



Hove Park School
Special Educational Needs and Disabilities (SEND) Policy

Date Ratified:	Frequency of Monitoring Report:	Frequency of Review:	Next Review Date:
	Annually	Annually	Spring 2017
Governor Link:	Staff Link:	Governing Committee:	
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Introduction

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs (SEN) and disabled children and young people.

The policy refers to the Children and Families Act (2014) and associated regulations. The associated regulations are:

- The Special Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

Definition of Special Educational Needs and Disabilities

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

Under the new Code of Practice (2014), these needs are categorised in four key areas that may create barriers to learning:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical Needs**

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Aims and Objectives of Provision at Hove Park School

At Hove Park, we believe that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to adulthood, whether that is employment, training or further and higher education.

Our aim at Hove Park is to ensure that these things happen. In order to achieve this aim, we will:

- Use our best endeavours to ensure that a child with SEN receives the support they need
- Ensure that students with SEN engage in activities alongside those students who do not have SEN
- Designate a suitably qualified teachers to be responsible for coordinating SEN provision (the Assistant Head/Executive SENCO and Assistant SENCOs)
- Inform parents/carers when special educational provision is being made for a student
- Produce an annual SEN information report which is presented to Governors and published on the school's website.

Identification, Assessment and Provision

At Hove Park, we recognise the importance of early identification of SEN. Early interventions and response improves the long-term outcomes for students.

Early Identification

Every student's skills and attainment will be assessed on entry to Hove Park. At the same time, we will consider whether a young person has a disability under the Equality Act (2010) and, if so, what reasonable adjustments may need to be made.

The needs of students are evaluated through a range of indicators:

- The outcomes from baseline assessments
- Subject teachers making regular assessment of all students and identifying those who are making less than expected progress. The first response to any student who falls into this category should be highly targeted teaching at the area of weakness by the subject teachers. Following this, if there is no improvement, the subject teacher, in conjunction with the Executive SENCO or Assistant SENCO, should gather further evidence (including the views of the student and parents).
- Concerns raised by parents, the young person and outside agencies and to take account of any information they provide
- Standardised screening and assessment tools
- Behaviour Data/Attendance Data
- Students raised as a concern at Hove Park's Student Welfare Panels.

Persistent disruptive or withdrawn behaviour do not necessarily mean that a young person has SEN. If there are concerns, assessment should be used to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances are affecting a student's behaviour in school, a multi-agency approach, such as a CAF or TAF may be appropriate.

Once the appropriate assessments have taken place, a decision will be made on whether a student has SEN, based on the SEN Support Frameworks (see attached appendices), in one or more of the 4 broad 'areas of need.' Communication and Interaction (**Appendix 1**), Cognition and Learning (**Appendix 2**), Social, Emotional and Mental Health Difficulties (**Appendix 3**) or, Sensory or Physical Needs (**Appendix 4**).

SEND Provision at Hove Park

Subject teachers are responsible and accountable for the progress and development of students within their classes, including where students access support from teaching assistants and/or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching will include teachers' understanding of strategies to support vulnerable students.

In deciding whether a student has SEND, information will be gathered on pupil progress (alongside national and expected progress levels), parents and/or carers, teachers and the student.

Any decision on whether SEN provision is required starts with gathering information on the desired outcomes, including progress and attainment. This will include the views of the student and the parents/carers. This will then determine the support that is needed.

If any withdrawal (1:1 or small group) support is to be provided, parent/carers will be informed and a clear date for reviewing progress is set. Parents/Carers will be provided with a copy of their child’s provision map which outlines the targets set and progress towards these.

At any point where a specialist is involved, parents/carers will be fully involved in the process.

Provision at Hove Park is provided by specialist teams who work within the four defined categories:

Area of Need	Cognition and Learning Team	Communication & Interaction Team	Social, Emotional and Mental Health Team	Sensory/Physical Team
Team Leader & role	Asst. Head/ Executive SENCO	Asst. SENCO Head of Phoenix Centre (Special Facility)	Asst. SENCO Lead for Short Stay School & Hub provision	Asst. SENCO for cognition and learning
Type of Learning need within this category	Moderate (General) Learning difficulties Specific Learning Difficulties – Dyslexia, Dyspraxia, Dyscalculia	Autism Spectrum Condition Speech, Language and Communication Needs	Social Interaction Emotional Issues Self-Harm Behaviour as a result of environmental factors	Hearing/Visual Impairment Physical Difficulty

Provision within these four categories is mirrored on both Valley and Nevill school sites.

Provision Mapping and One Page Pupil Profiles

Provision Maps are used to track the progress of students where an SEN withdrawal intervention is taking place.

Provision Maps will be used in the review part of the graduated approach to support, the continuation or changing of any SEN support being given.

If a child or young person is identified as having SEND, Information sharing with staff takes the form of One Page Pupil Profiles. These provide information and advice to teachers on a young person’s learning needs and are written from the young person’s perspective. For more information on how these are now beginning to be used widely in schools nationally, follow this link:

<http://www.helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profiles-education/>

Admissions

The Local Authority has overall responsibility for school admissions and all applications should be made through them. However, we welcome visits from any parents or carers thinking about applying for their child to attend Hove Park School.

Access

The school has limited wheelchair accessibility. Although there are some facilities for enabling children with disabilities to reach the first floor, the school may be able to make special arrangement in order to include children with physical disabilities.

Under the SEN & Disability Act, the school has produced an Accessibility policy which has been adopted by the Governing Body.

Special Facility (The Phoenix Centre)

The school has a Special Facility (The Phoenix Centre), which caters for students who have a Statement of SEN or an Education and Health Care Plan (EHCP) for Speech, Language and Communication Needs (SLCN) or Autistic Spectrum Condition (ASC). The Local Authority currently commissions a total of 13 places for students across years 7-11.

All students allocated to The Phoenix Centre (via the SEN Panel at the Local Authority) are considered as full members of the Hove Park School community. They attend mainstream lessons and receive the same broad and balanced curriculum as their peers. However, they additionally receive a high level of support (in class or via withdrawal from lessons) to enable them to access the curriculum.

The Phoenix Centre has a base on both campuses and the team supporting Phoenix Centre students are part of the Communication and Interaction Team. They use their expertise to additionally support students who do not have a Phoenix Centre placement but who do have a SLCN or ASC diagnosis.

Resources

The overall level of funding (the Notional Budget) for SEN is delegated to the school by the Local Authority and is identified in the school budget statement. The amount given is not ring-fenced.

The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Head Teacher and the Executive SENCO.

The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the Executive SENCO are met from the main school budget, not the notional budget.

The Executive SENCO has the key responsibility for determining the allocation of these resources in consultation with the other members of the senior team and the rest of the staff.

Role of the Governing Body

The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND. The Governors and Head teacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities.

The duties of the Governing Body are set out in **Appendix 5**.

Roles and Responsibilities

The Head Teacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the Executive SENCO/Assistant SENCOs, who keep the Governing body fully informed, through the line management system.

The responsibilities of the Executive SENCO and Assistant SENCO are set out in **Appendix 6**.

All teachers are teachers of students with SEN and they have a key role in ensuring that students' needs are identified and met. They are responsible for the progress, development and attainment of all SEND students in their classes, including where students access support from teaching assistants or any other specialist staff. The responsibilities of the class teacher are set out in **Appendix 7**.

Teaching Assistants are a valuable part of the support for students with SEND. The Executive SENCO maintains overall responsibility for all teaching assistants. The role of the teaching assistant is set out in **Appendix 8**.

Parental Concerns regarding SEN

If any parent/carer has concerns, or wishes to make a complaint regarding their child's special educational needs, these procedures should be followed:

- Raise initial concerns with the subject teacher/form tutor. Usually, any problem can be dealt with at this stage.
- Arrange a meeting with the Year Team
- Arrange a meeting with the Executive or Assistant SENCO. If conflicts cannot be resolved, the Head teacher should be involved.
- Arrange a meeting with the Special Educational Needs Link Governor
- Arrange a meeting with a sub-committee of Governors
- Full Governors' meeting

If there are still unresolved issues, contact may be made with the Local Authority.

At any point, the parent may wish to contact AMAZE, Brighton and Hove's SEN parent partnership organisation for advice.

SEN In-Service Training for Staff

All staff in the school will be provided with general or specific training on meeting the needs of SEND students within their classrooms. The Executive SENCO is aware of all relevant training courses relating to SEND. All staff have access to this information and the Executive and Assistant SENCOs will advise accordingly.

Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

All staff have access to training, including teaching assistants. Whole school training on SEND will include teaching assistants.

Occasionally, specialised training will be necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student. Much of this training will be delivered in school, by specialist services working with particular students, e.g., Educational Psychology Service, Sensory Needs Service, Language and Literacy Support Services, Autistic Spectrum Condition Support Service.

There is an expectation that staff who receive training will disseminate their knowledge to the others in their teams, to benefit all working in SEND.

Involving Parents/Carers

Hove Park School will ensure that all parents and carers are fully informed of any SEND their son or daughter may have.

Partnership with parents and carers plays a key role in promoting a culture of cooperation between parents/carers and school. This is important in enabling students and young people with SEND to achieve their potential.

Parents and Carers hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a student's needs. We actively seek to work with parents and value the contribution they make. All parents and carers of students with SEN are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Be informed by the school of their child's placement within the SEN Framework.
- Have the opportunity to make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about SEN provision.
- Alert the school to any concerns they have about their child's learning or provision
- Fulfil their obligations under the home/school agreements, which set out expectations of both sides. This will usually be done through: Parent consultations (informal and formal); Provision Map Reviews and Annual Statement or EHCP reviews. To help in this, the Local Authority recommends the local SEND parent partnership service, AMAZE.

Student Participation/Student Voice

All students should be involved in making decisions about their education, where possible and appropriate. As part of the student's SEND provision, the school will ensure that they listen to the views of the student where at all possible and appropriate.

For students with SEND, we aim to involve the student in understanding his or her difficulties and what is needed to remove barriers to learning, caused by them. We also encourage students with SEN to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

All students with SEND are given the opportunity to contribute to their termly reviews. Communication aids such as video or voice recordings may be used if necessary.

Links with External Agencies

The school has positive links with many outside agencies which support the learning and development of the students in our care.

Evaluating the Success of the Policy

This policy will be reviewed on an annual basis. The process of the review will involve the Executive SENCO, the SEND Link Governor and the Head teacher. Review of the policy will take into account:

- The progress made by students with SEND at the school
- The success of the school at including students with SEND
- Any recommendations from Ofsted or the Local Authority about improving practice

- Any factual changes, such as names of personnel.

SEN Support Framework 2016-17 (Cognition and Learning) Appendix 1

		Indicators						Possible Pupil Support	Staff Involved
4	Statement or Education Health and Care Plan							<ul style="list-style-type: none"> As detailed in the statement or EHCP Any of the interventions below 	<ul style="list-style-type: none"> Asst.SENCO/Exec.SENCO TA/INA Class teachers Educational Psychologist Specialist AMBDA teacher
	Read comp	WRAT	Visual memory	Auditory memory	Spelling score	Working memory	Numeracy		
3	Standardised Score of ≤ 75						5+ sublevels below nationally expected	<ul style="list-style-type: none"> Withdrawal intervention One Page Pupil Profile Provision Map In class support Possible request for Statutory Assessment 	<ul style="list-style-type: none"> Asst.SENCO/Exec.SENCO Key Stage Intervention Coordinators TAs Class teachers Educational Psychologist Specialist AMBDA teacher
2	Standardised Score of 75-84						Up to 4 sublevels below nationally expected	<ul style="list-style-type: none"> Withdrawal intervention One Page Pupil Profile Provision Map In class support Access Arrangements 	<ul style="list-style-type: none"> Asst.SENCO Key Stage Intervention Coordinators TAs Class teachers Specialist AMBDA teacher Literacy Coaches Educational Psychologist
1	Standardised Score of 85+						Up to 3 sublevels below nationally expected	<ul style="list-style-type: none"> Intervention during tutor time Provision Map Support from class teachers 	<ul style="list-style-type: none"> Key Stage Intervention Coordinators TAs Class teachers Tutors Head of Year Assistant Head of Year

SEN support Framework 2016-17 (Communication and Interaction) Appendix 2

Level	Possible Indicators		Possible Pupil Support	Staff Involved
4	Statement or Education Health and Care Plan		<ul style="list-style-type: none"> As detailed in the statement or EHCP 	<ul style="list-style-type: none"> Asst.SENCO/ Exec. SENCO TA/INA Class teachers
	SLCN	ASC		
3	<ul style="list-style-type: none"> Cannot recall more than 4 unrelated items, in the correct order, in a verbal memory task Cannot understand spatial concepts (such as above, below) Cannot understand time concepts (such as today, yesterday) Cannot use pronouns (such as their) Moderate word finding difficulties 	<ul style="list-style-type: none"> Has a diagnosis of ASC or PDD/PDA Has difficulty functioning independently in the classroom Has difficulty in following instruction in a whole class situation Social interactions are often inappropriate Misjudges social situations Levels of anxiety may result in extreme behaviours 	<ul style="list-style-type: none"> Withdrawal intervention School Based Support Plan One Page Pupil Profile Provision Map In class support Social skills group Vocab group SALT programme, delivered directly by SALT or TA Possible request for Statutory Assessment 	<ul style="list-style-type: none"> Asst.SENCO/ Exec. SENCO Phoenix Centre ASCSS Key Stage Intervention Coordinators TAs Class teachers Educational Psychologist
2	<ul style="list-style-type: none"> Some difficulties with social inference, which impairs the ability to form and maintain social relationships Cannot recall more than 5 unrelated items, in the correct order, in a verbal memory task Cannot, or does not, a two-part instruction Mild word finding difficulties 	<ul style="list-style-type: none"> Diagnosis of ASC or PDD/PDA Difficulties with social interaction, communication and understanding which affect behaviour May be socially vulnerable or withdrawn May exhibit inflexibility or focus on own choice of activity Finds changes in routine difficult Struggles to follow instruction in a whole class situation 	<ul style="list-style-type: none"> Withdrawal intervention School Based Support Plan One Page Pupil Profile Provision Map In class support Access Arrangements Social skills group Vocab group SALT programme, delivered by TA 	<ul style="list-style-type: none"> Asst.SENCO Phoenix Centre ASCSS Key Stage Intervention Coordinators TAs Class teachers SALT
1	<ul style="list-style-type: none"> Some difficulties with social inference Cannot recall more than 6 unrelated items, in the correct order, in a verbal memory task Minor difficulties with social inference 	<ul style="list-style-type: none"> Generally copes in well-structured lessons and follows teacher instructions Difficulties in the area of social relationships Struggles working as part of a group in some contexts May not have a diagnosis of ASD or PDD/PDA 	<ul style="list-style-type: none"> Support from class teachers using quality first teaching. TA support to support understanding, when available. 	<ul style="list-style-type: none"> TAs Class teachers Class teachers Tutors Head of Year Assistant Head of Year

SEN Support Framework 2016-17 (Social Emotional and Mental Health) Appendix 3

Levels	Possible Indicators	Possible Pupil Support	Staff Involved
4	Statement or Education Health and Care Plan	<ul style="list-style-type: none"> As detailed in the Statement or EHCP One or more of the interventions detailed below 	<ul style="list-style-type: none"> Asst.SENCO/Exec. SENCO Early Help Coordinator CAMHS Social Care EOTAS EP SEMH team
3	CP plan LAC CiN CAMHS Tier 3 Persistent Absentee School refusal Off target in 5 or more subjects Internal truancy	<ul style="list-style-type: none"> Provision Map School Based Support Plan One Page Pupil Profile Attendance monitoring Offer of lunch club CAF/CiN plan/CP Plan/TAF Mentoring Social Skills Intervention Group Nurture Group SEMH Provision (SSS,21a,Hub) 	<ul style="list-style-type: none"> HoY/AHoY Asst.SENCO/Exec.SENCO EWO/SWO Early Help Coordinator TA CAMHS EP Social Care EOTAS SEMH team
2	LAC CiN CAMHS Tier 2 Persistent Absentee School refusal Bacc fail in 2 terms Off target in 5 or more subjects Internal truancy Persistent absence	<ul style="list-style-type: none"> Provision Map School Based Support Plan One Page Pupil Profile Attendance monitoring Offer of lunch club CAF/CiN/TAF plan Mentoring Social Skills Intervention Group Nurture Group Discussion at Student Welfare Panel 	<ul style="list-style-type: none"> Asst.SENCO HoY/AHoY EWO/SWO TA CAMHS EP Social Care Class Teachers SEMH team
1	Patterns of absence Disengagement with learning in more than one subject Off target in more than one subject LAC Lack of homework	<ul style="list-style-type: none"> Attendance monitoring Offer of lunch club PSP Positive report Attendance monitoring Achievement Support Plan Support from class teachers 	<ul style="list-style-type: none"> HoY AHoY EWO/SWO TA Class teachers Tutors Attendance Officer

SEN support Framework 2016-17 (Sensory and Physical) Appendix 4

Levels	Indicators			Possible Pupil Support	Staff Involved
4	Statement or Education Health and Care Plan			<ul style="list-style-type: none"> As detailed in the statement or EHCP One or more of the interventions detailed below 	<ul style="list-style-type: none"> Asst.SENCO/Exec.SENCO TA/INA Class teachers Educational Psychologist Sensory Needs team
	Visual	Hearing	Medical		
3	<ul style="list-style-type: none"> Vision is deteriorating Restricted visual field Distance vision 6/36 or worse Mobility is affected 	<ul style="list-style-type: none"> Associated difficulties with communication and language 	Significant adjustments to environment needed to enable access and/or 1:1 support throughout the day	<ul style="list-style-type: none"> One Page Pupil Profile School Based Support Plan Provision Map In class support Possible request for Statutory Assessment Others as indicated below 	<ul style="list-style-type: none"> Asst.SENCO/Exec.SENCO TAs Class teachers Educational Psychologist Sensory Needs team
2	<ul style="list-style-type: none"> Registered as partially sighted Distance vision worse than 6/18 Spatial and perception difficulties Coordination difficulties 	<ul style="list-style-type: none"> Moderate to profound hearing loss (possible use of hearing aids) 	Requires additional time or individual support to complete tasks or to enable access to areas of the curriculum, areas of the building.	<ul style="list-style-type: none"> Modified print size Resources made available electronically School Based Support Plan One Page Pupil Profile Provision Map In class support Access Arrangements Building modifications Audiological support equipment Other medical equipment 	<ul style="list-style-type: none"> Asst.SENCO Key Stage Intervention Coordinators TAs Class teachers Sensory Needs team Site team
1	<ul style="list-style-type: none"> Frustration with work Speed of reading and writing below average Visual difficulties that cannot be corrected by glasses Gets tired easily 	<ul style="list-style-type: none"> Mild hearing loss Difficulty with attention and/or concentration 	Requires reasonable adjustments to be made to several areas of school and/or curriculum Fatigue	<ul style="list-style-type: none"> Access Arrangements Support from class teachers 	<ul style="list-style-type: none"> Asst. SENCO TAs Tutors Head of Year Assistant Head of Year Sensory Needs team Class teachers

Appendix 5. Responsibilities of Governors regarding SEND

Governing bodies of maintained schools and proprietors of academies (including free schools) have legal duties under the Children and Families Act 2014 in relation to pupils with special educational needs and disabilities (SEND).

Duties under the Children and Families Act 2014

Section 6.4.1 of the Governance Handbook explains that, under the Children and Families Act 2014, Governors must:

- Use best endeavours in exercising their functions to ensure that the necessary special educational provision is made for any pupil who has special educational needs (SEN)
- Ensure that parents are notified by the school when special educational provision is being made for their child because it is considered that he or she has SEN
- Take account of the SEND Code of Practice when carrying out their duties towards all pupils with SEN
- Ensure the school produces and publishes online its school SEN information report
- Ensure the school has arrangements in place to support children with medical conditions
- Co-operate with the local authority (LA) in developing the local offer

Teaching and learning

- Ensure that there is a qualified teacher designated as the special educational needs co-ordinator (SENCO) for the school
- Make sure that the teachers in the school are aware of the importance of identifying pupils who have SEN and providing appropriate teaching
- Make sure that the responsible person (usually the headteacher) makes all staff who are likely to teach the pupil aware of the pupil's SEN
- Consult the LA and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area
- Ensure that pupils with SEN join in the everyday activities of the school together with children without SEN, as far as it is compatible with: their receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources

Admission

- Admit any child whose SEN statement or education, health and care (EHC) plan names the school

The School Admissions Code also explains that all children with a statement of SEN or EHC plan naming the school must be admitted.

Implementing an 'accessibility plan'

Governing bodies are also under a duty to make reasonable adjustments to avoid substantial disadvantages being experienced by pupils with disabilities.

Section 6.4.3 of the Governance Handbook explains that the school must draw up and implement an 'accessibility plan' for pupils with disabilities that aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of schools to enable pupils with disabilities to take better advantages of education, benefits, facilities and services provided, and
- Improve the availability of accessible information to pupils with disabilities

It adds that schools must also take into account the need to provide adequate resources to implement the plan, and must regularly review it.

The plan can be a stand-alone document or form part of another document (for example, the school development plan).

Appointing a SENCO

Section 6.4.5 of the handbook explains that governing bodies of mainstream schools must ensure that a member of staff who is a qualified teacher, is designated as the SENCO. The governing body should ensure that the SENCO's key responsibilities are outlined and monitor the effectiveness of the way the responsibilities are carried out.

Monitoring SEND provision

Maintained schools are also required to have regard to the SEND Code of Practice in fulfilling their duties. The code includes guidance on all aspects of providing for SEN in mainstream schools and special schools.

There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement

Reporting on SEND provision

Under the SEND Regulations 2014, the governing bodies of maintained schools must publish information about their SEN provision.

Appendix 6. Responsibilities of the SENCO (Executive SENCO/Assistant SENCO)

The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy and ensuring that the school adheres to the SEN Code of Practice (2014)
 - co-ordinating provision for children with SEN
 - liaising with the relevant Designated Teacher where a looked after pupil has SEN
 - advising on the graduated approach to providing SEN Support
 - advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - liaising with parents and carers of pupils with SEN
 - liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
 - being a key point of contact with external agencies, especially the local authority and its support services
 - liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
 - working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring a report detailing SEND provision and reviewing outcomes for SEN students, is presented to Governors annually
- ensuring that the school keeps the records of all pupils with SEN up to date

Appendix 7. Responsibilities of the Class Teacher

What teachers *must* do

Teachers are both responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress.

They are expected to contribute to the planning and termly review of progress for students with SEND, in conjunction with the SENCO, parent and student.

What teachers *should* do

The Code of Practice says that every teacher is a teacher of SEN. It says that *'class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils'*. Where concerns are identified, teachers should work with the special educational needs co-ordinator (SENCO) to assess whether the child has SEN.

Teachers should set clear progress targets for all pupils with SEN that focus on *'their potential to achieve at or above expectation'*. Schools must engage young people and parents in decisions about matters that relate to their/their child's SEN, including how those needs should be met. Class teachers, in consultation with the SENCO, may be asked to hold regular meetings with parents to discuss their child's progress towards agreed outcomes.

Support for teachers

The Code of Practice says that *'the quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff'*.¹ This means that performance management should address teachers' SEN-related training and development needs.

Teachers should have time within the working day to undertake training and continuing professional development (CPD). They should also have sufficient time to plan and prepare lessons for all pupils, including those pupils with SEN who may need additional or different support.

Teachers should have time to liaise with the support staff that work with particular pupils with SEN. This includes time to plan, prepare and assess the effectiveness and impact of the support provided.

Teachers should expect the SENCO to provide specialist advice and guidance on SEN-related matters, including the support that particular pupils with SEN will need.

The school should provide teachers with information about how it meets the needs of pupils and the provision to meet the needs of different groups of pupils, including those with SEN. This should include information about how additional provision can be accessed.

Appendix 8. Responsibilities of the Teaching Assistant

Teaching Assistants are responsible for offering support for students with SEND. They are expected to work collaboratively with teachers, the SENCO and outside agencies, to ensure students who have SEND are appropriately supported.

They will contribute to the development and delivery of the curriculum to support students with SEND and be effective members of the school community, contributing to all aspects of support within school to support and include students with SEND.

They are responsible for developing knowledge of a range of learning support needs and strategies of support to meet those needs and must participate in training to develop the range of skills required to support the full spectrum of students with SEND.

They must keep records and monitor the progress of students with SEND, using the procedures set out by the school.

They may be expected to communicate with parents and carers on the wellbeing and progress the SEND students they support.