

Benthal SEND POLICY



Review Date: Dec 24

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following documents and guidance:

- Equality Act 2010: Advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 January 2015
- Schools SEN Information Report regulations
- Statutory guidance on supporting pupils at school with medical conditions (September 14)
- The National Curriculum in England Key Stage 1 and 2 framework document September 2015
- Teachers Standards 2012

Related policies include

- Safeguarding policy 2023-24
- Accessibility plan 2023-24
- Admissions Policy 2022-23
- Well-Being policy 2023 - 24
- School SEND information Report 2023

This policy was written and co-produced by Benthall School Special Educational Needs and disabilities Coordinator (Sendco) in liaison with the SEND Governor, Senior Leadership Team (SLT), all staff, pupils and parents of pupils with SEND. The Sendco is responsible to the Head Teacher, Louise Drew. The Link Governor for SEND is Nicola Grant-Stevenson.

The Sendco at Benthall Primary school is Jill Joseph who is responsible for managing the provisions that we make for our pupils with Special Educational Needs and Disabilities (SEND)

The Sendco can be contacted via:

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AIMS:

Our aim at Benthall Primary School is for all pupils to have access to a broad and balanced curriculum. We aim to raise the aspirations and expectations for all pupils with SEND, focussing on outcomes not just provision. This policy aims to provide a clear framework within which the needs of pupils with SEND can be supported. It is based on the principal of providing each individual pupil with access to high quality teaching and opportunities which develop their skills and abilities and enable them to participate fully in all school activities and feel that they are a valued member of the wider community.

OBJECTIVES:

Our objectives are to:

- ✓ Identify early and meet the needs of pupils with Special Educational Needs
- ✓ Enable pupils with Special Educational Needs and Disabilities (SEND) to maximise their attainment and progress
- ✓ Secure working partnerships with the parent/carers and pupils with SEND
- ✓ Secure working partnerships with outside agencies to extend the provision for pupils with SEN
- ✓ Provide a Special Needs Co-ordinator who will work within the SEND policy and SEND Code of Practice: 2015
- ✓ Provide support, training and advice for all staff working with SEND pupils.

Admission Arrangements

No child will be refused admission to Benthal school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against any child with a disability and we will make all reasonable adjustments to provide effective educational provision (see Benthal Admissions policy)

DEFINITION OF SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND)

At Benthal we use the definition for SEND From the SEND code of practice (2015) which states:

SEN: A pupil has a special educational need if there is a learning, social, emotional, mental, physical or medical difficulty which requires special educational provision to be made.

More specifically, a pupil has a special educational need if:

- **There is a significantly greater difficulty in learning than the majority of pupils of the same age.**

Disability: Many pupils who have SEND may have a disability under the Equality Act (2010) that is:

- **A physical or mental impairment which has a long term and substantial effect on their ability to carry out normal day – to –day activities.**

Special educational provision means:

- **Educational or training provision that is addition to and different from that made generally for others of the same age in a mainstream setting in England.**

Special educational needs and provision can be considered as falling under four broad areas

- Communication and interaction –difficulty using language to express understanding, feelings or needs. Difficulty understanding verbal instructions or explanations. Difficulties with social interactions, communication and imagination, which has an impact on an ability to interact and relate to others.
- Cognition and learning – learning at a slower pace than their peers due to a wide range of needs from ‘Moderate learning difficulties’ (MLD) to pupils with ‘Profound and multiple learning difficulties’ (PMLD). Specific learning difficulties (SpLD) affects one or more aspects of learning such as Literacy and language (Dyslexia) mathematical understanding (Dyscalculia) and fine/gross motor skills (Dyspraxia).
- Social, Emotional and Mental health (SEMH) – Behaviour that is withdrawn, isolating, challenging, disruptive or disturbing. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other pupils may present with disorders such as attention deficit disorder (ADD) attention deficit hyperactive disorder (ADHD) or attachment disorder. A pupil’s behaviour will be acknowledged as an underlying response to an unmet need which we will endeavour to recognise and create an individualised person-centred plan to keep the pupil included in school. (see Wellbeing Policy)
- Sensory and/or physical needs – physical disability that prevents or hinders making use of the educational facilities generally provided. Visual impairment (VI), Hearing impairment (HI) or Sensory impairment (SI) which requires specialist provision or equipment.

The four areas give an overview of the range of needs that should be planned for. The purpose of identification is help decide what actions the school must take to ensure a pupil is fully included, not to label or fit the pupil into a category.

At Benthall we consider the needs of the whole child which may include other contributory factors other than the educational needs of the pupil.

What is not considered as SEND but may impact on progress and attainment:

- Disability (where reasonable adjustments lead to full access to provision and the curriculum)
- Attendance and Punctuality
- Health and Welfare
- English as an additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a 'Looked after Child' (LAC)
- Being a child of a serviceman/woman

A pupil must not be considered as having a special educational need solely because the language or form of language of the home is different from the language in which the pupil will be taught.

SPECIAL EDUCATIONAL PROVISION

Arrangements for co-ordinating educational provision for pupils with SEN

The SEND Co-ordinator is part of the Senior Management Team of the school, responsible for:

- ✓ Liaising with, supporting and advising Class Teachers, Learning Support Assistants, Teaching Assistants and other non-teaching staff
- ✓ Managing the Learning support assistants who work with pupils with EHCP's
- ✓ Coordinating provision for pupils with SEND and ensuring that pupils are identified early
- ✓ Maintaining the school's SEND register, overseeing records, Individual Education Plans (IEP's) and termly/ annual reviews
- ✓ Liaising with parents/carers of pupils with SEND and setting up profile/planning/professionals meetings and appointments with them
- ✓ Liaising with external agencies including the Education Psychology Service, other support agencies, Health and Social Services and voluntary organisations
- ✓ Liaising regularly with the Head Teacher to monitor SEND provision
- ✓ Tracking academic attainment and progress of pupils with SEND
- ✓ Monitoring attendance and punctuality of pupils with SEND
- ✓ Liaising twice a term with the SEND Link Governor to monitor SEND provision

IDENTIFICATION, ASSESSMENT & PROVISION FOR ALL PUPILS WITH SEND

Identification, assessment arrangements and review procedures

Benthal has adopted the recommendations of the SEND Code of Practice 0-25 (Jan 15) for the identification and assessment of SEND. The stages of assessment provide the framework within which pupil's needs are identified and assessed and outcomes agreed. Every member of staff at Benthal Primary has a responsibility towards every pupil with SEND. All pupils have their attainment and progress reviewed termly at Pupil progress meetings (PPM's) with the class teacher and a member of the Senior leadership team (SLT) this provides information which is used to inform next steps in provision. Where progress is less than expected, our first response is high quality targeted teaching by the teacher (wave 1). Where progress remains less than expected the teacher will discuss their concerns with the SENDCO – initially through the 'Sharing concerns' form and then in a Class team planning meeting. In deciding whether to make a special needs provision the teacher and SENDCO will consider all of the information gathered regarding the pupil's progress, alongside the views of the pupil, parents/carers. During this stage extra teaching or interventions may be put into place and the pupil's progress will be monitored half termly (Wave 2). Where pupils have higher levels of need, and with parent/carer permission, the SENDCO may seek advice or refer to outside agencies (Wave 3).

The Code of Practice suggests that a 'pupil can only be identified as SEND if they do not make adequate progress once they have had all of the interventions/adjustments and good quality personalised teaching'.

Managing pupils needs on the SEND register – A Graduated Approach to SEND Support and provision

The decision to place a pupil on the SEND register is only made when the pupil has been subject to the Assess-Do-Plan-Review cycle at Wave 1 as outlined in the SEND Code of Practice (Jan 15). The Assess-Do-Plan-Review cycle applies to every stage of the Graduated Approach thereafter.

Wave 1

At Benthal our graduated approach to SEND support begins with the roles and responsibility of the class teacher. Although the Sendco has overall key responsibility for SEND pupils, it is the role of the class teacher to ensure that the needs of all of his/her pupils are met within the classroom and that class teachers adapt teaching to respond to the strengths and needs of all pupils' through Quality First Teaching (Teaching Standards 2012). Class teachers are also accountable where pupils access support from teaching assistants or intervention/additional teachers.

Characteristics of Quality First Teaching:

- Highly focussed lesson design with clear learning intentions and success criteria
- High levels of pupil involvement and engagement with their learning
- High levels of pupil/teacher interactions for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue
- An expectation that pupils will accept responsibility for their own learning and work independently
- Pupils given time to reflect on their learning
- Assessment used to inform planning to meet the needs of individuals and groups
- Challenging pupils and having high expectations of them
- Using a variety of methods and adapting resources to enthuse pupils and engage their interest
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Feeling confident with a good command of the area of knowledge

These characteristics may lead to additional training being identified and provided for staff.

Wave 1 assessment

Pupils at Wave 1 will be assessed through half termly teacher assessments of progress. This will be discussed twice a term at Pupil Progress meetings with the Senior Leadership Team (SLT).

Pupils are only identified as needing an assessment for SEND if they continue to underachieve at Wave 1 over a period agreed by the teacher and Sendco. The teacher will notify the Sendco of their concerns for a pupil using a 'sharing concerns' form.

The class teacher and Sendco will assess the barriers to learning, consider all of the information gathered from the school about the pupil's progress compared to national data and expectations of pupil progress and make a decision as to whether or not to move the pupil to Wave 2.

If a decision is made not to move the pupil to Wave 2, the class teacher and Sendco will continue to monitor the progress and attainment of the pupil for a further term. Parents/Carers will be notified through termly Parent evenings.

Following a decision to move the pupil to Wave 2, the teacher or Sendco will invite parents/carers to a Wave 1 profiling meeting to discuss their child's progress and notify them of the schools concerns. They will be given access to assessments/reports that led to this decision and be given an opportunity to ask questions regarding SEND support and procedures. At this point parents/carers will have an opportunity to express their opinions and discuss how best to meet their child's needs. A plan of action will be agreed outlining strategies and targets

for the pupil. Parental permission will be sought to place the pupil on the SEND register and discuss types of assessments that may be carried out.

Where possible and appropriate regarding their age and ability to contribute, the pupil will be invited to this meeting and given an opportunity to express their ideas and agree their own targets. Where this is not possible or appropriate the pupil will have an opportunity to make their views known through pupil surveys or at least termly meetings with a key adult.

A review date for the plan will be agreed at the initial Profile meeting.

Wave 2

A two week assessment period carried out by the Sendco will involve surveys, baseline assessments and observations to identify specific strengths and individual needs of a pupil who has been moved to Stage 2.

The class teacher and Sendco will then hold a class team meeting involving all of the adults that work with the pupil. The aim is to share and agree the plan of action, decide which strategies will be most effective and decide how the plan can be delivered in class with additional input such as group/individual interventions with additional teachers, Teaching assistants, Learning Support Assistants or the Learning Mentor. At this meeting the roles and responsibilities of each staff member are specified and agreed. Following this assessment period the teacher will write an Individual Education Plan (IEP) identifying targets for the pupil.

As in Wave 1, progress in the category of 'Cognition and learning' and 'Communication and interaction' will be monitored through half termly assessments of attainment carried out by the class teacher with the support of the SLT/Sendco.

At Wave 2 progress in the categories of 'Social, emotional and mental health' and 'Sensory and/or physical' will be monitored through specific half termly assessments and a review of Wave 2 plans carried out by the key staff and Sendco.

A termly review of progress at Wave 2 will be held in an IEP meeting. The Sendco will invite parents/carers, pupils and relevant staff to meet to discuss the effectiveness of the strategies and the pupils progress against the targets set out in their IEP. Attendees will be given access to assessments/reports and be given an opportunity to ask questions regarding SEND support and procedures. At this point parents/carers will have an opportunity to express their opinions and discuss how best they can contribute to and support the school in meeting their child's needs. A joint decision will be made as to the targets and next steps for the pupil. The IEP will be updated with agreed actions, strategies and targets for the pupil. Parents/carers and pupils (where appropriate) will be asked to agree and sign the IEP. Parents will be given the original IEP with one copy placed into the Class SEND folder and one copy put into the pupil's SEND folder. An extra copy may be

given to the Teaching assistant or Learning support Assistant who provide additional adult support in the class.

If the pupil is making adequate progress and meeting their targets a decision could be made to move them back to Wave 1, where they will continued to be monitored for a further term. Alternatively a pupil may remain at Wave 2 if a further term of intervention is deemed appropriate.

If the pupil continues to underachieve, SLT and the Sendco will make a decision to move the pupil to Wave 3. Parents will be invited to discuss the need and implications for involvement with external agencies. Parental permission will be sought to refer to external agencies.

Wave 3

If progress continues to be below expectations at Wave 2, the SLT and Sendco will investigate the nature of the barriers to learning, consider all of the information gathered from within the school about the pupil's progress compared to national data and expectations of pupil progress and make a decision to move the pupil to Wave 3. It would be the responsibility of the Sendco to carry out observations and specific SEND assessments in order to identify the level and category of need. This may lead to a referral to an external agency for expert advice and resources. Parental permission would be sought before any referral to outside agencies. Parents/Carers will have an opportunity to agree what information they are happy to share with outside agencies and see a copy of the referral before it is forwarded. A copy of the final referral will be sent to the parents as well as the outside service.

Observations, assessments and reports made by outside agencies will also be shared with parents at termly Individual Educational Plan (IEP) meetings or service reviews where parents/carers will be given an opportunity to share opinions and/or discuss concerns. Parental agreement would be sought concerning the targets and strategies outlined in the pupil's IEP. If possible and appropriate, the pupil will also be part of this meeting and be given an opportunity to express their ideas and agree their own targets. A review date for the IEP will be agreed at this meeting.

Delivery of the curriculum would remain in class and the responsibility of the teacher but with the support of the Sendco and outside agencies such as the EP, OT, SALT or specialist teachers from the Inclusion Team at Hackney Education as well as intervention/additional teachers, Teaching assistants and Learning Support Assistants.

As in Wave 1 and 2, progress would be monitored through half termly assessments of progress with additional specific SEND assessments carried out by the Sendco or outside agencies such as the EP, OT, SALT or specialist teachers from the Inclusion Team at Hackney Education.

Specialist services and expertise accessible at Wave 3 are:

Inclusion Services – Specialist teachers, Visual and Hearing impairment specialists, Dyslexia teachers, Autism Teachers, Assistive technology teachers.

Educational Welfare - EWO

Educational Psychology - EP

Speech and Language Therapy – SALT

Occupational Therapy - OT

Child and Adolescent Mental Health service – CAMHS

Wellbeing and Mental Health – WAMHS (Camhs worker in school, First Steps, Young Hackney)

Medical services – Hackney Ark (Multi-agency referral team – Mars), GP, school doctor, school nurse

Re-integration Unit – RIU

Pupil referral Unit – PRU

Children's social care services – CSCS

Safeguarding Nurse

Voluntary agencies – associations and charities such as the NSPCC, Kids Network, Father 2 Father.

If the pupil is making adequate progress and consistently meeting their targets for two terms, a decision could be made to take the pupil move them back to Wave 1 or 2, where they will be monitored for a further term. Alternatively, a pupil may remain at Wave 3 if a further term of intervention is deemed appropriate.

If the pupil continues to underachieve at Wave 3, a decision will be made to apply for a Statutory Assessment of Educational need from Hackney Learning trust. Parental permission will be sought and parents/carers will receive information regarding the implications of a Statutory Assessment.

School request to the Local Authority for statutory assessment for an 'Education, Health and Care Plan' (formally 'Statement of Educational need')

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND support from the schools own resources. In this instance the Sendco in conjunction with the parents/carers, pupil, class teacher, additional/intervention teachers and outside agency representatives will discuss the possibility of a referral for an Education, Health and Care needs assessment to be carried out by Hackney Learning Trust. If a referral is made and the Trust agrees to an assessment, they will make a request to the school and parents/carers to provide evidence to support the need for an assessment. An SEND panel will look at the evidence and decide if the pupil's needs can be met within the schools own resources. If the SEND panel decide that the pupil's needs cannot be met solely within the school's resources, they will make recommendations for the pupil to receive an Educational, Health and Care plan (EHCP) which outlines the specific SEND needs of the pupil and may provide additional resources to meet the identified SEND needs.

Criteria for exiting the SEND register

Pupils who are making or exceeding expected progress at Wave 3 of the Graduated Approach can be moved to Wave 2.

Pupils who are making expected progress at Wave 2 of the Graduated Approach can be moved to Wave 1 for a further term.

Pupils who are continuing to make or exceed expected progress will no longer be monitored under Wave 1 and will be removed from the register.

Supporting Pupils and Families

What should I do if I think my child has Special Educational Needs or a disability?

If you are concerned that your child has a special educational need or disability (SEND) you can speak to your family GP or your child's class teacher or any member of staff who will then follow up your concerns.

How will the school respond to my concerns?

All concerns will be forwarded to the Special Needs coordinator (Sendco) who will contact you and any relevant staff to arrange to meet to discuss the concerns that you have. If your child is identified by the school as having a specific need within any of the four broad areas of need as set out in the 'Special Educational Needs and Disability Code of Practice' (Sept 2014) you will be invited to attend an initial meeting to discuss, agree and plan future provision for your child.

What can the school do to support my child's needs?

Every local authority will be required to have a "local offer" which informs parent carers and young people with SEN or disabilities what is provided in their local area, including what to expect from local early years providers, schools, colleges, health and social care. In addition, it will include information on how decisions are made about how services are allocated, how to request a personal budget, how to access more specialist support and how to complain or appeal. More information can be found at <http://www.hackneylocaloffer.co.uk/>

Further information can be obtained in 'A guide on the support system for children and young people with special educational needs and disabilities (SEND), for parents and carers.' <http://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

If you have a child with a disability you can find further support and information at the Hackney Independent Forum for parents and carers of children with disabilities at <http://www.hiphackney.org.uk/>

Benthal also work closely with Charity organisations Father 2 Father and The Kids Network who provide Mentors for pupils with SEND. Further information about this organisation can be found at <http://www.thekidsnetwork/> <https://father2father.co.uk/>

Transition arrangements for pupils with SEND

From class to class – At the beginning of the school year, the Sendco will meet with the receiving teacher to discuss the needs every pupil's on the class SEND register which will include pupils with medical needs, pupils who wear glasses and left handed pupils. This may lead to identifying training needs for the class team or further actions for the Sendco. These meetings are an opportunity to review the needs of the whole class, for example is there a need for raising pupil awareness of disability or the specific needs of another pupil? At the end of each year, your child's current teacher will have a handover meeting with their receiving teacher to share information about your child's needs.

From one primary placement to another – In the event of a pupil with SEND moving to a new primary school it is the responsibility of the Sendco to forward all relevant documentation and information to support the receiving Sendco. There may also be a handover meeting for pupils with complex needs involving the Sendco and any outside agencies who are involved with your child. Pupils who hold an EHCP will have an agreed transition plan between Benthal and the receiving school. This may involve a gradual staged move over several weeks.

Transfer to secondary school - end of year 6 SEND transitions will be carefully planned with a timetable of meetings between Benthal Sendco and receiving school via their Home-School liaison officer or Sendco to share information. Pupils' files will be forwarded to the receiving school promptly. All pupils at Year 6 will be part of a summer term transition programme which is aimed to preparing them for life at Secondary school.

Supporting pupils at school with Medical Conditions

At Benthal we recognise 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 pupils with medical conditions may have an accompanying disability. In this case, the school will comply with its duties under the Equality Act 2010.

Some pupils with medical needs may also have special educational needs (SEND) and may have a Education, Health and care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

There are arrangements in place to support pupils at school with medical conditions. A guide to managing the medical conditions of pupils can be found in Appendix 1 and on Benthall School website at <http://benthall.hackney.sch.uk/> this guide was updated in line with the new guidance published by the DfE in May 2015. This can be found at www.sendgateway.org.uk

Our medical conditions policy provides more information about school practice and procedures. It includes details about how we manage diabetes, allergies, asthma and epilepsy. It provides generic information about the process for producing an individual healthcare plan, how we manage medicines and what should happen in an emergency. All staff must read and understand the medical conditions policy.

It is important to note that having a medical condition should not prevent pupils from carrying out all usual school activities. They should not be discriminated against in any way because of a medical condition. The Sendco must work closely with the designated person for medical conditions, in this case, the school nurse to ensure that pupils continue to make the progress expected of them. This includes where a pupil is being educated at home or in hospital for a period of time.

The Sendco is responsible for managing the school's responsibility for meeting the medical need of pupils, for updating the guidelines and keeping the medical register updated.

Supporting pupils at school with Intimate Care needs

At Benthall, we recognise that pupils at school with intimate care needs should be properly supported so that they have full access to education, including school trips and Physical Education. Some pupils with intimate care needs may have an accompanying disability. In this case, the school will comply with its duties under the Equality Act 2010.

Some pupils with intimate care needs may also have special educational needs (SEND) and may or may not have an Education, Health and care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

All pupils who are recognised to have an intimate care need will have an 'Intimate care plan' which identifies their specific need, outlines what needs to happen, describe how often and who will have day - day responsible for carrying out the support. Intimate care plans are discussed and agreed with the caregiver, school nurse (if appropriate) and all staff involved.

Criteria for evaluating the success of Benthall Primary School SEND policy

The Head teacher, SLT and Sendco will ensure the effectiveness of SEND practice in carefully monitoring and evaluating the quality of provision that we offer to pupils with SEND through

- Analysis of pupil tracking data and test results at termly or half termly pupil progress meetings
- Progress against national data and based on their age and starting points.
- Interventions baseline and exit data.
- Progress against individual targets in their Individual Education plan.
- Pupils' work and interviews
- Surveys of the views of all stakeholders – parents, pupils, staff, Senior Leadership and Governors.
- Termly observation of teaching (with a SEND focus)
- Annual performance management for teachers and support staff include one SEND focussed target.

At Benthall a cycle of monitoring and evaluation of teaching and learning promote an active process of continual review and improvement of provision for all pupils.

The Sendco maps provision for each class. Decisions are made as to whether specific interventions are proving effective in terms of impact, time spent on them and financial commitment. Each term SLT review the needs of the cohort and make changes to our provision accordingly.

The SEND policy will be reviewed and updated by the Sendco and SEND Governor annually.

Training and Resources

Training needs of the staff may be identified through performance management meetings, pupil progress meetings or SEND profiling meetings. Teachers may request specific training pertaining to particular SEND needs in the class. In this case, it is the responsibility of the Sendco to support the teacher through in house training led by the Sendco or through matching the teachers training needs to an appropriate trainer.

In order to maintain and develop the quality of teaching and provision to respond to the needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake a SEND induction on taking up a post at Benthall. This involves a meeting with the Sendco to explain the systems and structures in place and to discuss the needs of individual pupils.

At the start of each school year every teacher will meet with the Sendco to discuss their SEND File that contains their SEND register, pupil information, IEP's and information of external agencies. The files also contain a SEND glossary of terms and information on the referral process for pupils causing concern.

The Sendco regularly attends the Local Authorities SEND Forums and Conferences in order to keep up to date with Local and National updates in SEND.

The Sendco is a member of the National Association for Special Educational needs (NASEN) and has completed the National Sendco Award and has been awarded a qualified Sendco status at Masters level.

Roles and responsibilities

If your child is identified as needing SEND support the following staff will be involved in supporting your child

- Qualified Class teacher
- Experienced teaching assistant
- Sendco
- Senior leaders

If your child holds an Educational, Health and care plan the following additional staff may be involved in supporting your child

- Learning Support Assistants (LSA)
- HLT Specialist inclusion teachers
- Speech and Language therapy (SALT)

Each LSA is responsible for the day to day provision of a pupil with an EHCP or statement. This means following the guidelines and provision as described in the EHCP, working as part of the class team and in close liaison with the class teacher and Sendco to ensure that the pupil is fully included regardless of their needs. The LSA's are under the line management of the Sendco.

The Head Teacher, SEND Governor and Sendco at Benthal are responsible for

- Having a good understanding of SEND legislation, the local authority, Hackney Education Local offer, DfE guidance and have responsibility for reporting these to the Governing body.
- Supporting the Sendco in writing the Benthal SEND information report.
- Supporting the Sendco in reviewing and updating Benthal's SEND policy
- Having responsibilities under the Equality Act 2010.
- Having a duty to support pupils with SEND, medical conditions and disabilities.
- supporting staff members in continuing professional development
- the involvement of parents/carers and pupils at the centre of the SEND process
- Access, admissions and inclusion.

The School Business Manager along with the Head Teacher hold responsibility for the Notional budget, personal budgets and funding from EHCP's. They are also

responsible for managing the Pupil Premium Grant and Looked After Children's funding.

Storing and managing information

Well-kept records are essential to good SEND practice. Our school is clear about the need to record in writing any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies or placements in accordance with current GDPR rules.

Pupil SEND files are kept separate from the pupil's school file in a locked cabinet in the Sendco's office. Electronically held files are stored in a secure area of the schools computer network which are only accessible to Senior Leaders.

If a pupil transfers from the school, these files will be copied and forwarded to the pupil's new educational setting, marked 'Confidential' and for the attention of the receiving school's Special Educational Needs Co-ordinator.

Access to this policy

You can get a copy of this policy in a number of ways:

- The school website - follow the link to policies.
- A hard copy can be requested via the school office or Sendco.
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Please let us know if you need this policy to be made available to you in a different format e.g enlarged font or a language other than English.

Compliments and complaints

If there are any complaints relating to the provision for children with SEND, these can be discussed in the first instance with the class teacher and SENDCO then, if complaints remain unresolved, they may be discussed or put into writing addressed to the Head Teacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken up through the general Governors complaints procedure (see Benthall Complaints Policy) Compliments may be forwarded verbally or in writing to the Class Teacher, Sendco, Head Teacher or Governors as appropriate.