

Special Educational Needs Policy



Together We Learn

...always striving to be outstanding, transforming the aspirations of a community.

Reviewed October 2019

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1. Aims

This SEND Policy outlines Ernesettle Community School's approach to Special Educational Needs and Disabilities (SEN) pupils; their identification, management, opportunities and provision.

Our SEND policy and Policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

"This means that whenever decisions are taken relating to children with SEN, consideration must be given to what the Code says. Bodies must fulfil their statutory duties towards children with SEN in the light of the guidance set out in this Code of Practice."

Special Educational Needs (SEND) Code of Practice: for 0-25 years. (2014: 6)

We are an inclusive school and have a dedicated staffing team who will make every effort to support all children in our setting.

The Special Educational Needs Co-ordinator (SENCO) for Ernesettle Community School is Miss Sally Riseborough. Ellie Willbourn is the deputy SENCO based in the Early Years Foundation Stage.

2. Legislation and guidance

This Policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Policy

3. Definitions

The terminology which Ernesettle Community School will use to define SEN will be:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A child of compulsory school age or a young person has a learning difficulty or disability if they fall within the definition of **1.** or **2.** below, or would do so if special educational provision was not made for them:
 - 1** Have a significantly greater difficulty in learning than the majority of others of the same age; or
 - 2** 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.

- A child under compulsory school age has special educational needs if they fall within the definition at **1** or **2** above or would so do if special educational provision was not made for them.
- Children must not be regarded as having a learning difficulty solely because their home language is different from English.
- Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

[Adapted from the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (2015) and the Education Act 1996]

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Miss Sally Riseborough**

They will:

- Work with the Executive Headteacher/Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Executive Headteacher/Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Executive Headteacher/Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Headteacher/ Executive Headteacher

The Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

5. SEN Information

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

- Staff monitor the progress of all children closely, including those children with Special Educational Needs (SEN).
- Staff at Ernesettle Community School can monitor the progress of the children on the SEN register using a SEN Tracker, through analysis of Target Tracker, whole school data systems and through Inclusion Reviews, where staff discuss the academic and social progress of children with the SENCO.
- Staff are aware that some difficulties only become evident as children grow and develop and are committed to the process of early identification.
- All pupils access high quality teaching which takes account of pupil's differing needs. The process is monitored through lesson observations, planning checks (including the quality of differentiation) and planning into book scrutinies.

- Staff monitor the progress of children in all lessons using assessment for learning strategies. Pupil's attainment is formally assessed three times a year and this information is shared with Parents/Carers during Parent's Evenings and School Reports annually. If children have an Individualised SEN Support Plan staff are expected to meet with parents three times a year to review and set children's targets.
- In the Nursery, staff complete the EYFS progress check for children who are aged between 24-36 months. This progress check enables practitioners to identify which children need additional support and provide early intervention. This information is shared with Parents/Carers and they are provided with a written report which we encourage them to share with their Health Visitor.
- Staff recognise the importance of allowing children to monitor their own progress, set themselves targets and share their aspirations for the future. It is for this reason that children are involved in setting and reviewing the targets in their SEN Support Plan, following the schools systems for self-evaluation. The child's viewpoints will also be recorded on a One Page Profile.
- Staff are able to distinguish between pupils who may need support within the differentiated curriculum and pupils with Special Educational Needs. New staff have access to an SEND Support Plan document, which explains this difference along with training form the SENCO.
- Where staff have concerns that a child may require additional support, Parents/Carers will be consulted as the school values the significant contribution Parents/Carers can make to understand a child's needs.
- The school will consult with Parents/Carers and previous settings when a child with SEN transfers to the school, to ensure the consistent use of successful strategies. When a child with significant SEN transitions to our Early Years Setting or is getting ready to transfer to secondary school, the appropriate transition paperwork will be completed and Individualised transition programmes will be arranged, in consultation with the parents, outside agencies and other settings.
- Teaching and support staff are provided with training and guidance around the identification processes.
- If staff have concerns that a child requires additional SEN support, they will discuss their concerns with the child's Parents/Carers and then share this at their weekly Unit Meeting and discuss the outcome of current provisions. This information is then shared with the members of the Senior Leadership Team, which includes the SENCO, who then decide on the next steps to support the child.
- If a Parent/Carer has concerns that their child requires additional SEN support then they are able to speak to the class teacher during Early Morning Learning or in the playground after school or a booking can be made to discuss concerns. If they do not feel that this is appropriate, the school employs a Family Support Advisor or they are able to meet with the SENCO to share their concerns.
- Staff use a range of checklists and information to decide on a child's area of need, including the Inclusion Development Programmes Dyslexia checklist and the Social Communication Difficulties checklist.
- The school uses a range of appropriate screening and assessments to identify needs and where appropriate seeks advice from a range of advisory services.
- The school seeks advice from a number of advisory services and outside agencies including; the Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Service, Local Authority Services, Communication Interaction Team (CIT), voluntary organisations and the Multi Agency Support Team (MAST).
- The type of provision and review period needed will depend on a child's needs. If a child takes part in an intervention, progress will be monitored and reviewed at least three times a year.

- Children will not be regarded as having Special Educational Needs solely because English is not their first language. The assessment of Special Educational Needs for children with English as an additional language will take into account children's progress in a variety of areas of the curriculum.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
- When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- A graduated approach will be undertaken which draws upon the assess, plan, do, review cycle. During this cycle approaches are revisited, refined and revised building on a growing understanding of the learner's needs and the support needed in helping them to make good progress and secure good outcomes.
- Each stage of support builds on the good practice of the previous stages. This will lead to an approach in which increasing levels of support are provided where necessary and appropriate: from universal provision/inclusive high-quality teaching; SEN Support to high needs provision through an EHCP.

5.3 Consulting and involving pupils and parents

Ernesettle Community School recognises that children have important insights into their needs and aspirations and it is for this reason that the school adopts a 'Person Centred Planning' approach when identifying barriers to learning and planning provision. Planning will begin with the child and take into account their views on their one page profile.

The school believes in involving Parents/Carers in every aspect of planning and decision making as we sincerely value their opinion.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their Parent/Carers.

We will formally notify parents when it is decided that a pupil will receive SEN support. Parent/Carers and pupils will continuously be involved in all further consultations.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.

- Advice from external support services, if relevant.

All assessment will be reviewed regularly.

- The SENCO will review the SEN register at least once each term.
- All staff are trained to monitor the progress of children on the SEN register. Our robust systems allow us to monitor how effectively the school closes the gap for children with SEN.
- The school uses a variety of tracking systems to monitor children's progress, including Target Tracker, SEN Class trackers, Pupil Progress Review Meeting, Inclusion Review Meetings and Provision Maps.
- Whole school data systems are used to monitor the effectiveness in closing the gap for pupils with SEN.
- The school holds regular Pupil Progress Meetings to monitor children's progress and to hold teachers to account, as every teacher is responsible for the progress of pupils with SEN within their class.
- Support staff and Governors are invited to attend Inclusion Review Meetings.
- The school believes that high expectations and good progress are an entitlement for all learners. Targets and provision will match the needs of learners, to allow them to close the gap or maximise their achievement.
- The school sets challenging but realistic targets for pupils with SEN to ensure that appropriate rates of progress are made in line with national expectations.
- All pupils access at least good quality teaching which takes account of pupil's differing needs. The process is monitored through lesson observations, planning scrutinies (including the quality of differentiation) and planning into book scrutinies. Intervention observations are also carried out by the SENCO to ensure the quality of provision.
- Interventions are monitored with pre and post test scores, pre and post Key Performance Indicator Assessments and qualitative assessments to monitor their effectiveness, with children able to share and record their opinions of the intervention.
- The school understands the importance of pupil feedback and therefore children have the opportunity to provide self-assessments against their SEN support Plan targets and on the monitoring sheets for any interventions which they take part in.
- Parents/Carers will have the opportunity to regularly meet with staff to discuss their concerns. The school holds three parent's evenings each year, as well as an open evening at the beginning of the year. If a child has an SEND Support Plan (including an IEP) then they will meet with the teacher to review and discuss new targets three times a year. Parents/Carers also have the opportunity to speak to staff during Early Morning Learning, in the playground after school or they can make appointments to meet with the class teacher or SENCO.
- The school will be held to account by Ofsted for the progress of all children with SEN or disabilities.
- Children within the Early Years Foundation Stage Profile (EYFSP) with SEN, access high-quality Early Years provision based on the EYFS framework, its principles and commitments. The EYFS framework may be used as the most appropriate learning context and assessment tool for children with SEN, whose attainment is well below age related expectation well into Year 1.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to or moving from. We will agree with parents and pupils which information will be shared as part of this.

- Ernesettle Community School uses a 'Person Centred Planning' approach to all transitions between schools or Key Stages. The child and their family are at the heart of the planning process.
- The school follows the Local Authorities Transition Programme, using the appropriate transition codes depending on the child's level of need.
- The correct paperwork for transition between the Early Years and Key Stage 1 and Key Stage 2 and key stage 3 are used.
- All transition processes begin as early as possible to ensure a structured and successful approach.
- The school uses the Local Authorities Early Alert system to begin the transition process for children with more complex needs, entering the Foundation Stage as early as possible.
- Where appropriate the school uses support from the Learning Mentor for transitions between Key Stages and schools.
- The school benefits from a strong link between the Nursery and Reception ensuring a positive transition with minimal disruption and change for the child. The school has also established strong links with other feeder settings.
- Transitions are bespoke and tailored to the needs of each child.
- The school ensures that secondary school SENCOs are invited to attend Year 6 Annual Review meetings.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

- Ernesettle Community School makes appropriate use of the resources in its delegated budget to support children with additional needs. Provisions are subject to the additional needs of children and may include Teaching and Learning Assistant/Key Worker support for groups or individuals.
- When appropriate the school will make referrals to the Single Multi Agency Panel for assessments of additional funding to support children with high levels of need.
- When necessary the school will make applications to the Early Years Forum for additional funding to support those with the highest needs in the Early Years setting.
- If appropriate, the school will make referrals to the Single Multi Agency Panel for emergency short term funding to support children with high levels of need.
- Through High Quality Teaching and assessment, staff will recognise the progress of children and review their needs. If child is not making adequate progress, a number of strategies will be used to close the gap. These strategies may include modifications to teaching approaches; changes to the classroom organisation; adapted resources including visual timetables, reward charts, coloured overlays, visual reminders, concentration aids and bespoke interventions.
- Regular training opportunities will ensure staff are informed of effective strategies to use within their class.
- All teaching staff differentiate their lessons to meet the needs of pupils, including at least 3-way differentiation in English and Math lessons as well as setting.
- All staff evaluate their lessons, reviewing the progress of the class against the learning objective with needed information recorded in a prior knowledge box on weekly planning. Where children have not made expected progress, evaluations show how future lessons will be adapted to remove barriers to learning. If a child still has difficulty accessing learning a more personalised approach will be developed.

- Staff at Ernesettle Community School will use their knowledge of the four primary areas of need:
- Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or Physical, to identify barriers to learning, plan provision and to focus on interventions that are relevant and of good quality. Where a child has an SEN Support Plan, the primary area of need will be identified as well as the planned provision.
- The majority of children with Special Educational Needs will have their needs met through the use of planned provisions, focused interventions and a quality differentiated curriculum. Where special educational provision currently being made is not allowing the child to make adequate progress, a request for an Education, Health and Care (EHC) plan will be made to the Local Authority.
- The school is aware that children can have needs in more than one of the primary areas of need, which requires an Individualised approach. The most significant need will be highlighted on a child's SEN Support Plan.
- Interventions are monitored with pre and post test scores, pre and post Key Performance Indicator assessments and qualitative assessments to monitor their effectiveness. This information is shared with the Governing Body.
- When necessary the school will seek advice from Advisory Services and outside agencies about removing barriers to learning.
- The school uses a multi-agency approach to supporting children whose behaviour is consistently withdrawn or disruptive. In such cases the Early Help Assessment tool may be used.

Some of the interventions provided are: Precision Teaching, Reading/Writing/Math support interventions (child specific), phonic intervention, fine motor skills, gross motor skills, handwriting, social skills, Lego Therapy, 'Think Good Feel Good', emotional literacy interventions and sessions with an inclusion teacher and her therapy dog. All interventions are adapted and chosen to meet individual needs of children.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, small group learning, 1:1 work, teaching style, content of the lesson and using positive role models.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing aids, writing slopes and fiddle toys to aid focus.
- Differentiating our teaching for individual children, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud or providing post teaching support to repeat and embed learning.
- Staff will be aware of targeted areas of specific children and will interleave this learning throughout the school day to support progress.

The school accessibility plan can be found: <http://www.ecs.plymouth.sch.uk/policies>

5.8 Additional support for learning

Ernesettle Community School has at least one Teaching and Learning Assistant (TLA) per class. All TLAs are trained to deliver a variety of interventions to provide additional targeted support as well as effectively supporting children during daily planned High Quality teaching.

TAs work as whole class support, mixed ability group support, small group support, intervention support and as a key adult, where required. 1:1 support for children with an identified need will be discussed at Multi Agency Meetings and at a Senior Leadership Team level to ensure strategies are appropriate and will develop independence and progress of children.

Qualified teachers also provide many small group interventions and the school has weekly access to two Learning Mentors and a private Speech and Language Therapist.

We work with the following agencies to provide support for pupils with SEN:

- Excellence Cluster and MAST
- A school link Educational Psychologist
- Child counsellors
- Learning Mentors
- Private and NHS Speech and Language support
- Communication and Interaction Team
- Child and Adolescent Mental Health Services
- School Nursing Team
- Early Years Advisory Teacher

5.9 Expertise and training of staff

Our SENCO is an experienced member of teaching staff and has achieved the National Qualification for SEN Co-ordination.

The SENCO has allocated time each week dedicated to overseeing the provision of SEN

- The staff at Ernesettle Community School share the ethos that, 'all teachers are teachers of children with Special Educational Needs.' Through Initial Teacher Training and through continued professional development all teachers and staff are equipped to deal with a diverse range of needs.
- The school plan staff training, development and support to strengthen individuals and groups when needed.
- The school acknowledges the key role of the Special Educational Needs Coordinator, whose job description includes providing professional guidance to colleagues and contributing to their training.
- Both teaching and non-teaching staff access training to develop their knowledge of the four areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or Physical and the difficulties which may be linked to these.
- The school employs two Learning Mentors and Speech and Language Therapist to support children referred to them.
- The school employs an Inclusion teacher and therapy dog to support children.
- The school audits staff and training annually and provides further training to meet identified needs.

5.10 Securing equipment and facilities

- Ernesettle Community School makes appropriate use of the resources in its delegated budget to support children with additional needs. Provisions are subject to the additional needs of children and may include Teaching Assistant/Key Worker support for groups or individuals.
- When appropriate the school will make referrals to the Single Multi Agency Panel for assessments of additional funding to support children with high levels of need.

- When necessary the school will make applications to the Early Years Forum for additional funding to support those with the highest needs in the Early Years setting.
- If appropriate, the school will make referrals to the Single Multi Agency Panel for emergency short term funding to support children with high levels of need.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Interventions change and adapt throughout the year and are reviewed as frequently as required. Staff review at least termly and formal provision maps are updated at least three times a year.
- Using provision maps to measure progress.
- Reviewing Children and provision through Multi Agency Meetings termly (or at a date agreed by all professionals and Parent/Carers).
- Holding annual reviews for pupils with statements of SEN or EHC plans.

The SENCO monitors all areas of SEN.

- Ernesettle Community School recognises that Parents/Carers have statutory rights to contribute to the decision making process about their child's education, in relation to provision for SEN. SEN Support Plans are shared with Parents/Carers and include a section for interventions, outside agency support, strategies for parents to support their child at home and a parental review box.
- During Parent/Carer meetings, Parents/Carers will be informed if their child has an SEN Support Plan and if they are taking part in any interventions.
- SEN Support Plans engage children in self-assessment of their targets, as do any monitoring sheets for interventions.
- All pupils access at least good quality teaching which takes account of pupil's differing needs. The process is monitored through lesson observations, planning scrutinies (including the quality of differentiation) and planning into book scrutinies. Intervention observations are carried out by the SENCO, to monitor pupil progress and the quality of provision.
- The school believes that high expectations and good progress is an entitlement for all learners and an expectation of all staff. This process is monitored through intervention evaluations and assessment of data through whole school systems.
- The school comprehensively reviews attendance and exclusion data for SEN pupils.
- The progress of different groups of children, including those with Autistic Spectrum Disorder (ASD) and Moderate Learning Difficulties (MLD), is monitored by the SENCO.
- All teaching staff monitor the impact and success of specific interventions through comparisons of pre and post data.
- The school uses the feedback from the SEN audits, carried out by the Local Authority, to inform their evaluation of provision.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s), which have recently been London and Grenville House.

All pupils are encouraged to take part in sports day/school plays/special workshops, with adaptations to meet the needs of all children.

- The school has an up-to-date Disability Equality Scheme and Accessibility Plan Policy which pays regard to the Equality Act 2010 guidance for schools and is regularly updated. This can be accessed at <http://www.ecs.plymouth.sch.uk/policies>
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

Ernesettle Community School provides a safe environment for children and recognise that the wellbeing of all children includes physical, mental and emotional wellbeing as well as protection from abuse.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of a variety of afterschool and lunchtime clubs to promote teamwork and building friendships.
- The school has an up-to-date Anti-Bullying policy which is regularly updated. This can be accessed at <http://www.ecs.plymouth.sch.uk/policies>
- Pupil voice is an important part of the evaluation of provision at Ernesettle Community School. Pupils feedback in a number of ways, including through their School Council.
- Ernesettle Community School recognises that children have important insights into their needs and aspirations and it is for this reason that the school adopts a 'Person Centred Planning' approach. Planning begins with the child and takes into account their views and their families views, putting them at the heart of the planning process.

5.14 Working with other agencies

Ernesettle Community School has good links to many agencies that can support children and school with a range of needs.

- We have weekly on site access to an Inclusion Teacher, therapy dog and provide two Speech and Language Therapists.
- A School based Educational Psychologist is in regular contact with the SENCO and is able to offer advice and support to children, staff and families. Links with the Excellence Cluster and MAST services allow Ernesettle Community School to request counselling, therapist and family support services when required.
- The school has good links with the School nursing team with a dedicated School nursing member of staff based in the setting once a month.
- The school funds two private Speech and Language therapists who supports children throughout the setting. This is in addition to the NHS speech and Language service which school can access through a referral system.
- Communication Interaction Team, Child and Adolescent Mental Health Services and Occupational Therapists are among other agencies who support children in our setting

- Early Years Inclusion Service will work with Pre-school children and staff in our setting to support provision and progress.

5.15 Complaints about SEN provision

- If a Parent/Carer has a concern then they should first talk to the child's teacher. If they are not satisfied once talking to the teacher, they should then make an appointment to meet with the SENCO. If they remain unsatisfied with this response then an appointment should be made with the Headteacher/ Executive Headteacher.
- Parent/Carers will then be referred to the school's complaints policy which can be accessed at: <https://www.ecs.plymouth.sch.uk/policies/>

5.16 Contact details of support services for parents of pupils with SEN

- An appointment can be made with the SENCO by contacting the school via phone (01752 201177) or via email ecs@ecs.plymouth.sch.uk
- Plymouth Information and Advice for SEND (PIAS) can provide children and families with impartial advice. They can be accessed at <http://www.plymouthias.org.uk/>
- Plymouth Online Directory is part of the Plymouth Local Offer and has details of many services. <https://www.plymouthonlinedirectory.com/>

5.17 Contact details for raising concerns

Any concerns can be raised with your child's class teacher. Alternatively concerns can be directed to:

Sally Riseborough – SENCO

Aaron Meredith – Executive Headteacher

Alison McKenzie –Headteacher

Rosie Little – Assistant Headteacher

All members of staff can be contacted via phone, 01752 201177 or via email ecs@ecs.plymouth.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is:

<https://www.plymouthonlinedirectory.com/kb5/plymouth/directory/service.page?id=xYQop34dxUc&directorychannel=9>

Our local authority's local offer is published here:

<https://www.plymouthonlinedirectory.com/kb5/plymouth/directory/localoffer.page>

6. Monitoring arrangements

This policy and Policy will be reviewed by Sally Riseborough annually. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan <https://www.ecs.plymouth.sch.uk/policies/>
- Behaviour <https://www.ecs.plymouth.sch.uk/policies/>
- Equality information and objectives <https://www.ecs.plymouth.sch.uk/policies/>
- Supporting pupils with medical conditions <https://www.ecs.plymouth.sch.uk/policies/>