

The Crescent Primary School Policy for Special Educational Needs

Designated SENCO and Inclusion Manager: Emily Fordham

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Key Role:

Responsible for managing the school's response for the provision made for children and young people with special educational needs. The SENCO is a member of the SLT team and is in the middle of the NASENCO course in 2017-2018.

This Policy was created by the school's inclusion team and staff, led by the SENCO. It has been checked and approved by SLT and the Governors of the school. It fully reflects the SEN code of Practice 2014 as well as our everyday practice. Please read in conjunction with the school's inclusion policy, behaviour policy and bullying policy.

Aims:

The Crescent Primary School values the abilities and achievements of all its pupils, and is committed to providing for each child the best possible environment for learning. We encourage children to be happy, confident, well-motivated and encourage a love of learning. We ensure that all children will be challenged and supported to achieve high standards through a fun and creative curriculum. We ensure that all children will enjoy equal access to opportunities to develop and learn together.

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, engaging and creative curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN. This policy describes the way we meet the needs of children who experience barriers to their learning, i.e. those who have special educational needs.

Fundamental Principles:

- A child with special educational needs should have their needs met.
- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with special needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum.

Objectives:

1. To work within the guidance provided by the SEND Code of Practice, 2014.
2. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
3. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
4. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
5. To provide full access to the curriculum through differentiated planning by class teachers.
6. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those children recorded as having SEN.
7. To ensure that children with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff

- and parents/carers.
8. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our local community.
 9. To enable children to move on from us, well equipped with basic life skills.
 10. To involve parents/carers as much as possible at every stage in planning to meet their child's additional needs.
 11. Wherever possible to involve the children themselves in planning and in any decision making that affects them.

Identifying Special Educational Needs at the Crescent Primary School:

At The Crescent Primary School, we recognise that children learn at different rates and that there are many factors affecting progress, including ability, emotional state, age and maturity. Many children, at some time in their school career may experience difficulties that affect their learning. These may be long or short term.

Special educational needs may relate to:

Communicating and interacting: for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning: for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties: for example, where children and young people have difficulty in managing their relationships with other people.

Sensory and/or physical needs: for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Special educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area. The school aims for early identification of special educational needs and this is done through effective induction on entry to the school, monitoring of achievement and teacher observation. It is the role of the teacher to inform the Special educational needs and disabilities coordinator (SENCO) of concerns regarding a child's learning and progress. There are many other reasons aside from SEN which could cause a child to not make adequate progress and these will be closely monitored and considered along with SEN. For example, attendance and punctuality / health and welfare / EAL / being in receipt of pupil premium / LAC / or a child of a serviceman / woman. The relevant support from the inclusion team / SLT / teaching staff will then be put into place and the correct support which is needed to develop the child's learning. If needed, the SENCO can then call on any external support which could be required.

Graduated approach to SEN Support:

At the Crescent primary school, we follow a graduated cycle to support the needs of children with SEN. At the first level, the class teacher will provide the children with quality first teaching which is monitored by SLT through book looks, observations and tracking data. All of the children's progress and attainment will be monitored by teaching staff alongside SLT through pupil progress meetings.

Following this, any children who are not making adequate progress over a period of time in comparison with their peers will be highlighted. This will be highlighted through data drops, assessment and pupil progress meetings. For the first instance they will be placed on the year groups provision maps to show the interventions which they are receiving to support their progress. Through vigorous interventions if they are still not making progress then through discussion with the

SENCO and the child's parents the decision may be made to place them on the SEN register at SEN support level. The child will then receive a pupil passport (PPs) with specific targets focusing on their area of weakness or need. These will be updated four times a year in line with our monitoring and assessment schedule. They will then receive additional adult support by the teacher and classroom teaching assistant to achieve their targets. The child's progress will then be closely monitored as part of an 'assess, plan, do, review' cycle.

If the expected progress is still not made the SENCO may take the decision to seek external support such as educational psychology, speech and language or occupational therapy. These external services will then conduct their own assessments and from this, may set the child a therapy plan with specific targets and supporting materials. Depending on the outcome of these assessments and a consultation meeting with the school, external agencies and parents, the decision may be made to apply for an Education and Health Care Plan to fully assess the needs of the child. If a child receives an EHCP they will be made an IEP alongside the SENCO showing their targets and how they will be met. For a breakdown of the "assess, plan, do, review" cycle please see below:

Assessment and Early Identification:

Pupils are only identified as having SEN if they do not make adequate progress having had a number of interventions/ adjustments and good quality personalised teaching. In the first instance this is the responsibility of the Class Teacher.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision.

The school's systems for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily as early as possible.

The school's system includes reference to information provided by:

- Baseline assessment results
- Teacher/TA observations
- Information from parents
- Information from previous settings (where this applies)
- Progress measured against the objectives in the Early Years Foundation Stage Curriculum and the National Curriculum
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors where appropriate
- Standardised screening and assessment tools, for example PIPs
- An existing Statement/ EHCP
- Assessments by a specialist service, such as educational psychology, identifying any additional needs.

Based on observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **SEN support** provision
3. Additional support through an EHCP.

Differentiated Curriculum Provision:

In order to make progress a child may only require differentiation in whole class planning. The differentiation may involve modifying learning objectives or the way these are met, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the

whole class planning frameworks and these will be recorded in the daily planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the SEN support level may need to be made.

SEN support:

This is characterised by interventions that are different from or additional to the normal differentiated curriculum. Furthermore, a sustained level of support includes the involvement of external services. Placement of a pupil at this level will be made by the SENCO after full consultation with parents at a review. External support services will advise on targets where appropriate and provide specialist inputs to the support process.

SEN support is provided to children who:

- Make little or no progress in specific areas of learning
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional difficulties which are not significantly affected by whole school behaviour management strategies and policy.
- Have sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Have communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Nature of Intervention:

The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ specialist equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

Pupil Passports:

Strategies for pupils' progress will be recorded on a pupil passport containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Support that can be given from home

The pupil passport will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The pupil passports will be written in child friendly language and will be sent home to the parent. The parent can ask to speak to the class teacher / SENCO if they would like further information or support.

Reviewing Pupil Passports:

Pupil passports will be reviewed four times a year. The school will send the passports home and teachers can meet with the parents in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

Referral for Statutory Assessment:

The school will request a **Statutory Assessment** from the LA when, despite an individualised programme of sustained intervention within SEN support, the child remains a significant cause for concern, or where a child arrives at the school with a clear and significant additional educational need. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The actions followed with respect to SEN support
- The pupil's passports
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- EYFS and/or N.C. levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Where appropriate, Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An Education Health Care Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can ordinarily offer, however, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC plan.

Education Health Care Plan:

A child who has an **Education Health Care Plan** (EHCP) will continue to have arrangements as for SEN support and additional support that is provided using the funds made available through the Plan.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the plan or to the funding arrangements for the child.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Or shorter term
- Established through parental/pupil consultation
- Set out in an PP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Criteria for Exiting the SEN Register:

Children are assessed to exit the SEN register when their attainment and progress is in line with expectations and has the capacity to continue. Also when children no longer meet the criteria in relation to Graduated Response (planning for inclusion for all pupils in Croydon). They could also come off the SEN register if they have a physical need which no longer affects their learning and so their progress is in line with expectations.

Supporting Pupils and Families:

The school has a duty to inform the child's parents that special educational provision is being made for the child because the child has SEN.

The Crescent Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to make progress and fulfil their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

Parents are supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- Have knowledge of their child's entitlement within the SEN framework
- 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 special educational provision
- Make contact with additional support services where appropriate e.g. Kids (Croydon Parent Partnership for SEN)

<https://www.kids.org.uk/croydon-sendiass>

SEND code of Practice 2014 Parent Support pack:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

Croydon Council's Local offer to parents:

<https://www.croydon.gov.uk/education/special-educational-needs>

Please also view our SEN Report on the School Website:

<http://www.thecrescentprimaryschool.co.uk/about-us/statutory-information/>

Our Parent's handbook for SEN:

<http://www.thecrescentprimaryschool.co.uk/about-us/inclusion-sen/what-is-sen/>

Also on our school website are our admissions criteria:

<http://www.thecrescentprimaryschool.co.uk/about-us/prospectus-and-admissions/>

Available on our school website are also some 'how to help sheets' for each year group:

<http://www.thecrescentprimaryschool.co.uk/about-us/inclusion-sen/how-to-help-your-child-at-home/>

Supporting children to access exam arrangements:

Pupils with specific needs may need additional arrangements to be put into place so that they can take part in KS2 tests. These will be to support the child and will include their normal classroom practice. Teachers will be aware of this leading up to the tests. It will not give the children an unfair advantage and will not change the children's answers but will support the children to be able to take

part. Children will be using KS2 practice materials leading up to the tests so that teachers will be aware of the support which is needed. This will include children:

- Who have difficulty reading
- Who have difficulty writing
- With a hearing impairment
- With a visual impairment
- Who use sign language
- Who have difficulty concentrating
- Who have processing difficulties
- Who have recently been injured

Teachers will be aware of any extra support they already put into place for children through the use of their Pupil Passports and their regular classroom practice. Teachers are aware that if there is a monitoring visit they will need to provide evidence for this extra provision. The teachers with support from the SENCO will apply for these access arrangements in advance through the use of the NCA tools and STA criteria.

The provision could include:

- Readers
- Prompters
- Rest breaks ensuring that the clock is stopped so the children receive the same amount of time as all other pupils
- Taking the test in another location
- Written or oral translations
- Apparatus in mathematics tests
- Early opening of test papers to modify e.g. photocopying onto larger or coloured paper
- Extra time
- Use of ICT / scribe to dictate the children's answers

This will be for children who have an EHCP or already have this as part of their everyday classroom practice or for children who have recently been injured. The head teacher will co-ordinate this with the SENCO once their application has been granted.

Transitions:

Every year in July we hold an inset day where all staff will have a chance to discuss the children in their class with the next teacher. They will talk through their Pupil Passports as the June ones will be carried over into the next year. The new class teachers will then be aware of the targets and provisions that are already in place to support the children. For children moving onto another school the class teacher / SENCO will send on any relevant information through the post / phone conversations. For children moving onto Secondary School, the SENCO will attend the transition event which the council puts on ensuring that they are passing on all relevant information to the next school. All children transitioning to a new place whether that is a school or class will have as much support as we can offer them. If they need to work with the new adults, need to use a transition box, social stories or individual timetables this can all be arranged. We understand that all children cope with change in a variety of ways and so we will ensure that the correct procedure for that child is put into place.

Supporting Pupils at School with Medical Conditions:

The Crescent Primary school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have a statement or an Education Health Care Plan which brings

together health and social care needs if their learning has been affected by their condition. This will be decided through regular assessments, education provision and ensuring that the SEND Code of Practice 2014 is followed. Please refer to our medicines policy for more information.

Bullying:

We recognise that pupils with SEN are vulnerable to bullying and the impact that bullying can have on their emotional health and wellbeing. All pupils are encouraged to report any incidents of bullying to an adult in the school. All teaching staff monitor the children's behaviour daily and through the use of our Place2be project managers running lunch time talk sessions small incidences could be resolved through specific groups talking together. We teach our children through values because we believe in developing a set of skills and attitudes that prepare our children for the modern day world. Our children are guided by a set of school values that were chosen by parents, teachers and governors. These represent 6 values that the whole school community chose to be central to the education of our children including responsibility, respect, determination, kindness, honesty and creativity. Many of these underpin the manner that we would expect all children to treat each other and so by following these values and really celebrating when they are followed we ensure that we respond quickly to any situations. The head teacher keeps a log of bullying incidences and through careful monitoring and regular reviews of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying. We encourage all parents, children and staff to speak up and talk to someone if they feel they are concerned about a person or situation.

Inclusion Team:

The Crescent Primary School has got an inclusion team who meet weekly. On the team we have a manager who oversees the meetings and decides on the provision which should be in place and supports SEN and LAC children within the school. We have 2 family support workers / language support / a safeguarding lead / nurture provision and our Place2be project managers. We work closely together with one member of this team being able to feedback to the senior leadership team. We meet to discuss specific cases and support each other to agree on the best way forward for the needs and provisions to be in place for all of the children including those with SEND. We aim to ensure that our school is as inclusive as we can possibly make it and so we also discuss various strategies to ensure this happens. In June 2016 we achieved the Inclusion Quality Mark and since then the team has gone from strength to strength. We support all staff and children to feel valued, included and to have their needs met and developed.

Accessibility:

Some children in our school may have disabilities. We are committed to meeting the needs of these children as we are to meeting the needs of all children. All reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children. The school is committed to providing an environment that allows disabled children and adults' full access to the premises and the curriculum. Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time for children to complete activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment. The SENCO will provide a range of resources for children who need them e.g. pencil grips / fiddle toys / chew toys / work stations / sand timers / writing slopes etc. All of our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school allow wheelchair access. We also have a lift to gain access to the upstairs of the school and two disabled toilets. At the time of writing The Crescent Primary school does not have any children with disabilities but staff understand their responsibilities for including all children as they join the school and any necessary training will be undertaken as any new need arises.

Communication and support:

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions to include the

SENCO if needed. All teaching staff have emails which are checked daily and will be responded to within a working day or the next day. Parents can contact staff through these emails and request a meeting or alternatively staff will be available straight after most school days. We also plan and implement days throughout the year where parents are welcomed to come in such as science week and book week. Throughout the year we organise and run class assemblies which parents are invited to see their child's work after, school trips where we welcome parental support, as well as reading sessions where you can read with your child in school. As a school we aim to support all parents and so if there is a language barrier we will work with our language support teacher or other agencies so that communication does not break down. All staff are encouraged to build productive, working relationships with parents and through the inclusion team and senior leadership team these are cherished and developed. If these initial attempts to resolve the issue in hand are unsuccessful parents will be encouraged to speak to the inclusion manager or the head teacher of the school. If this is still unsuccessful then we would advise parents to seek advice and support from the local parent SEN Information, Advice and Support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the Educational Psychologist. If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Croydon LA but operates independently. They can provide a quick and non-adversarial way of resolving disagreements. If concerns are still unresolved parents will be asked to make a formal complaint and will be directed to the School Complaints Procedures. Where the parental complaint is directly related to decisions around an EHCP assessment of needs or provision this will be managed directly by the Croydon SEN team. Parents will be contacted directly to receive information about the mediation services available.

Monitoring and evaluating SEN:

In evaluating the quality of the SEND provision we will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions as well as the views and feedback of parents and pupils. We even hired a local SEN officer for Croydon to complete an audit of our SEN provisions in September 2016. This evaluation cycle also fits into our monitoring cycle of teaching and learning provisions. Due to the SENCO being part of the inclusion team and the Senior leadership team we are able to co-ordinate and work very closely with all relevant parties to support the development of all children including those with SEND.

Training and Resources:

All our staff are encouraged to attend courses that will help them to acquire and develop the skills needed to work with children with SEN. Part of the SENCO's role is school-based In-service Training (INSET) to develop awareness of resources and practical teaching strategies needed when working with children with specific SEN. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. TAs' requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEN policy as part of their induction. The School's INSET needs will be included in the School Development Plan. Furthermore, the school's SENCO will attend the SENCO network meetings / cluster groups in order to keep up to date with local and national updates in SEND and will then feed these back to all staff at relevant points.

Links with other agencies, organisations and support services:

The school recognises the important contribution that external support services make in assisting in the identification, assessment and provision for children with SEN.

When it is appropriate, children will be referred to a specialist from one or more of the following support services:

- Educational Psychologists
- Medical Officers
- Speech and Language Therapists

- Physiotherapists
- Hearing Impairment services
- Visual Impairment services
- SEN Support Service (SENSS)
- Traveller Education

Additional services may be accessed as and when the need arises.

SEN Funding:

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation. The school leadership team through consultation with the Governing Body will decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school. The SENCO through meeting the needs of children with EHCPs will keep costed provision maps to ensure that these needs are being met accurately. The SENCO will order in any resources or specialist equipment which children may need to use to enhance their development and learning. The needs of pupils will be decided and discussed through regular, weekly inclusion meetings and then fed back into senior leadership meetings. The needs of these pupils will then be a huge consideration in how the funding is managed and spent.

Roles and Responsibilities:

The Governing body will:

- Appoint named Governors who work on a team that is responsible for SEN (Saera Haque, Sep 2015).
- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them and work with them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with special educational needs joins in the activities of the school so far as is reasonably practical and compatible for the child.
- Report to parents on the implementation of the school's policy for pupils with educational needs.
- Have regard to the SEND Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs.
- Ensure that parents are notified that SEN provision is being made for their child and why.

The Head Teacher:

The head teacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The head teacher keeps the governing body fully informed and also works closely with the school's SEN co-ordinator and inclusion team.

All teaching & non-teaching staff:

All teaching and non-teaching staff are involved in the development of the school's SEN policy and will be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

The class teacher:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide on the action required to assist the pupil to progress

- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop PPs for SEN pupils
- Working with SEN pupils on a daily basis to deliver the PP targets within differentiated planning
- Developing constructive relationships with parents
- Organising support staff to deliver high quality interventions to support the children's development

The SENCO (Special Educational Needs Co-ordinator)

The SENCO working closely with the head teacher, senior leadership and fellow teachers, are closely involved in the strategic development of the SEN policy and provision. The SENCO has responsibility for day-to day operation of the school's SEN policy and for pupil's with SEN. This may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers and support staff
- Overseeing the records/data of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

Member of staff responsible for meeting the medical needs of pupils: Emily Fordham

Member of staff responsible for managing PPG: Gary Heath

Member of staff responsible for managing LAC: Emily Fordham

Member of staff responsible for managing Safeguarding: Cheryl Purle

Storing and managing Information:

All information regarding children with SEN is stored and protected in accordance to the Data Protection Act 1988 and handled in line with the school's data protection policy. Documents are kept for appropriate length of time and destroyed securely when needed.

Physical security:

Appropriate building security measures are in place, such as alarms, window bars, deadlocks and computer hardware cable locks. Only authorised persons are allowed to access the online SEN files and the paper versions are locked in a room. Visitors to the school and school staff are required to sign in and out, to wear identification badges whilst in the school and are, where appropriate, accompanied.

Logical security:

Security software is installed on all computers containing personal data. Only authorised users are allowed access to the computer files and password changes are regularly undertaken. Computer files are backed up (i.e. security copies are taken) regularly.

Procedural security:

All staff will be trained in their Data Protection obligations and their knowledge updated as necessary. Computer printouts as well as source documents are shredded before disposal.

Reviewing the Policy:

In line with the SEND code of practice 2014 this policy will be reviewed and updated annually.

Date for SEN Policy review: September 2018

Appendix: Links with local and national services / organisations to support the implementation of the SEND policy.

<u>Service</u>	<u>Contact Details</u>
Croydon Educational Psychology Service	0208 241 5460 enquiries@octavopartnership.org
Croydon CAMHS	0203 228 0000 www.slam.nhs.uk
Occupational Therapy	0208 274 6854 / 6850
Children's Physiotherapy	0208 274 6853
Children's Speech and Language	0208 714 2594 www.croydonhealthservices.nhs.uk
Community Paediatricians	0208 274 6300
Peripatetic Hearing Impairment Service	0208 274 6866
Peripatetic Vision Impairment Service	0208 401 3478
Croydon Locality Early Help	earlyhelp@croydon.gov.uk
Primary / Secondary Fair Access Panel	0208 726 6162 fairaccess@croydon.gov.uk
Parents In Partnership	0208 663 5626 www.pipcroydon.com
SENDIAS (SEND support for parents / carers)	0203 131 3150 parentssupportherts@familylives.org.uk
Contact a Family	0207 608 8700 www.cafamily.org.uk
Council for Disabled Children	0207 843 1900 cdc@ncb.org.uk www.councilfordisabledchildren.org.uk
<u>Alternatively you can use these websites for more information:</u>	
https://www.croydon.gov.uk/education/special-educational-needs/senhealth/health-under18/sen-medicalservices	
http://www.octavopartnership.org/	
https://www.croydon.gov.uk/education/special-educational-needs	