



**All Saints C of E**

**Infant and Nursery School**

# **SEN policy**

**2022-2023**

*Opening hearts and minds through  
the grace and love of God*

# All Saints C of E (Aided) Infant School and Selston Church of England Infant and Nursery School

## Special Educational Needs Policy 2022-2023

Adopted: Reviewed: Revised Summer term 2022  
Review date: Summer Term 2023

This policy along with the Schools local offer will be reviewed on an annual basis  
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**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has Special Education Needs if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The areas of need are identified as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/ or physical needs

Special educational provision means provision that is additional to or different from that provided generally for children of the same age.

We know that many children will have special educational needs at some time during their school life and that the best way of helping them is for everyone involved to work together.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Revised Code of Practice 0-25 ( 2014 )
- Schools SEN Information Report Regulations ( 2014) ( see [www.sendgateway.org.uk](http://www.sendgateway.org.uk)) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report
- [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

The following cannot be considered SEN but may impact on progress and attainment.

- Disability (the Code outlines the “reasonable “adjustments that all settings and schools provide under current Disability Equality legislation- and these alone **DO NOT** constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional language (EAL)
- Being in receipt of Child Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Identifying behaviour as a need is also not acceptable

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **Mission statement**

At All Saints Infant School and Pre-School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our school and pre-school including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the school's policies and through these, for everything that happens in and round the school. Our aspiration is for everyone at All Saints to:

- feel happy, secure, safe and valued at school and pre-school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

The distinctively Christian ethos at All Saints C of E Infant and Pre-school underpins all of our work with pupils who have special educational needs and disabilities. We believe that we are all children of God and made in his image. We all therefore have the unique ability to learn, grow and achieve our God given potential, whatever our individual circumstances. We also know that families lie at the heart of our work with pupils identified as needing SEND support. As we work alongside our families to ensure that our children thrive in the light of God's love they too must be accorded the dignity and respect that God gives to us all. Their knowledge, love and understanding of their own individual child must be the foundation stone on which we build. In this way, God will ensure we all fulfil his vision for us

## 1. Aims and objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To identify children with SEN as early as possible and ensure that all of their needs are met
- To maximise the opportunities for children with SEN to join in with all the activities of the school
- To provide a differentiated curriculum appropriate to the individual's needs and ability of all learners
- To encourage learners to develop confidence and recognise the value in their own contributions to their learning resulting in high levels of self-esteem
- To encourage regular and effective communication between parents/carers and school
- To encourage learners to express their views and to be fully involved in their learning
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

We recognise that many pupils will have special educational needs at some time during their school life. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents/carers, staff and pupils working together.

### Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services and any pre-school or external settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually on the provision for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular formal and informal one to one meetings between pupils, teaching assistants assigned to a particular child, class teacher and SENCO and will be made successful by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [e.g. membership of the Schools Council/ Pupil Voice].

## 2. Responsibility for the coordination of SEN provision

The following people have particular responsibilities and these will vary and change depending on the needs of individual children and their families.

Executive Head teacher	All Saints / Selston	Joanne Redfern
Assistant Executive Head teacher	All Saints / Selston	Lynette Burton
SENCO	All Saints/ Selston	Ellen Munroe

## 3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as provision maps, minutes of review meetings or structured conversations and targets for individual pupils, as well as reports from outside agencies including Health or Speech and language teams. Class teachers will also have a copy of IEP's or alternatives and targets for individual pupils.

### All staff can access:

- The school's SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupil's special educational needs, targets set and copies of their review minutes and any outcomes.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. Parents will have access to their child's individual support records and an overview of the school's provision via the Schools Local Offer and the annual school SEN Information Report.

## 4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

The school aims to meet the needs of any pupil whose parent/carer wish to register at these schools as long as a place is available and the admissions criteria fulfilled. No pupil will be refused admission solely on the grounds that he/she has SEND, except where he/she is the subject of an EHCP plan and the LA has indicated that the provision required is incompatible with that available at the school.

Smooth transition between key stages and between schools is important for all children. For children with SEN and/or a disability, this process will generally include additional advance planning in order to provide reassurance for parents/carers and children and to ensure that the needs of the child are understood so that appropriate provision is put in place.

For pupils joining our schools, the following identification and planning processes will take place:

- The SENCO will liaise with the SENCO/member of staff from the previous school

- All pupils with SEN and/or a disability will be identified through discussion with staff at the previous setting or through discussion with EYFSS during the year prior to transition
- Parents will be involved at all stages and will be encouraged to contact the school directly and arrange an early meeting
- Where it is helpful, a member of staff from either of our schools may attend a review meeting at the previous setting
- If the pupil is receiving additional support the SENCO will liaise with the setting and seek recommendations regarding the type of provision the pupil will require at the next key stage
- Additional visits will be arranged for pupils with SEND if required prior to admission for pupils moving from our schools:
- The SENCO will liaise with the SENCO/member of staff from the receiving school
- The SENCO at the receiving school will be invited to the final review meeting where appropriate and always for pupils with an EHCP
- The SENCO and year 2 class teachers will identify pupils who would benefit from additional visits and these will be arranged with the staff of the receiving school

## 5. Specialist SEN provision

All of our teachers in both schools teach children with special educational needs.

Key responsibilities of the SENCO supported by the Pastoral leader and the TA with responsibility for SEN include

- Overseeing the day to day operation of the SEN policy
- Liaising with and advising teachers
- Co-ordinating provision for children with special educational needs
- Identifying additional training and developing expertise to meet the needs of individual children who may have complex and more singular additional needs.
- Liaising with parents/carers of children with special educational needs.
- Identifying, organising and contributing to the in-service training of all staff and Governors
- Liaising with external agencies including Schools and Family Services, Educational Psychology services, health and social services and Voluntary bodies.

## 6. Facilities for pupils with SEN

Our school complies with all relevant accessibility requirements.

## 7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of the school's budgets which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Funding

ASN: (Additional School Needs) Responsibility for allocating school based funding ultimately lies with the Head teacher/ Head of Schools in consultation with the SENCO. Once identified, needs are met initially through additional support provided in the classroom following discussions between the Executive Head teacher, Head of School, class teachers, parents/carers, the SENCO, the pupil and any other relevant external agency.

AFN: (Additional Family Needs) Where additional needs are identified, the family of schools operate a process of moderation across all schools using the funding available from the Local Authority. All SENCOs and the

Family SENCO within the family are involved in this process. This funding is in addition to the school based funding.

HLN: (Higher level Needs) Further funding as detailed above is provided where needed for complex needs by the LA.

Other funding:

Pupil premium: a grant is received for each child who is entitled to receive FSM or who has been entitled over the previous 6 years. Our schools publish information about how this is allocated on our school website. This is used for 1:1 or group work.

Pupil premium plus: a grant for children who are looked after and includes children with residency or special guardianship. Again, for pupils with SEN in this category this will mainly be used for 1:1/ group activities

Sport premium grant: this is available for all for sporting activities and will be used where appropriate for children with SEN to provide specific additional activities

## **8. Identification of pupils needs**

When the class teacher or other adult finds that a child is not progressing as expected within a differentiated curriculum and is having increasing difficulties in learning the teacher will seek advice from the SENCO. The SENCO, teacher and any other appropriate adults will consider the information gathered from within the school alongside national data and expectations of progress. The Head teachers, teachers and SENCO scrutinise whole school data on a termly basis which is also used to identify children who are not making adequate progress.

The child and their parent/carers will be integral to this evidence gathering process. These discussions with parents and carers will involve developing a joint understanding of the child's strengths and area of difficulty. Alternative strategies will be discussed and the teacher will then try these in the classroom to support the child's learning.

At this point a school concern form will be filled in so that the strategies used can be recorded and help to form an assessment of what progress is appropriate and the desired outcomes expected for the child. A part of this discussion will be to decide what support is needed and whether if it can be provided by the class teacher or whether something different or additional is required. A date will be set to review these outcomes and all involved will be clear about how they will support the child to meet the expected outcomes. These discussions will be recorded by the SENCO and a copy given to parents and carers and a copy kept in the child's records in school.

### **A GRADUATED APPROACH**

#### ***SEN Support***

Where it is determined that a pupil does have SEN, parents/carers will be central to the discussion and decision making process. The decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### ***Assess***



This involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### ***Plan***

Planning will involve consultation between the teacher, SENCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parent/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### ***Do***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising on the implementation of effective support will be provided by the SENCO.

### ***Review***

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### ***Referral for an Education, Health and Care Plan***

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which can be requested by the school or by a parents. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral by the school for an EHCP will generally be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO

- Social Care
- Health professionals
- Any other relevant outside agencies who may be involved

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by speaking to an Education, Health and Care Plan Co-ordinator on:

**0115 9774012 or 0115 9773323**

or by contacting Ask US (formerly the Parent Partnership Service on) :

**08001217772**

#### ***Education, Health and Care Plans [EHC Plan]***

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parent /carers and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. On the occasions that this may not possible, the SENCO will consult with the child's parents/carers for other flexible arrangements to be made.

The appropriateness of the school curriculum for children with SEN is reviewed regularly following discussions regarding progress and attainment.

The whole school SEN provision map is reviewed and evaluated each term. Group and individual interventions are reviewed regularly for effectiveness and adapted, changed or alternative intervention provided, as required.

Consideration is given to:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- Making use of all class facilities and space.

- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents/carers will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEN**

The Head of School oversees the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team and SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and Head teacher and SEN Governor and information is gathered from different sources such as minutes from review meetings, progress tracking documents, parent /carer questionnaires, parent/carers consultations and observations. The outcomes of these will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014. The Local Authority profile of SEN in our school is compared to schools locally and nationally and the outcomes of these are also used to influence decision making

Evidence collected will help inform school development and improvement planning.

## **12. Complaints procedure**

Refer to the general complaints procedure.

If a parent or carer has any concerns or complaints regarding the SEN provision, care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

## **13. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and offer opportunities for training through family twilight sessions. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. This is a two-way process and all parties including parents and carers will be kept fully involved. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the class teacher and SENCO who will then inform the child's parents.

The following services and others will be involved as and when is necessary:

- SALT – Speech and language therapist
- EPS – Education Psychology Service
- SFSS - Schools and Families Specialist Services, including cognition and learning, autism team and communication and interaction.
- EYSFSS - (Early Years)
- PDSS including hearing and visual impairment teams
- CAMHS – child and adolescent Mental Health Service
- EMOTIONAL HEALTH AND WELL BEING
- HEALTH including dietician and specialist nurses
- BEREAVEMENT SERVICES
- CHILD PROTECTION AND SOCIAL CARE
- PSED SUPPORT SERVICES
- FAMILY SUPPORT SERVICES

## **15. Working in partnerships with parents**

Both of our schools believe that a close working relationship with parents and carers is vital in order to ensure: -

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets set and met effectively

Our schools have an open door policy for parents/carers to make contact if they have a particular concern about their child and/or the provision being made for their child.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents/carers of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be central to decision with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and central to discussions on any points of action drawn up in regards to the provision for their child.

All Saints SEN governor is Mrs Ann Mills  
Selston SEN Governor is Mrs Linda Hanson

Both may be contacted in relation to SEN matters.

## 16. Links with other schools

All Saints is a part of the Ashfield Family of schools and Selston is a part of Selston High Family of schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise together.

### Transition

Please refer back to section 4.

## 17. Links with other agencies and voluntary organisations

Our schools invite and seek advice and support from external agencies in the identification and assessment of, and provision for SEN. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

The family SENCO may be invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues or other concerns.

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<b>Signed</b>	J.Redfern	Joanne Redfern	<b>(Headteacher)</b>
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Date	July 2022
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<b>Signed</b>		Ellen Munroe	<b>(SENCO)</b>
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Date	July 2022
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<b>Signed</b>	A. Mills	A.Mills	<b>(SEN Governor)</b>
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Date	July 2022
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**This policy will be reviewed annually.**