



WHITEHOUSE PRIMARY SCHOOL

Special Educational Needs Disability Policy



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Educational Needs Disability Policy

Our Vision:
Together **E**veryone **A**chieves **M**ore (**TEAM** Whitehouse)

At Whitehouse, we are all part of and belong to a team. We believe that you can achieve more when you work together. Through teamwork, we learn about communication, compromise and collective effort as well as learning how to appreciate and respect others, take turns and build trusting relationships. Working as a team offers us valuable skills for learning and life beyond school

Mission Statement

Our purpose is to challenge all our children by giving them enriching experiences of the highest quality.

We support and encourage them
to fully participate and overcome barriers to learning in order to
achieve their true potential .

We celebrate the individuality and successes of everyone.

Whitehouse Primary School provides a safe, secure and happy environment for all its pupils. We aim to provide the best possible support to enable a child with Special Educational Needs to reach his/her full potential.

1 Definition of Special Educational Need

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The four areas of Special Educational Needs as outlined in the SEND Code of Practice are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

2. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-coordinators SENCOs and the SEND Information Report .

2 Rationale

Our purpose is to give all our children access to educational experiences of the highest quality. We encourage all our children to attain the highest standard of personal achievement. Our purpose is to challenge all our children by giving them experiences of the highest quality.

The governing body of Whitehouse Primary School firmly believes that all pupils should have equal access to admission, curriculum and premises regardless of disability. The school has regard to this via its Disability Equality Scheme and Access Plan.

We believe our school community is enriched by the diversity of our children's needs. Inclusive education in our school is an opportunity for children to develop their sensitivity to one another, and to develop their understanding of difference and disability.

We aim to make appropriate and flexible provision for every child. We are totally committed to the principle of inclusion, but we recognise that diversity of provision is necessary within our school in order to support and safeguard children at times when they are vulnerable.

2.1 Aims:

- To support all pupils and staff within school, from nursery onwards;
- To work together as a team, i.e. child, parents, teachers, SENDCo (Special Education Needs and Disabilities Co-Ordinator, Headteacher, Governors, Teaching Assistants (TAs) and other Support Services;
- To support pupils with SEND providing opportunities for them to learn and develop to their full potential;
- To provide an effective structure for the identification and assessment of SEND;
- To ensure access for all children to a broad and balanced curriculum, including the National Curriculum and Foundation Stage Curriculum.
- To use guidelines provided by the Local Authority (LA) and refer to the Code of Practice;
- To train and support all staff with regard to SEND
- To ensure that SEND are identified, assessed and addressed as early as possible by using observations and testing;
- To provide access to a broad and balanced curriculum through careful planning, differentiated work, extra staff to give support and specific resources to meet needs as far as possible within financial constraints;
- To develop an effective partnership between parents and school with regard to SEND.

2.2 Success Criteria:

- All children have access to a broad and balanced curriculum, through the removal of barriers to Learning;
- Early identification of SEND, using observations and testing- School have in place an Action Plan for Underachievement.
- Effective partnership between home, school and outside agencies.

3 Admission Arrangements

Whitehouse Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with an EHC plan educated within a mainstream school, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

4 Partnership with Parents

The school wishes to foster positive, open relationships with all parents, and welcomes and encourages parental involvement at all stages of SEND assessment and provision. The school aims to take full account of parents' views and wishes, and to keep parents fully informed of all significant developments in relation to their child's special educational needs. Parents' are invited to school termly; providing a forum for discussion of progress made by children with SEND. Annual Reviews are also held for all pupils who have an EHCP. This is coordinated by the SENDCO. The school does its best to encourage parents of pupils with SEN to attend these meetings.

Parents are encouraged to help their child at home. There is an established home/school link for communication together with reading and behaviour diaries used when necessary. Parents are welcome to discuss any matters regarding their child either informally with class teachers at the beginning and end of the school day, at parent consultation or by making an appointment to speak with the SENDCO. If further support services are required outside of the school provision then parents will always be consulted.

Parents also have a responsibility to communicate effectively with professionals to support their children's education. In working with school they should:

- Communicate regularly with their child's school and alert them to any concerns they have about their child's learning and provision.
- Fulfil their obligations under home school agreements which set out expectations of both sides.

5 The Voice of the Child

The Code of Practice recommends pupil participation with regard to all aspects of their SEND. At Whitehouse Primary School we strive to show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school.

At Whitehouse Primary School, we encourage pupils to participate in their learning by involving them in decision making where possible right from the start of their education. The ways in which children are encouraged to participate reflect the child's evolving maturity. It is policy that children know their targets and the progress they are making towards them. Children's views are also sought before Annual Reviews and discussed as part of the meeting. Opportunities for children to share their views are sought and included as part of their SEN Support Plan. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

6 Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Headteacher, the SENDCO and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

7 Role of the Governors

The governing body will do its best to ensure that the necessary provision is made for any pupil who has SEND. All Governors are aware of their responsibilities for SEND and matters are regularly brought to their attention. The governor with responsibility for SEND monitors the school's work closely on behalf of the children with SEND. The governing body reports to parents annually on the school's policy on SEND.

8 Role of the Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs. The Headteacher keeps the Governing Body fully informed on SEND issues. The Headteacher works closely with the SENDCo.

The Headteacher's responsibilities include:

- the role of Named Person on Child Protection issues throughout the school;

9 Role of the SENDCo

The SENCO has a key role in determining the strategic development of the SEND policy and provision in Whitehouse Primary School in order to raise the achievement of children with SEN.

The SENDCo's responsibilities will include:

- maintaining the school's data on children with Special Educational Needs;
- overseeing each child's targets and informal discussion with staff and parents as appropriate. We hope to involve older pupils at the target setting and review stages of this process, as well as parents. Targets are discussed with parents at Consultation Evenings and additional SEN Support meetings
- organising and co-ordinating Annual Reviews for every child with an EHCP.
- liaising with teachers, support staff, therapists, parents, external agencies (Engagement and Learning Teams, Educational Psychologist and Health Professionals) and other schools, including Secondary schools.
- Signposting staff to suggestions for classroom practice;
- co-ordinating systems to discuss children between teachers, support assistants and therapists .

- liaising with the Attendance Officer regarding attendance of all pupils, including those with SEND;
- arranging and / or delivering Special Needs INSET and advice on both a formal and an informal basis.
- responsibility for the input / overseeing the input of Special Needs information
- overseeing the use of pre key stage assessment records for assessing pupils.
- overseeing the deployment of teaching assistants, and organising regular meetings.
- overseeing, in collaboration with the Headteacher and Leadership Team, in-service provision for the Teaching Assistants.
- advising new teaching staff, teachers on graduate teaching programme, others students including teaching on placements at Whitehouse.
- regarding SEND issues related to the Code of Practice.
- designated teacher for the education of pupils with medical needs.

These responsibilities are in line with TTA document detailing the ‘Role of the SENCO’.

10 All Teaching and Teaching Assistant Staff

All staff are involved in the development of Whitehouse Primary School’s SEND policy and are fully aware of the procedures for identifying, assessing and making provision for pupils with SEND. Class teachers are fully involved in providing for the needs of the children in their care in the pre-SEN (Cause for Concern) EY/SEN Support categories, in writing targets and collecting additional information for the SENDCO and other agencies.

Class teachers are responsible for setting suitable learning challenges, responding to pupils’ diverse needs, for overcoming potential barriers to learning and for monitoring progress.

TAs who are employed to support a child with special needs have appropriate responsibility for the child’s specific needs during their time with that child. The TA will liaise with the class teacher and SENDCO on planning, on pupil response and on progress.

The Teaching Assistants' responsibilities include:

- to work within a specific age-phase or year group and under the supervision of teachers;
- to help with practical tasks as required (e.g. toileting, supervision of areas, playground duties).

11 Staff Development

All Staff regularly discuss Special Educational Needs issues and are continually increasing and updating their expertise and knowledge through In-Service training (INSET). The Headteacher and the Leadership team plan the training of staff. The SENCO attends relevant INSET and Support meetings in order to provide support for other staff. SEND provision is an integral part of the School Improvement Plan (SIP).

INSET in-service training can take the form of whole-staff training sessions or advice to particular groups or individual members of staff, and is provided by:

- the SENDCO
- other professionals working within the school
- outside professionals (e.g. Educational Psychologist, Paediatrician, Advisory Teacher, Community Nurse)
- Engagement and Learning Team
- Attendance and Inclusion
- Courses organised by other agencies, e.g. Hearing Impaired Service, Speech & Language Therapy Service

Visits by teachers and Support Assistants to other schools with special educational provision are encouraged wherever possible.

All teachers are encouraged to develop their own knowledge and skills by attending external courses linked to SEND.

It is the aim of the school that every teacher should develop specialist skills in the teaching of children with special educational needs (e.g. teaching children with speech and language problems, teaching children with severe physical impairment, teaching children with specific Learning difficulties). This is accomplished through INSET sessions, discussion groups - both formal and informal, and visiting other schools or centres, and attending LA courses.

Staff have been made aware of websites to support teachers and other agencies that are involved with SEND. Our school network is also used as a resource to inform staff of relevant information gathered from courses attended and as a facility to ease access to useful information.

The school is a member of the National Association of Special Educational Needs (NASEN), which we subscribe to annually. Publications produced by the Association are made available to all staff are kept in the staffroom, and are also available via the Internet.

12 Identification and Assessment of Children with SEN

**See Page 21 of this policy for Flow Diagram of Action Plan for Underachievement of Pupils*

- the Headteacher/SENDCo are consulted by the Local Authority about the suitability of the school to meet the needs of prospective pupils with significant physical / medical special needs;
- parents of new admissions are asked to inform the school of their child's educational history/medical conditions on the school's SIMS Data Entry Sheet;
- all children entering the Lower Foundation Stage undergo an 'in-house' baseline assessment and the LA's 'Steps' assessment programme. These are carried out by a Foundation Stage practitioner; the SENDCo is informed about any pupils attaining scores well below the average;
- all pupils with SEND identified in Lower Foundation Stage entering the Upper Foundation Stage classes are monitored by the class teacher and the SENDCo;
- all children entering the Upper Foundation Stage classes continue to be monitored on the 'Steps' assessment programme. Assessment is carried out by the class teacher and other practitioners, who informs the SENDCo regarding pupils attaining scores well below the average;
- parents are encouraged to keep in regular contact with their child's teacher (e.g. at parent consultation evenings); any concerns they have regarding their child's progress are followed up;
- Class teachers can alert the SENDCo at any time if an individual child is causing concern and recorded on a Cause for Concern form.
- SNAPs diagnostic assessments are carried out in school with parental consent for those children who have been highlighted as having either specific or behavioural difficulties. Reports are shared with SENDCo, fed back to class teacher then discussed with parents, providing additional strategies for home.
- Targets are regularly monitored and discussed during SEN Support meetings (termly). SEN Support Plans are saved on a centralised system to allow for immediate access. Class teacher informs SENDCo of any areas of concern discussed at SEN Support meetings or Parents Consultation evenings.
- the results of standardised tests carried out routinely throughout the school are collated by the Assessment leader and children whose scores fall below certain

levels or whose scores show significant discrepancies between tests, or from one year to the next, are identified and action is taken via a Cause for Concern form;

- the class teacher checks the records of all new children who transfer to the school, and any information regarding special educational needs is passed to the SENDCo.

Class teachers may use a variety of diagnostic assessment techniques to inform planning for children's special educational.

There is close liaison between teachers, parents and the multi-disciplinary team.

13 Stage 1 Cause for Concern

When a class teacher or the SENDCo identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of our usual differentiated curriculum. The triggers for intervention will be underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not controlled by our assertive discipline techniques;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social care may already be involved with the child. Where these professionals have not already been working with school staff, the SENDCo may contact them if the parents agree. The SENDCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Prior to professionals visiting school, a visit request must be completed and emailed to the SENDCo to ensure the date requested is convenient.

14 Nature of intervention

The SENDCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment;
- some group or individual support;
- computer based intervention
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for one-off or occasional advice on strategies or equipment.

15 Provision Mapping

Provision Mapping is the means of documenting the range of support available to pupils with SEN within the school. It enables schools to cross reference types of provision with financial outputs, including resources and staffing, along with time costs.

16 Stage 2 SEN Support

At SEN Support meetings the school and parents might decide to request help from the external services. External support services, will usually see the child in school so that they can advise teachers on new targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for Stage 2 SEN Support will be that, despite receiving individualised support, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum but attainment is substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy or mathematical skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;

- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Whitehouse Primary School will use the advice and reports provided by the external specialist to inform the child's future targets. These targets will usually be implemented in the normal classroom setting. The delivery of the interventions will be recorded on the SEN Support Plan and are the responsibility of the class teacher.

17 Statutory Assessment / EHC Plans

The Special Educational Needs of the majority of children in Whitehouse Primary School should be met effectively through cause for concern and SEN Support. However, in a small number of cases, where the child remains a significant cause for concern after SEN Support interventions, the school will request a One Point application to request additional resources or an EHCP assessment. Parents can make a parental request for an EHC needs assessment, however this assessment will not always lead to an EHC plan.

Timescales

- The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, will take no more than **20 weeks** except in a few exceptional circumstances.
- The LA will gather advice from relevant professionals who must respond within **6 weeks**.
- If the LA decides not to issue an EHC plan it will inform the child's parent or young person within a maximum of **16 weeks** from the request for an EHC needs assessment
- Where a draft plan is issued the child's parent or the young person will be given **15 days** to consider and provide views on it and ask for a particular school/institution to be named on it.
- The LA will also consult with a governing body, principal or proprietor of an educational institution before naming them in an EHC plan and give them **15 days** to respond.

The LA seeks evidence from the school that strategies and programmes implemented over a period of time have been unsuccessful. The LA needs information about the child's progress over time and clear documentation on the child's Special Educational Needs and the action taken to deal with these needs. Whitehouse Primary School should provide:

- Individual targets for the pupil;
- Records of regular reviews and their outcomes;
- Information on the pupil's health, including medical history where relevant;
- National Curriculum attainment or P levels;

- Educational and other assessments, for example from an advisory specialist, support teacher or an educational psychologist;
- Written views of the parents and child;
- Reports on the involvement of other professionals such as health, social services or education welfare service.

The description of the child's learning difficulty and progress, with information about the specialist provision made, forms the basis on which the LA can consider whether an EHC needs assessment is necessary. Whilst any assessment is being made, the child should be supported through Sen Support.

19 EHC Plans

When the LA has completed its assessment of a child, it will decide whether to issue an EHC Plan. The EHC Plan should specify clearly the provision necessary to meet the needs of the child.

Whitehouse Primary School endeavours to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and Curriculum, any modifications to, or appropriate exclusions from, the application of the National Curriculum and changes needed to maintain a broad and balanced curriculum.

All children with an EHC Plan will have short term targets that will be reviewed termly on the pupils SEN Support Plan

Where the LA declines to provide an EHC Plan the school can request a reassessment after six months. Parents also have a right of appeal against the decision to the SEN & Disability Tribunal.

20 Annual Review

All EHC Plans are reviewed annually when parents, the LA, the school and other professionals involved consider the progress the child has made over the previous twelve months and whether any amendments need to be made to the Special Educational Provision.

The review meeting will normally be arranged in the school and chaired by the SENDCo. The SENDCo will convene the meeting, inviting the child's parents/carer, a relevant teacher, teaching assistants, the SENDCo, a representative of the LA, any person whom the LA considers appropriate, and any other person whom the SENDCo thinks appropriate such as a Health professional.

After the annual review, the SENDCo will prepare a report and submit it to the LA no later than ten school days after the review or the end of the school term, whichever is the earlier. The LA will complete arrangements for review of the statement or planned place and inform the parents and the school.

21 Staffing

All teachers have received and continue to receive training in teaching pupils with SEND. There are a number of teachers who provide for particular areas of SEN.

All our TAs are experienced in the teaching and management of children with physical difficulties, and some have experience and training in the teaching of children with communication difficulties. They work as a team with teachers for the benefit of the children, and are very much valued for their commitment, experience, knowledge, expertise, support and willingness to learn.

Teaching Assistants are deployed throughout the school to work in mainstream classes as appropriate, supporting pupils with Special Educational Needs. Their role is reviewed on a regular basis.

22 Special Facilities and Resources

- The school buildings have been adapted to improve access for children with disabilities, by means of ramps, toilets and changing areas, wheelchair and other equipment store rooms and widened doors.
- The school has use of an accessible mini-bus that can be used to transport children with disabilities.
- Special equipment includes adapted furniture, adjustable-height tables and computer trolleys, wheelchairs, standing and walking frames, hoists for lifting, soft-play, PE equipment and Sportsability equipment, workstands, lap-top stands, lap-top computers and word processors, switches and trackers for accessing the computers.

- ICT assessment requests are made through the Local Authority.
- Special items of furniture required for positioning individual children are requested by the occupational and physiotherapy Team
- Classroom areas with specialist teaching resources are available for use by staff for smaller-group teaching as appropriate.
- The school currently provides the Health Service with a purpose-built physiotherapy /occupational therapy room, a hydrotherapy pool, and accommodation for medical and speech therapy purposes.

23 Inclusion of children with SEND

It is the philosophy of the school that all children should be included with their mainstream peers for all curriculum areas and in the best interests of the child; it is considered appropriate to withdraw small groups for literacy, numeracy and science lessons if this would benefit them.

Pre-school children with an EHC Plan or undergoing formal assessment can be admitted to the nursery from the age of three, on a part-time basis. All children with Special Needs in the nursery are included with their mainstream nursery peers.

The inclusion programme continues throughout the school.

Some children need such a high level of encouragement and support to enable them to participate and achieve success that they benefit from being taught for Literacy and Numeracy in a small group setting with other children who have complex needs.

The flexible nature of the provision allows teachers to organise teaching groups, which they feel will best serve the needs of individual children.

Classroom organisation is considered very carefully, and physiotherapists are available to give advice on how to handle the child correctly and achieve the best possible sitting balance and posture.

Pupils with SEN join their peers for PE sessions, with additional adult support, as necessary. However, the school provides Sportsability games equipment and soft play suitable for some pupils with special needs.

A number of pupils have regular swimming sessions in the school's hydrotherapy pool.

In addition, special arrangements are made for pupils with physical/medical disabilities during cold or wet playtimes or lunchtimes.

24 Arrangements for Educational Visits or Residential Trips

Each teacher in the school is expected to ensure that ***all reasonable adjustments or adaptations*** are made so that each pupil has an opportunity to be part of any planned visit or residential.

This will entail ensuring that the correct protocol is followed in respect of:

- Completing an overall Risk Assessment including liaising with the appropriate staff in respect of:
Moving & Handling Risk Assessment
Medical Needs Information
Transport arrangements for school trips

The teacher acting as Party Leader will also ensure that parents are aware of any alternative arrangements made for their child, including an alternative itinerary or time allocation to the planned visit.

25 Arrangements for providing access to the National Curriculum

Each teacher in the school is expected to provide for each group or class a differentiated curriculum suited to the range of ability of the pupils, so that each pupil is able to work on material at an appropriate level.

In addition, specialist staff may support teachers by advising on and assisting with the differentiation of teaching materials (e.g. adapted worksheets) to ensure access to the National Curriculum for all pupils.

In addition to the records of progress of all pupils within the National Curriculum, the school uses pre-key stage standards. Pre key stage standards are for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject specific study.

Differentiation within the classroom ensures that the needs of the more able and talented pupils are met. Groups of KS1 and KS2 pupils are withdrawn for Literacy and Numeracy so that teaching can be more effectively targeted towards the needs and abilities of all pupils in that year group/class.

Whilst all subjects are offered to pupils with SEND 'as far as is practicable', it is for the school and individual teachers to decide what is 'practicable' after careful consideration of an individual pupil's needs.

Some children with SEND needs are provided with 'additional curriculum' activities, including physiotherapy, occupational therapy, speech therapy and wheelchair skills. Support from the Visually Impaired Service, the Hearing Impaired Service and the Engagement and Learning Team is also provided on a regular basis when required. Some of our children also attend regular hydrotherapy or swimming sessions.

26 SEN ICT ACCESS

The goal of inclusive education and entitlement to the National Curriculum for all pupils will be enabled by:

- Provision and maintenance of a bank of access devices and ICT equipment
- Initial assessment of need for personal ICT access

- Provision of access software that will enable the pupils with SEND to access multi- sensory materials
- Planned progression from cause and effect to independent writing/drawing aid
- Regular monitoring of suitability of equipment
- Training of teachers and TAs to use, customise and access software and provision of time to make support resources
- Close co-operation between the ICT Leader, ICT Systems Co-ordinator and SENDCo who has a responsibility for the overview of ICT SEND.

A SEND Information Report is produced and renewed annually

27 Complaints Procedure

Copies of the school's SEND Policy are available to parents. If parents have any reason to be concerned that their child's special educational needs have not been identified or are not being adequately met, they should, in the first instance, discuss their concern with the child's class teacher. If the matter is not resolved satisfactorily, parents are welcome to discuss their concern with the SENDCo or make an appointment with the Headteacher.

In the unlikely event that the matter is still not resolved, parents are advised to put their concerns in writing to the school.

The school calls upon a wide range of external support services that provide advisory support, carry out individual assessments and therapy, and give advice on specialist equipment.

Established links exist with local Secondary Schools and with other schools that are resourced for pupils with physical difficulties. Links have been made with SENCos from other schools who meet regularly to share expertise.