academically.</p> <p>We aim for our children to leave this school literate and numerate, with a love of books and a positive perception of themselves as learners.</p>	<p>It is the responsibility of each class teacher to ensure that children have access to learning opportunities in the classroom.</p> <p>If a child is experiencing difficulties then the teacher must monitor and if necessary add them to the class provision map along with the specific provision for that child.</p>	<p>The SENCO will keep a record of all children on the provision maps and consult with Teachers in staff meetings as the need arises. The SENCO will also monitor the success of the support and its appropriateness for individual children. She will discuss results with class teachers and Head teacher in order to action the next stage of support.</p> <p>The Provision Map will identify the needs of the children, what is being put in place, by who and how often, This is a working document and should be continuously updated depending on the changing needs of the children.</p> <p>The Inclusion register will be updated regularly by the SENCO to ensure it gives a true picture of the additional needs within the school</p>

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AIM	PRACTICE	PERFORMANCE EVALUATION
Integration Arrangements	<i>who what we will do when</i>	<i>we can count / check</i>
<p>We aim to encourage children to develop independent learning skills and to promote self esteem through success in a positive learning environment.</p>	<p>It is the responsibility of all teachers to create a positive learning environment in their classroom, with everyday resources clearly labelled and accessible to the children and displays which engage the children and stimulate discussion.</p> <p>Afl strategies employed throughout the school</p> <p>P4C delivered in every classroom.</p> <p>Big Writing, Big Talking (VCOP)</p> <p>Encourage all children to represent school in sporting activities. PSHE to include Sex and Relationships education and circle time.</p> <p>Engage children in forming whole school and class policies on appropriate behaviour.</p> <p>Fully involve children in giving and earning Merit Stickers in their Award Books.</p> <p>Involve children fully in weekly ‘sharing ‘ assemblies</p> <p>School Council to encourage pupil involvement in the organisation of the school and in creating a positive learning environment.</p> <p>Encourage children to write self assessments at the end of each term and to write comments on annual Record of Achievement, Provision Maps or Reviews for EHCP’s</p>	<p>The Head teacher who will liaise with SENCO and staff on an informal basis will make classroom observations to assess the levels of independence displayed by the pupils. She will also offer guidance to Staff .</p> <p>Peer and self-evaluation</p>

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AIM	PRACTICE	PERFORMANCE EVALUATION
Integration Arrangements	<i>who what we will do when</i>	<i>we can count / check</i>
<p>As a staff we aim to work in a collaborative way to ensure the development of our strengths and of a curriculum which is broad, balanced and relevant, with clear progression and continuity, and focused on clear learning objectives.</p>	<p>Each year Staff to work collaboratively and informally on whole school planning and be involved with School improvement plan.</p> <p>The 2014 National Curriculum will be followed. A two-year rolling programme will be used for each class, each term.</p>	<p>Each term Headteacher will consult on the plans submitted.</p> <p>Co-ordinators will give any advice necessary to ensure progression and continuity.</p>
<p>We aim to work in partnership with parents in the education of their children and encourage their involvement and support.</p>	<p>Class teachers will use parent consultation meetings to learn about the child from the parents and discuss pupils' progress and offer advice on how the children may be helped at home.</p> <p>If a child is on the Class Provision Map, this will be discussed at Parents Consultations, or if more time is needed, at a time that is mutually agreeable to all parties.</p> <p>The School will always welcome parents and appointments can be made if they have any concerns. These will be dealt with as soon as possible.</p> <p>Any complaints about School's Special Educational Needs provision should be initially referred to Headteacher then, if thought necessary, to the Governing Body. Action will be taken in accordance with the School's complaints procedure policy.</p>	<p>Parents and, if appropriate , the pupil, will be consulted and, in consultation with the SENCO the adjustments, interventions and support discussed.</p> <p>The Headteacher will keep a record of all parents who attend consultation meetings and will ensure absent parents are contacted and invited in at another time.</p> <p>The SENCO will consult with class teacher about reviews/Provision Maps and any parental comments. Parents will be encouraged to comment on targets and to have an on-going dialogue with the class teacher.</p> <p>The SENCO and Headteacher will ensure parents are informed of any meetings they need to attend if their child is undergoing formal assessment or if they already have a Statement.</p>

Policy Further Action

AIM	PRACTICE	PERFORMANCE EVALUATION
	<i>who what we will do when</i>	<i>we can count / check</i>
Evaluation of Pupil involvement	<p>Self assessments to be carried out termly</p> <p>Pupil Voice, AfL, Talk Partners, School council.</p> <p>Pre-planning used in Foundation subjects every half term</p>	Monitor to evaluate current practice, preferred learning styles and to develop a way forward through discussion at staff meetings

Identification Assessment and Review

PRINCIPLES	PRACTICE	MONITORING
<i>We intend</i>	<i>We will do Who What When</i>	<i>We can count / check</i>
To develop shared and negotiated methods of assessment responding to individual pupils' progress and needs over time	This will involve a review of assessment procedures as well as consideration how the Special Educational Needs audit can be used as the starting point in gathering information. working within the Code of Practice.	<p>Inclusion Register with Assessment.</p> <p>Provision Maps Kept centrally, along with data to ensure a clear picture of SEN is available.</p>
<p>To handle all the documentation in regard to EHCP's their implementation and review</p> <p>To liaise with the non teaching staff of the School to support children's learning where appropriate</p>	<p>SENCO liaises with Head teacher and non-teaching staff where appropriate. Parents involved and consulted as appropriate.</p> <p>SEN Support</p> <p>In identifying a child with SEN the class teacher will carry out a clear analysis of the pupil's needs.</p> <p>The teacher and SENCO will agree in consultation with parents</p>	

PRINCIPLES	PRACTICE	MONITORING
<p>To collect and disseminate information about pupils that will aid differentiation</p> <p>To help class teachers to assess children's needs and monitor pupil progress.</p>	<p>and pupil the adjustments, interventions and support to be put in place, the expected impact on progress along with a clear date for review.</p> <p>The school will involve specialists where a pupil continues to make less than expected progress. Parents will be involved in all decisions involving specialists.</p> <p>Education, Health and Care Plan</p> <p>Where, despite school having taken relevant and purposeful action the pupil is not making expected progress then the school or parents will consider requesting an Education, Care and Health Plan.</p> <p>If a pupil has an EHCP The SENCO will submit a review report to Hertfordshire Local Authority /Luton Authority. The SENCO will seek written advice from parents and anyone else deemed appropriate by the Headteacher .</p> <p>The SENCO will convene a meeting prior to producing the report and invite all relevant parties.</p> <p>The School will relate as closely as possible, annual curriculum reports and the annual review of the statement.</p> <p><u>Transfer</u></p> <p>The school will work closely with new school and a transition programme will be devised. A child receiving any level of special needs support will have all documents concerning school's interventions transferred to the receiving school</p>	<p>Discussions at regular staff meetings.</p> <p>School to contact all agencies involved with the review to establish the best way forward for each child.</p>

Resources

PRINCIPLES	PRACTICE	MONITORING
<i>We intend</i>	<i>We will do Who What When</i>	<i>We can count / check</i>
a) To allocate Special Educational Needs funds as part of the School's budgetary process. These are approved by the Governing body.	The school is ensuring that numbers in Key Stage 1 classes remain below the statutory 30 so that all children have the best possible start and that SEN can be identified as early as possible. Baseline Assessment using the continual Foundation Stage Profile Assessment is used to monitor ability at this stage. A part-time Nursery Nurse is attached to the Foundation Stage / Year 1 class and a General Classroom Assistant is assigned to each of the other classes.	
b) To make the best use of resources by flexibility in the School organisation to meet individual needs. c) the appropriateness of the curriculum and responsiveness of teaching. d) the resourceful deployment of human and material resources e) To help all staff to develop awareness and skills needed to meet the needs of pupils with Special Educational Needs.	Staff resources available include a selection of books, IT resources and materials that Staff can use to help them differentiate work across the curriculum Further specialist equipment can be borrowed as needed from School's own resources or from specialist resource centres including Woolgrove School and the Dyslexia Centre; Leys SPLD, Stevenage, Applecroft, The Grange, Letchworth	Accounts for spending on resources and lists of purchases will be presented to the finance committee of the Governing body. A report of the budget will be presented to a meeting of the Governing Body Discuss with staff their needs in order to gain confidence to meet pupils' needs in the classroom
f) help staff to recognise that educational needs can be met through a variety of grouping and teacher arrangements and encourage Staff to develop a range of teacher strategies. g) help the School community ensure equality of opportunity in terms of access to a broad, balanced and relevant differentiated curriculum which is the entitlement of all pupils.	Pupil Resources A selection of test books and IT resources used in various subjects areas and some general reference books. A supply of various grip pencils, sloping desktop, special posture cushions, easy-grip scissors, stationery etc. that pupils may use or borrow. Learning Support will be provided through INSET opportunities and staff meetings.	Evaluation of INSET opportunities and keep a record of staff meetings and outcomes.

Implementing and Evaluating the Policy

Aspects of the Policy	Performance evaluation	How and when Evidence will be Gathered	How will Evidence be Collated / Reported to Governors
Curriculum	The number of different ways for pupils to achieve success through class planning.	Teacher's plans will be monitored and the variety of possible achievements noted e.g. written work, books read, presentations, drawings, things made.....	Brief written report on the variety of areas in which achievements are recorded.
Resources	Number of Special Educational Needs in-service opportunities made available to staff each term.	Running record of in-service arrangements and staff who attended.	Review of this record to Governing Body.
The appropriateness of the policy in the light of any new national, local or school initiatives.	The manageability of the day-to-day management of the policy.	On a three-year basis, the review of the policy will be the subject of a Staff meeting, in accordance with the School Development Policy.	Evidence collected at the two-yearly meeting will be collated by the SENCO and Headteacher and presented to the Governing body.

Identification, Assessment and Review	The effectiveness of Provision Maps in meeting children's needs	<p>Once a term the SENCO will arrange meetings with each class teacher to discuss Provision Maps and children that need monitoring.</p> <p>Inclusion register with assessment monitored half termly</p>	<p>A record of all children on the Provision Map, with an EHCP or needing monitoring will be kept by the SENCO</p> <p>Figures from this data will be presented to the Governor responsible for Special Educational Needs to present to the whole Governing Body annually.</p>
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Aspects of the Policy	Performance evaluation	How and when Evidence will be Gathered	How will Evidence be Collated / Reported to Governors
The role of the Classroom / TA / Nursery Assistant	To provide evidence that an identified child has made progress with their specific need	On a daily basis the class teacher will liaise with the Classroom / Nursery Assistant supporting their children . Objectives will be discussed and the work evaluated.	Class teachers will meet with the SENCO and present evidence from the assessments they have made. The outcome and consequent special provision will be discussed with the Governor responsible for Special Educational Needs who will disseminate information to the Governing Body.
Type of provision made available to children with Special Educational Needs	The appropriateness of where the child has been placed on the Code of Practice.	At termly meetings between the SENCO and the class teacher discussion will take place with regard to whether the child's needs are being met or whether advice from outside agencies must be sought.	The nature / type of provision being made will be monitored by the SENCO and reported to the Headteacher regularly. The information will then be passed to the Governor with responsibility for Special Educational Needs.

Identification, Assessment and Review

Policy Action for Governors

The School's SEN Policy will be presented to the Governing Body.	The Governor responsible for SEN will liaise with SENCO and the Headteacher to review policy and will receive information. It will be the responsibility of the SEN governor to disseminate information to the governing body.	The SEN governors Mr Starkey and Mrs Ross, will meet and liaise with SENCO to examine provision. They will be invited to staff meetings where SEN issues are discussed.
The Finance Committee will meet to assess budget allocations with reference to SEN staffing and resources as part of the annual budget review		Monitoring budget statements

Resources for Governors

PRINCIPLES	PRACTICE (Teachers lead)	PERFORMANCE EVALUATION
<i>We intend</i>	<i>We will do -- Who What When</i>	<i>We can count / check</i>
To provide opportunities for all staff to develop their ability to meet pupils' individual needs	SENCO and Headteacher will provide a programme of INSET opportunities each term	The number of Special Educational Needs in-service opportunities made available to the staff each term.

11.3 Partnership with Parents for Governors

- a) Information and access
- b) Arrangements to foster partnership
- c) Enquiries and complaints

PRINCIPLES	PRACTICE (Teachers lead)	PERFORMANCE EVALUATION
<i>We intend</i>	<i>We will do -- Who What When</i>	<i>We can count / check</i>
To encourage parents of pupils with Special Educational Needs to be active participants in the education of their children	Class teacher discuss children on Provision Maps at Parent Consultations. If more time is required, a meeting that is mutually suitable for all parties will be arranged.	Number of parents of pupils with Special Educational Needs attending consultation evenings.