

WHITEFIELD PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy



Adopted: November 2014

Review date: November 2015

Whitefield Primary School

DRAFT SEND policy

SEND Policy 2014/15

COMPLIANCE

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

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- Accessibility Plan
- Safeguarding Policy

Whitefield primary school is a mainstream primary with inclusion at the heart of all we do. We aim to ensure that our pupils gain equal access to education through whatever provision may be necessary. This personalised provision is determined through ongoing evaluation of each pupil's needs over and a commitment to shared decision making with parents.

The Inclusion Manager

The Inclusion Manager for Whitefield Primary School is Mrs Natalie Menagh. Mrs Menagh holds the National Award for SEN Coordination qualification and is a qualified teacher. Her contact details are as follows;

Whitefield Primary School, Boundary Lane, Liverpool, L6 2HZ

Tel: 0151 263 5976

Email: whitefield-sen@whitefield.liverpool.sch.uk

Aims and objectives

- To create an ethos and educational environment that is person centered and has the views and needs of the child at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils

in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.

- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress;
- To work within a 'person centered approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies;
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self esteem with a long term goal of independence and preparation for adulthood.

How Pupils with SEN are identified within Whitefield Primary School

The school's particular arrangements for assessing and identifying pupils as having SEN also form a part of our published **Local Offer** which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- We recognise the definition of SEN as stated in the Code of Practice 2014:
 "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".
 (p83)
- The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEN Support'.
- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEN Code of Practice 2014 (p86) are '**Communication and Interaction**', '**Cognition and Learning**', '**Social, Emotional and Mental Health Difficulties**' and '**Sensory and/or Physical needs**' and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012),

teachers are guided and supported in this by the Inclusion Manager and information is shared appropriately and frequently.

- Although the Inclusion Manager has overall responsibility for the identification of pupils with SEN in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The Inclusion Manager works closely with the school assessment coordinator to interrogate the school tracking data, RAISE online data and FFT.
- At Whitefield Primary School we also use a number of indicators to identify pupils' special educational needs. Such as:
 - Close analysis of progress data;
 - Any teacher or support staff concerns;
 - Following up parental concerns;
 - Tracking individual pupil progress over time;
 - Liaison with feeder schools on transfer;
 - Information from previous schools. Information from other services;
 - Very close liaison at the outset with EYFS staff, the Inclusion Manager and parents.

What is not SEN but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus
- LAC
- Being a child/young person of servicemen/women
- EAL

How Whitefield Primary School teaches pupils with special educational needs

- Differentiated quality first teaching is a priority for all pupils in the school including those with SEN.
- Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place.
- The SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).

How Whitefield Primary school adapts the curriculum and the learning environment for pupils with special educational needs

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and which is also available on the school's website.

- The school is proactive in removing barriers to learning. Whitefield Primary School gained status as a Centre of Excellence for Inclusion (2013-2016) and holds the Liverpool Inclusion Charter Mark Award at enhanced status and the Inclusion Quality Mark award.
- The school increases and promotes access for disabled pupils to the school curriculum. Pupils have access to the additional support they require in order to make progress. This may involve additional adult support, interventions programmes to boost learning or occasionally physical aids or adjustments to the learning environment. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- The school improves access to the physical environment of the school through ensuring a tidy and safe environment, developing easily accessible areas throughout school and maintaining a high quality learning environment throughout. This covers improvements to the physical environment of the school and physical aids to access education.
- The school strives to improve the delivery of information to pupils with SEND and their families. We plan to ensure messages are relayed in a manner that is preferable to the pupil and parent. For example, Whitefield Primary School publish parent friendly policy guides.

How Whitefield Primary assesses and reviews the progress of pupils with special educational needs

ASSESS:-In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behavior and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every term in our school.

PLAN: - We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and Inclusion Manager agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behavior along with a clear date for review.

DO: - The School's Inclusion Manager Natalie Menagh supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are

arranged at school and are part of the Inclusion Manager's role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the Inclusion Manager will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the Inclusion Manager attending meetings offsite to support the transition process.

How Whitefield Primary School manages the needs of pupils who qualify for SEN support

- In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published can be seen on the School's website and the Liverpool Family Services directory.
- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions addressing areas of need it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in Whitefield Primary School include for example Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services to name a few.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

How Whitefield Primary School works with parents and carers in planning for provision and reviewing progress, and how you support them in accessing information

- At Whitefield Primary School we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child and any changes in needs which they can provide.

- Whitefield Primary School hold the Parent Partnership Award for its successful work alongside parents and for the support offered to families.
- Whitefield Primary School publishes parent friendly policy guides and makes information available through the school website.
- In creating the School's Local offer parental consultation was crucial and parents views on this were sought, acted upon and valued. This is an ongoing process and the school continually encourages parents/carers to communicate openly with the school in a timely way should they have any concerns regarding their child.
- Where a pupil is receiving SEN Support the school endeavors to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.
- At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

How Whitefield Primary School enables pupils with SEN to participate in all activities together with pupils who do not have SEN

- At Whitefield Primary School we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children/young people are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the Inclusion Manager monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.

What support Whitefield Primary School offers for improving the emotional, mental and social development of pupils with special educational needs.

Whitefield Primary School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms

that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self esteem or other issues such as neglect.

At Whitefield Primary School we have clear processes to support children and young people and this is linked to our child protection and behaviour policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- Identification of a key adult to deliver pastoral support;
- Individual Behaviour Plans and programmes of support;
- Various pastoral intervention programmes such as 'Think Yourself Great' and 'Seasons for Growth';
- Involving support from Ernest Cookson's specialist outreach teacher;
- Helping to develop self-esteem and well being through the curriculum and conducting themed events such as our health and well being week;
- Maintaining robust anti-bullying practices and ethos throughout school;
- Maintaining a consistent and positive behaviour management approach throughout school;
- Supporting parents and carers through EHAT;
- Running various parent/carer groups to promote the well being of families;
- Conducting celebration assemblies twice weekly to recognise and reward the achievements of all pupils;
- Providing a stimulating, nurturing and inspirational learning environment throughout school;
- Providing our pupils with new, interesting and exciting opportunities and experiences both within and beyond the school premises;
- Promoting our school community through social networking and sharing in our pupils' successes;

How senior leaders and governors at Whitefield Primary School monitor and evaluate the impact of the school's SEN provision

Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The SEN Governor at Whitefield School is Hillary Williams. She can be contacted via the head teacher or Chair of Governors. The SEN Governor promotes the development of SEN provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- Being familiar with key legislation and policy;
- Fostering communication between parents/carers of children with SEND and the school;

- Meeting regularly with the Inclusion Manager to discuss key inclusion matters and visiting classrooms;
- Ensuring they have an understanding of the role of the Inclusion Manager and how pupils are supported;
- Developing an awareness of the types of SEN present within the school cohort;
- Reporting regularly to the Governing Body;
- Understanding how funding received for SEN is allocated by the school;
- Attending training in relation to SEND;
- Assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitor the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy' p5). The SEN Governor will also liaise with the Inclusion Manager in relation to the Local Offer and the SEN Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENCO and Link SEN Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes;
- Use of standardised tests in literacy and maths;
- An analysis of external tests;
- The school's tracking systems and teacher assessments;
- Evidence generated from IEPs and Annual Review meetings;
- Raise online;
- Reports provided by outside agencies including Ofsted;

What training on SEN will be available for teachers, support staff and the Inclusion Manager

All primary schools within an SEN Consortia share best practice and offers support within the locality. Training on SEN is arranged through these and with the support and involvement of the services attached to these, The training is needs led and linked to the school development plan, needs of the particular consortia and the school's Local offer. Specific training can be provided for the Inclusion Manager, Teaching Assistants, whole school and parents. Liverpool school Improvement service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The Inclusion Manager is highly qualified and able to provide school-based INSET and targeted training to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN Information report.

How SEN is funded at Whitefield Primary School

The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The Inclusion Manager along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The school budget allocation for SEND in the year 2014 to 2015 is detailed in the SEND information report. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEN funding in the following ways:

- Learning Support Teachers and Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from the Inclusion Manager, specialist teachers or support staff;
- Disabled toilet facilities;
- Purchasing and maintenance of ICT and electronic equipment;
- Organising accessible and inclusive learning opportunities both within and beyond school.

How Whitefield Primary school supports pupils with medical conditions

Whitefield Primary School supports pupils with medical needs through the implementation of the inclusion and medical needs policies.

How Whitefield Primary School approaches its statutory duties in terms of increasing its accessibility over time

Whitefield Primary School has an Accessibility Plan and Disability Equality Scheme in place in order to meet statutory duties over time.

All pupils at Whitefield Primary School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The school's learning and Teaching Policy promotes best practice towards students with SEN.

Provision Mapping features significantly in the SEN provision provided by the school. Intervention Plans contain outcomes to ensure that all pupils experience success.

Whitefield Primary School works within the requirements of The Equality Act 2010 which states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments may include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date.

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

How Whitefield Primary School handles complaints from parents/carers of pupils with SEN about SEN provision

Any complaints should first be raised with the Inclusion Manager, then if necessary with the Head teacher and finally, if unresolved, with the SEN Governor. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEN may involve:

- Meetings with the parents/carers, perhaps involving a mediator such as the 'Information, Advice and Support Service'
- The identification of key issues, including where there is agreement;
- Discussions with the Inclusion Manager;
- Considering outside agency reports;
- Reviewing outcomes;

Responsibilities

The Governing Body

We acknowledge that the Inclusion Manager shares responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The SEN Governor at Whitefield Primary School promotes the development of SEN provision by:

- Delegating powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- Ensuring a high standard of SEND provision;

- Meeting regularly with the Inclusion Manager to discuss the progress of SEND pupils and the provision in school;
- Ensuring the school policies and practices comply with the SEN code of practice;
- Ensure that the school complies with all equalities legislation;
- Ensure funding is in place to support this policy;
- Ensure that this policy and all policies are maintained and updated regularly;
- Ensure all policies are made available to parents;
- Ensure that effective implementation, monitoring and evaluation of this policy takes place;

The Governing Body will report annually on the success of this policy under the statements listed in '**The aims and objectives of this policy**' (page 5)

In evaluating the effectiveness of this policy, the school will consider:

- Findings of the SEND information report including its Local Offer.
- Reports presented by the Head teacher, Inclusion Manager and SEN Governor
- Parents/carers
- Pupils
- Outside Agencies with evidence of joined together working.
- Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed using the school's online tracking system O-track.
- Consideration of each pupil's success in meeting their agreed outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests
- The school's tracking systems and teacher assessments
- Evidence generated from Provision mapping and related interventions and person centered planning reviews from Education, Health and Care plans and EHATs.
- Raise online
- Reports provided by outside agencies including Ofsted.

The role of the Inclusion Manager

The role of the Inclusion Manager involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN;
- Advising and supporting colleagues ;
- Ensuring parents are closely involved throughout;
- Liaising with professionals or agencies beyond the setting;
- Day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually and overseeing and updating the school's SEND information report in line with statutory guidelines;
- Co-coordinating provision for children with SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other

- resources to meet pupils' needs effectively;
- Liaising with parents of pupils with SEND;
 - Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
 - Being a key point of contact with external agencies;
 - Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
 - Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
 - Ensuring that the school keeps the records of all pupils with SEND up to date;
 - Monitor and support a graduated approach of Assess, Plan, Do and Review;
 - To ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision;
 - Review the work of other adults regularly;
 - Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions;
 - Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
 - Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
 - Being a key point of contact with external agencies, especially the local authority and its support services;

Additionally, the Inclusion Manager has the following roles and responsibilities;

- Designated teacher for Looked After Children;
- Deputy Designated Child Protection Officer;
- Targeting support through EHAT and ensuring regular reviews take place;

The Headteacher

The Headteacher will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Ensure that the daily management of special educational needs provision is effective;
- Work closely with the Inclusion Manager, the SEN governor and the teaching and support staff;
- Keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs;
- Inform parents when special educational needs provision has been made for their child;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy and report back to the Governing Body.

Class teachers

Class teachers must:

- Be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them;
- Deliver the individual programme for each special educational needs pupil as set out in their IEP;
- Develop IEP's for special educational needs pupils by working closely with the Inclusion Manager and support staff;
- Comply with all aspects of this policy
- Undertake appropriate training;
- Differentiate work appropriately for pupils with SEND and/or disabilities;
- Ensure all pupils are able to contribute during lessons and are included in all activities;
- Report training needs to the Inclusion Manager;
- Ensure Teaching Assistants have a copy of relevant IEPs;

Support staff

Support staff are responsible for:

- Delivering intervention programmes to SEND pupils;
- Giving feedback about progress of individual pupils at progress meetings;
- Contributing to the review of IEP targets;
- Maintaining records of pupil progress during intervention programmes