

# **Lord Deramore's Primary School**

## **SPECIAL EDUCATIONAL NEEDS and DISABILITY INCLUSION POLICY**

**In connection with the  
Special Educational Needs Information Report  
On the School's website**

in compliance with  
Statutory Instrument : Special Educational Needs (Information) Regulations  
(Clause 65)  
and  
Special Educational Needs and Disability Code of Practice (2014)

### **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 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 Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Children and Families Act 2014

## **RATIONALE:**

Lord Deramore's Primary School is committed to providing an appropriate and high quality education to all the children living in our locality. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic, creative and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Lord Deramore's Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences, learning styles and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys, men and women
- Minority ethnic and faith groups
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- More able learners
- Learners who are looked after by the local authority
- Any learners who are at risk of disaffection and exclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early Years and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. In our school we aim to identify these needs as they arise and provide learning and teaching contexts which enable every child to achieve his/her full potential and **'to strive to be the best they can be'**.

Lord Deramore's Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we aim to model inclusion in our staffing policies and relationships with parents/carers and the community. We are trying to move from an SEND approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

*"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014."*

**SEND Code Of Practice (2014 : Para 1.24)**

*This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."*

**"Achievement for All" (National Strategies : 2009)**

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

**Ofsted SEN Review 2010**

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level”*

**SEN Code of Practice 2014 (page 68)**

## **1. DEFINITIONS**

Children have special educational needs if they have a **learning difficulty** or **disability** which calls for special educational provision to be made for them.

**Special educational provision** means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in mainstream schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) 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 the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996 Chapter 1

## **2. AIMS AND OBJECTIVES**

The aims of our special educational needs and disabilities (SEND) policy at Lord Deramore’s Primary School are:

- That every child be valued equally and be given every opportunity to achieve his or her full potential
- That children with SEND have their particular need identified at an early stage and that they should be supported to ensure continuing progress and development
- That children with SEND be given full access to a broad, balanced and relevant education within the Foundation Stage and the National Curriculum
- That children with SEND be able to take a full part in all aspects of school life, both within and outside the classroom
- That parents of children with SEND be informed, supported and involved in their children’s education and be able to contribute towards their ongoing development
- That the views and wishes of the child concerned be taken into account, in the light of their age and understanding
- That all staff working in the school share in the responsibility of meeting the needs of the children with SEND
- That school staff working with children with SEND be informed of and supported in ways of assisting children and addressing their future development
- That resources should be made available to support the education of children with SEND and be used effectively for that purpose

- That the school develop in all children an awareness of the needs of children with SEND and foster a positive attitude towards and a supportive environment for such children
- That the effectiveness of the school's policy and provision for SEND be kept under regular review.

### **3. ROLES AND RESPONSIBILITIES**

Provision for children with special educational needs is a matter for the school as a whole and all members of staff share in the responsibility of meeting those needs. The particular roles of the Governors, Head Teacher and Special Educational Needs Coordinator at Lord Deramore's Primary School are outlined below.

#### **The Role of the Governors**

- The Governing Body of Lord Deramore's Primary School will do its best to ensure that the necessary provision is made for any pupil who has SEND.
- They will monitor and review the effectiveness of the school's policy and provision for SEND.
- They will report to parents annually on the success of the school's implementation of the policy.
- The named governor with particular oversight of the school's arrangements and provision for meeting special educational needs is **Mrs Sue Perutz**

#### **The Role of the Head Teacher**

The Head Teacher, **Mr James Rourke**, has responsibility for the day-to-day management of provision for children with SEND.

- He will keep the governing body informed of the school's arrangements and provision for children with SEND.
- He will appoint a Special Educational Needs Coordinator (SENDCo) for the school.
- He will keep up to date through the SENDCo with all action taken towards helping pupils with SEND.

#### **The Role of the Special Educational Needs Coordinator and SEND team**

The Special Educational Needs Coordinator (SENDCo) at Lord Deramore's Primary School is **Mrs Jane Hitchon**, who has qualified for The National Award for Special Educational Needs Coordination.

The key responsibilities of the SENDCo are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after pupil has SEN
- teaching groups and individuals with SEND
- liaison with and advising fellow teacher
- advising on the graduated approach to providing SEND support
- working with the Head Teacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- overseeing the records of all children with SEND
- liaison with parents of children with SEND
- maintaining a range of resources and teaching materials to enable appropriate provision to be made
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaison with and being a key point of contact with external agencies including the Local Authority's support and educational psychology services, health and social services, and voluntary bodies
- keeping informed of current developments with special education through continued professional development
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- contributing to the in-service training of staff

**Class teachers** are responsible for:

- Providing high quality teaching for all children

- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

**TAs** should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND and use the school's procedure for giving feedback to teachers about pupils' progress.

TAs work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.

#### **4. ADMISSION ARRANGEMENTS**

Lord Deramore's Primary School strives to be a fully inclusive school. All pupils are welcome, including those with SEND. Parents are encouraged to share with the Head Teacher any special educational needs that have already been identified in their child. The school will then try to ensure that appropriate provision is in place to support the child on entry and throughout their time at the school.

#### **5. IDENTIFICATION**

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

A register is kept of pupils with SEND.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. The **City of York Special Educational Needs Banding Documents** are used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given. Reviews of pupils on the SEND register take place three times a year. For pupils with EHCPs (Education, Health & Care Plans - formerly Statements), one of these reviews must be a formal annual review meeting which is used to update the EHCP before it is submitted to the Local Authority Special Educational Needs Department. A Provision Map is used to record additional provision for pupils on the SEND register.

#### **TYPES OF SEN**

SEN is divided into 4 types:

- Cognition and Learning - this includes children who demonstrate features of Specific Learning Difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia; or general Learning Difficulties (which may be moderate, severe or profound).
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration (including Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Attachment Disorder).
- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, hearing impairment and children who exhibit difficulties communicating with others (those with Autistic Spectrum Condition may display difficulties in this area).
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties (including those with visual or hearing impairments).

*Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has*

*SEND. Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.*

**Learning difficulties** At Lord Deramore's Primary School all children are given end of year assessments against Early Learning Goals or National Curriculum levels. From these we can identify those children who are falling significantly behind the expected level for their age group and will need special provision.

**Behavioural difficulties** We operate a whole-school behaviour policy with a range of rewards and sanctions which enables the vast majority of pupils to participate in the life of the school within appropriate boundaries. If, however, a child constantly finds it difficult to behave in an appropriate manner and the normal rewards and sanctions are proving ineffectual then a discussion will take place with the parents as to what additional measures might be put in place to help the child.

**Other needs** Where children are causing concern in other areas which is impacting on their learning the class teacher will speak to the SENDCo and with the parents permission the appropriate professionals (speech and language therapists, school nurse etc.) may be asked to assess the child.

Parents will always be informed and their child's needs discussed before they are placed on the SEND register.

## **6. ASSESSMENT**

Assessment for learning is an integral part of the teaching and learning process at Lord Deramore's School. It is essential in order to identify a child's particular area of difficulty and so tailor provision appropriately. It is also necessary to monitor progress and evaluate provision.

For children with SEND we use a variety of assessment procedures and materials including standardised tests of reading and maths, a range of phonics, key word and maths assessments as well as measuring against Early Learning Goals and National Curriculum levels. We also have assessment materials to identify children with dyslexia.

**Graduated Levels of Intervention** If a child encounters difficulties in a particular area of the curriculum, the class teacher will firstly discuss this with the parents and develop a plan to work collaboratively to support the child in overcoming these difficulties.

Following this intervention, progress will be reviewed and if these difficulties continue the child will be placed on the SEND register at the initial level of Action (or Early Years Action). The class teacher and child (possibly with the help of the SENDCo) will decide specific outcomes for the child in the areas of the curriculum where they are struggling. These outcomes will be discussed with the parents to ensure a collaborative approach in achieving them. Teaching strategies and arrangements will be put in place to help the child fill the identified gaps in learning. These may include extra help within the class, extra tuition out of the class individually or in small groups, and things to practise at home. These interventions are short and focussed.

If following review it is felt that the child has made progress such that his or her levels of attainment are similar to others of the same age then, with the agreement of parents, the child will be removed from the school's SEND listing. Where a child at the initial level of Action is not making satisfactory progress then, in consultation with parents, the SENDCo can ask for help from external services. This may be Behaviour Support, Speech and Language Therapy, Specialist Teaching Support for specific difficulties, Educational Psychology or possibly specific Health Service Departments. In some cases where outside expertise is needed such a referral may be made as soon as a child presents with difficulties.

Someone from the appropriate service will be able to advise whether further on-going monitoring and support from an external agency is needed at the next level of Action. Children requiring this level of support will have a pupil passport. This will detail achievements and areas of need and will be completed by the child and family on a termly basis. In addition to the help given in school there is external support and advice tailored to the child's individual need. For children requiring this level of support, termly meetings will be held with the parents, class teacher and SENDCo to discuss progress, achievements, and areas of concern and agree actions.

If the level of concern about the child's progress has reduced during the period of increased support and it is felt that the child's needs can be met within school then the child may return to the initial level of intervention. If concern continues and the child is failing to make satisfactory progress within the increased level of support then the SENDCo, in conjunction with the parents and the external agencies involved, will produce a 'My Support Plan' document which clearly identifies agreed actions and outcomes and is reviewed on a regular basis. Parents can also make such a request in their own right.

Where there are significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals a statutory assessment/ Education Health Care Plan can be

requested. The SENDCo and Head Teacher will arrange for all the necessary documentation and evidence to be submitted in support of the request. The local authority must decide whether or not to proceed with an assessment, and must inform parents of their decision within a maximum of 6 weeks of receiving a request for an assessment. The whole assessment and planning process, from the point when assessment is requested until the final Education Health and Care plan, must not take longer than 20 weeks. Parents will be given full information about the process of statutory assessment and the support available to them during the process.

**Statutory Assessment**

**STARTING POINT**

**Child, young person or family would benefit from coordinated support**

<b>PHASE ONE</b>				
<p><b>INITIAL REQUEST</b> → Family or professional request coordinated support.</p>	<p><b>COORDINATOR IDENTIFIED</b> → Someone already involved with the child, young person or family agrees to coordinate support.</p>	<p><b>IDENTIFIED COORDINATOR MEETS WITH CHILD, YOUNG PERSON &amp; FAMILY</b> → An initial meeting takes place</p>	<p><b>PLANNING MEETING</b> → The planning meeting will agree a coordinated plan – ‘My Support Plan’</p>	<p><b>‘MY SUPPORT PLAN’ REVIEW MEETING HELD</b> Outcomes &amp; actions set at the planning meeting are reviewed ↓ then coordinated support will either:</p> <ul style="list-style-type: none"> <li>• end</li> <li>• continue</li> <li>• move to phase 2</li> </ul>

**PHASE TWO**

**FURTHER ADVICE, EVIDENCE GATHERING OR REFERRAL IS REQUIRED**

As a result of a ‘Support Plan’ Review meeting, further advice and evidence is required, or a referral is made. Once further advice or evidence is gathered / received a further planning meeting is held. Following the planning meeting coordinated support will either:

- ↳ end
- ↳ continue
- ↳ move to phase 3

**PHASE THREE**

**COORDINATED ASSESSMENT FOR A STATUTORY EDUCATION HEALTH & CARE PLAN IS REQUESTED**

A coordinated assessment for a statutory Education, Health & Care Plan can be requested for a child or young person with special educational needs when:

- a coordinated supported plan is already in place AND
- when the child or young person requires something *different from or additional to* what is usually provided within bands 0-2 of the City of York special educational needs banding formula.

**PHASE FOUR**

**INITIAL EDUCATION, HEALTH & CARE PLAN MEETING**

A nominated educational professional coordinates and chairs meeting with family, child/young person and advice is given to identify strengths and needs and to draft an initial Education, Health & Care Plan which will be submitted to the Local Authority Education Health and Care Panel.

**PHASE FIVE**

**DECISION ON STATUTORY ASSESSMENT & RESOURCE ALLOCATION**

Local Authority Education Health and Care Panel make a decision on whether to make the plan statutory and resources to be agreed and allocated- including the option of a personal budget.

**PHASE SIX**

## **EDUCATION, HEALTH & CARE PLAN or 'MY SUPPORT PLAN' REVIEWED**

Support plan will be reviewed and updated following a decision not to agree a statutory Education, Health & Care Plan and coordinated support will continue OR

The first review of an EHC Plan MUST be within 12 months of the initial plan and subsequently at least every 12 months – but can be more frequent.

**Education Health Care Plan** The Local Authority is responsible for the determination of an Education Health and Care Plan, which is subject to annual review. This plan focuses on outcomes and the achievement of these outcomes as a collaboration between Education and Health services. We will also make the arrangements for the Annual Review Meeting to be held at the designated time.

## **7. MANAGING PUPILS NEEDS ON THE SEND REGISTER**

All children on the SEND Register will have a Pupil Profile, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.
- **Specialist or personalised level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil. It is important to note that the level and combinations of provision may change over time.

## **8. PARTNERSHIP WITH PARENTS**

At Lord Deramore's Primary School we always seek to work in partnership with parents. This is important in enabling children with SEND to achieve their potential. The school and parents will work collaboratively to gain as much information as is possible about the child's difficulties and progress. This information will then feed into appropriate provision and will include activities to complete at home.

Parents are always informed when a child is first identified as having SEND and the class teacher and parents will discuss the targets set and arrangements made for the child.

For children requiring the additional elements of support and involvement from other agencies, or with an EHCP, the targets for the term will be discussed with parents, together with an evaluation of their child's progress against previous targets. Parents are welcome to make a contribution towards the evaluation and target setting. They will also be encouraged to complete a parent passport, celebrating achievements and detailing concerns. A termly review meeting is normally held with parents and all those involved in supporting the child. Minutes will be taken at the meeting and provided to all those involved with the child.

An annual written report is also prepared by the class teacher and SENDCo for each child that she is directly involved in supporting.

Parents are involved in any consideration of referral for Statutory Assessment and play an active part in the Statutory Assessment process. If their child has an EHCP, then parents are fully involved in all review meetings. York Parent Partnership Service is available to support all parents of children with SEND. The service offers impartial advice, information about parent's rights and responsibilities, and help for parents and children in putting their views forward.

## **9. PARTICIPATION OF PUPILS**



Children with SEND have a unique knowledge of their own needs and circumstances and their own views about what sort of support would most help them. At Lord Deramore's Primary School we seek to show sensitivity and respect in listening to children and to take their views into account in planning provision.

We encourage self-evaluation and involvement in target setting and completion of a pupil passport. We recognise the importance of the child having understanding and ownership of their targets if they are to work actively towards achieving them. Pupils are supported to contribute to their review meetings as fully as possible. Their views are always recorded in their plans before the meetings. Often they attend part of the meeting and share their achievements with a film, presentation or, depending on their individual strengths and difficulties, to answer questions or express their views directly.

## **10. TRANSFER ARRANGEMENTS**

When a child with special educational needs moves to another school, full records of assessments, interventions and outcomes will be forwarded to the receiving school. When children are moving on to Secondary School in York, the needs of the child are discussed with the SENDCo at the Secondary School. A representative from the Secondary School will be invited to attend the final review held in the Summer term. When a child with an EHCP or My Support Plan is transferring to secondary school parents will be invited to visit secondary schools when the child is in Year 5. This enables the parental preference for secondary school to be discussed and recorded in the Annual Review report prior to general application process. On the basis of the report the SEND service will then consult with the school concerned and arrangements will be finalised at the same time as all other pupils transferring to secondary school.

## **11. COMPLAINTS PROCEDURES**

Lord Deramore's Primary School recognises that the relationship of partnership with parents is crucial to the progress of all pupils. Therefore, parents are encouraged to consult the class teacher or SENDCo to discuss any concerns or problems. If, however, there is a complaint regarding the SEND provision for a child the following procedures should be adopted:

- In the first place the parents should discuss the matter with the class teacher and SENDCo.
- If the problem is not resolved the parents should ask to see the Head Teacher and a meeting will be arranged. It may be appropriate for others to be involved in the meeting (e.g. the class teacher, SENDCo, the Governor responsible for SEND).
- If the problem still remains unresolved parents can meet with a representative from the Local Authority with or without members of the school staff present.

York Parent Partnership Service is able to support parents at any point in the complaints procedures.

## **12. STAFF DEVELOPMENT**

All staff adhere to the policy and procedures for SEND provision within the school. It is important that all staff, both teaching and support staff, feel appropriately supported in their work with children with SEND.

Continuing staff development focuses on increasing awareness of inclusion issues and on the variety of teaching strategies and learning resources available.

All staff are provided with regular opportunities for training courses related to the particular needs of the children they are working with or to prepare for particular intervention programmes. In addition the SENDCo attends specialist training and disseminates information to the staff. From time to time members of external agencies and support services may hold training sessions for the whole staff on particular SEND issues.

## **13. LINKS with other Agencies, Organisations and Support Services**

Lord Deramore's Primary School has a service level agreement with the Local Authority to provide support services. An Educational Psychologist and a Behaviour Support Assistant are linked to the school and work in consultation with the Head Teacher and SENDCo to provide advice and support. In addition there are services covering:

- Hearing and visual impairment
- Physical disability and medical needs
- Behaviour, emotional and mental health difficulties
- Autistic Spectrum Condition
- Speech and Language Difficulties

- English as an Additional Language
- Traveller Education

Where appropriate the school also works in partnership with the Health Service, Social Services, Educational Welfare Service and local and national voluntary organisations.

#### **14. EVALUATING SUCCESS**

The success of the schools SEND policy and provision is evaluated through:

- analysis of pupils tracking data and test results for individuals and cohorts of children
- pupil voice
- pre and post assessment data for interventions.
- value-added data for pupils on the SEND register
- monitoring of classroom practice by senior leadership and subject coordinators
- monitoring of procedures and practice by the SEND governor
- Annual Report to Parents
- school self-evaluation
- the Local Authority SEND moderation process
- the School Development Plan and SEND Action Plan

#### **15. ALLOCATION OF RESOURCES**

Lord Deramore's Primary School follows Local Authority guidelines to ensure that all pupils' needs are met. Resources are used to fund extra teaching and support staff, teaching materials and specialist equipment. Details of how resources are allocated each year are included in the Annual Report to Governors.

#### **LINKED POLICIES/DOCUMENTS**

- Single Equalities Action Plan
- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure



Approved by FGB

Meeting Date September 2019