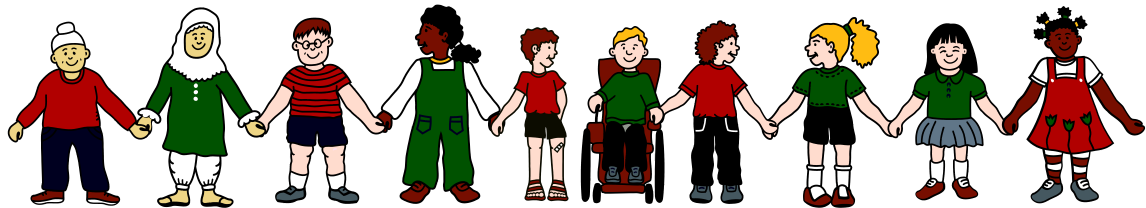


**THE GILES
NURSERY
AND
INFANTS' SCHOOL**



**Special Educational Needs and Disabilities
Policy**

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1. School context

The Giles Nursery and Infants' School is a 3 form entry infant setting, including a nursery. Our pupils range from ages 3-7 and are diverse in terms of ethnicity, culture and gender. We are a community school and share our site with The Giles Junior School, whose pupils range from ages 7-11, and with whom we regularly collaborate. Our school currently hosts a speech and language base unit for children who have this support written into their education, health and care plans (EHCPs).

2. How this policy is reviewed

The Giles Nursery and Infants' School considers the SEND policy document to be of vital importance and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice annually - this is reflected in the School Improvement Plan. The policy is reviewed at the first stage by the school SENCo who, as part of this process, seeks the views of staff members and parents regarding necessary updates and/or amendments. The SENCo and Headteacher then finalise any changes and the updated policy is shared with the school governors. Once the governors have ratified the policy it will then be shared with the wider school community via the school website.

3. Legislation and guidance

This policy, in line with the school's Equality Policy and Accessibility Policy, has been written to promote and ensure the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND). The policy refers to Part 3 of the Children and Families Act (2014), The Equality Act (2010) and the Special Educational Needs and Disability Regulations (2014).

The SEND Code of Practice (2015) offers guidance designed to help schools make provision for pupils with special educational needs following the identification and assessment of special educational needs.

This policy sets out the model and provision that The Giles Nursery and Infants' School will provide in line with the SEND Code of Practice (2015), a link to which can be found in Appendix 1.

4. Our aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND

- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into Key Stage 2
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

5. Definition of SEND

The SEND Code of Practice (2015) states that: "A child has special educational needs if she or he has a learning difficulty or disability which calls for special educational provision to be made for him or her."

A child has learning difficulties if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority (see Accessibility Plan).

Children must not be regarded as having a learning difficulty solely because they speak English as an Additional Language (EAL).

6. Equality and inclusion

Many children and young people who have SEN may have a disability under the Equality Act (2010). This is defined as "a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

This school provides a broad and balanced curriculum for all children. The school uses the national curriculum as the starting point for planning a creative curriculum that meets the specific needs of individuals and groups of children. We believe that each pupil has individual and unique needs. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some pupils, however, require more support than others to achieve their full potential. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

The Giles Nursery and Infants' School is an inclusive learning community that values the abilities and achievements of all its pupils and is committed to providing each student the best possible environment for learning.

7. Pupils with medical conditions

Our approach to supporting children with medical conditions is outlined in our policy, 'Supporting Pupils with Medical Conditions Policy 2021-24'. A link to this policy can be found in section 24. It can also be found on our school website.

8. Roles and responsibilities

8.1 The SENCo

The SENCo at our school is Charlotte Ballard. She will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The SENCo can be contacted via email: SENCo@gilesinfants.herts.sch.uk

8.2 The governing body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

8.3 The SEND link governor

The SEND link governor is Badrun Khanom. The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

The SEND link governor can be contacted via email:
admin@gilesinfants.herts.sch.uk

8.4 The headteacher

The headteacher will:

- Work with the SENCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The headteacher can be contacted via email: head@gilesinfants.herts.sch.uk

8.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

8.6 Parents and carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given regular updates regarding the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

8.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. Where appropriate, they will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

9. Our approach to identification

All teachers at The Giles Nursery and Infants' School are teachers of children with SEND. Teaching children with SEND is a whole school responsibility requiring a whole school response. Pupils identified as having SEND will be, as far as possible, fully integrated into mainstream classes. Every effort will be made to ensure that all pupils have full access to the curriculum and are integrated into all aspects of the school.

If a child is known to have SEND when they arrive at The Giles Nursery and Infants' School the following takes place:

- careful liaison with their previous school to ensure that the transition process is effective and the individual's needs are met when they enter our school; this includes attending Education Health Care Plan review meetings where relevant
- the Special Educational Needs Coordinator along with the class teacher monitors their progress carefully
- joint working with the child and the parent/carers

- staff receive regular training to ensure every child's need is met.

Other children may be identified as having SEND at any point throughout their time at The Giles Nursery and Infants' School. Early identification of children with SEND is a priority; the school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- ongoing assessment by class teachers
- joint working with the child and parent/carer
- evidence obtained by teacher observation and assessment
- pupil performance in the curriculum judged against peers and level/grade descriptors
- standardised screening and assessment tools
- reports and lesson observations by SENCo
- records from previous schools
- information from parents and carers

10. SEN support

10.1 Pupils requiring SEN support

Support for children with special educational needs is a matter for the school as a whole. All members of staff have important day-to-day responsibilities for support of pupils with special educational need.

Special Educational Provision is educational support that is additional to, or otherwise different from, the educational support made generally for children of the child's age in maintained schools, other than special schools, in the area.

The range of special educational needs is very wide, from relatively mild degrees of learning difficulty to profound and multiple disabilities. Sometimes a child's learning difficulties are caused or compounded by hearing or visual impairment, physical disability or a specific learning difficulty.

Emotional and behavioural needs may also affect the child's potential to learn.

At The Giles Nursery and Infants' School we follow a graduated response for the identification and support of SEND children. Indications that a child may require SEN support or provision may include the following:

- makes little or no academic progress even when teaching approaches are particularly targeted to improve a child's identified areas of weakness
- continues to work at levels significantly below those expected for children of a similar age
- presents with persistent emotional and/or behavioural difficulties and do not respond to behavioural techniques usually employed in the setting
- has sensory or physical problems which result in little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties and requires specific individual interventions in order to access learning

10.2 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated response (see section 12). Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care plan (EHCP)

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E

11. Education, health and care plans (EHCPs)

An Education, Health and Care Plan (EHCP) is for children and young people with complex needs who require more support than is available through the school's school-based SEN provision. EHC Plans can be in place for children and young people up to the age of 25. An Education, Health and Care assessment looks at life beyond education and brings different support services together.

11.1 Requests for education, health and care plans

For very few pupils with complex needs, who are not making adequate progress despite SEND support, we will request, in agreement with the parents/carers, that the local authority (LA) make a statutory assessment. Parents also have the right to make this request themselves. Planning, monitoring and review processes will continue as before while waiting for the outcome of the request. Government guidelines state that the whole process needs to be completed in 20 weeks.

Where a request is made to the LA for a statutory assessment, the pupil will have demonstrated significant cause for concern and have met the strict criteria set by the LA. The school will provide detailed evidence to the LA to support this request. The LA will decide within six weeks whether it will carry out such an assessment by working cooperatively with parents, the school and other agencies.

All children with EHCPs will have annual targets set for them. An individual plan will be drawn up detailing the actions that will be taken to meet the child's needs. The school, with the help of outside agencies, will then make the necessary reasonable adjustments to the educational environment in order to provide the support that the child requires to make progress.

11.2 The EHCP annual review

Following an assessment and where a pupil meets the criteria, an EHCP may be issued. Each plan will be reviewed annually at a meeting with all concerned, including the child, where appropriate, to consider whether any amendments need to be made to the description of the child's needs or to the provision specified in the plan. This meeting will also focus on the progress the child has made in the last year and identify targets for the next year. EHCPs for children in the Early Years will be reviewed at six monthly intervals.

12. Our approach to teaching SEND

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

The child's parents and class teacher, in consultation with the SENCo if necessary, will decide on the action needed to help the child progress in the light of their earlier assessments. These supports may include:

- different learning materials or special equipment
- small group support
- staff development and training to introduce more effective strategies
- access to Local Authority (LA) support services for one-off or occasional advice on strategies or equipment.

An appropriate intervention programme will be drawn up on a provision map and shared with the parents/carers. The child's progress will be reviewed termly with the parent(s) and their child (where appropriate) and the provision will be amended appropriately. All staff who work with the pupil will be made aware of the pupil's needs.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

13. Our approach to involving parents and carers

The school firmly believes in developing a strong partnership with parents/carers that will enable children with special educational needs and disabilities (SEND) to achieve their potential. The school recognises that parent/carers have a unique overview of their child's needs and how best to support them, and that gives them a key role in the partnership. See section 8.6 for additional details.

14. Our approach to obtaining pupil voice

The school believes in a child-centred approach to learning and we endeavour to always ensure that our practices and policies reflect pupil voice. Children who are capable of doing so are always given the opportunity to participate in conversations regarding their needs and support. Their views are taken into account in making decisions that affect them, whenever possible.

"Children, who are capable of forming views, have the right to receive and make known information, to express opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to age, maturity and capability of the child"

United Nations Convention on the Rights of the Child, Articles 12 and 13

15. Record keeping, monitoring and data management

All records and data related to a child with SEND will be stored securely by the school, either as part of a secure electronic storage system or in locked filing cabinets only accessible to key members of staff. For further information please see our policies, 'Data Protection Policy 2021-23', 'Data Retention Policy 2021-23' and 'Data Security Policy 2021-23'. Links to these policies can be found in section 24. They can also be found on our school website.

It is the role of the SENCo to regularly review and monitor data pertaining to all children on the school's SEN register.

16. Links with external agencies

External support services play an important role in supporting the school to identify, assess and make provision for children with SEND. We have links with a wide range of professionals, including:

- educational psychologists (EPs)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy (SALT) team
- the family support worker
- Intensive Family Support Team (IFST)
- NESSie
- the Emotional and Mental Wellbeing in Education team (EMWiE)
- the school nursing team
- Specialist Advisory Service (SAS), including speech, language communication and autism (SLCN), speech and language, early years, physical and neurological impairment, hearing impairment and vision impairment
- Larwood outreach service
- Woolgrove outreach service
- Greenside outreach service
- Specific Learning Difficulties (SPLD) outreach service
- the physiotherapy team
- the occupational therapy team

To ensure effective collaboration when identifying needs and making provision for our most vulnerable children, meetings that involve representation from all appropriate external agencies, are arranged. These may be professional meetings, Team Around the Family (TAF) meetings or be part of the 'Early Help Module' (EHM).

17. Transition

When SEND children move schools, every effort will be made to provide the receiving school with the school records, detailed background information and copies of EHC Plans (where necessary).

When children with EHCPs are preparing to undergo a planned transition, such as to KS2 or to specialist settings, the SENCo (or another representative) from the child's new setting will be invited to attend the child's annual review meeting that takes place prior to the move. This enables the new school to agree the provision in collaboration with us and with parents, facilitating a smooth transition for the child.

When children transition from The Giles Nursery and Infants' School to The Giles Junior School, we liaise with the junior school to plan appropriate transition activities throughout the Summer Term. All children will be able to visit the junior school and

take part in some activities there and children who require additional support will be identified and offered extra visits with a member of our INCo team. In addition to this, the school SENCo will hold a handover meeting with the junior school's SENCo in order to ensure that relevant information pertaining to the support required by individual pupils is passed on.

18. Children in specific circumstances

Children in specific circumstances can include:

- looked after children
- children with social care plans
- children with SEN educated at home
- children of service personnel
- children educated out of area
- children who have SEN and are in hospital
- children in youth custody

Information and guidance about the support available for these children, including the responsibilities of the school and the local authority can be found in The SEND Code of Practice (2015), a link to which can be found in Appendix 1.

19. Training and expertise of staff

The SENCo offers some training, help and advice to all staff regarding the support of children with SEND. The Headteacher, subject coordinators and SENCo are responsible for identifying areas for staff development. These are built into the school's INSET programme, learning community meetings and staff meetings. Additional development opportunities and courses are advertised in the staffroom.

In addition, the SENCo:

- regularly attends cluster meetings to update and revise developments in SEND and inclusion
- provides staff updates on a regular basis using up to date information from courses and research into good practice
- contributes to the School Improvement Plan, which targets whole-school SEN provision and identifies areas for development
- devises an annual action plan which details planned next steps and resources required in order to develop key areas identified through the School Improvement Plan
- liaises with the headteacher to keep a thorough, up-to-date record of all training attended by school staff

20. Safeguarding, including anti-bullying and e-safety

The school recognises that children with SEND are more likely to be vulnerable to safeguarding issues, including bullying and online safety. The school's approaches to safeguarding, bullying and e-safety, including named school staff with

responsibility for these areas can be found in our policies, 'Anti-Bullying Policy 2022-24', 'Safeguarding Policy 2021-23', 'Online Safety Policy 2022-23' and 'Online Safety Rules – Pupils'. Links to these policies can be found in section 24. They can also be found on our school website.

21. Funding and resources

21.1 The notional SEND budget

A school's notional SEND budget is an amount of money delegated as part of the whole school budget to meet the needs of all its pupils with SEND, at all but the most exceptional levels of need. It is not linked to individual pupils. The aim of this resource is to enable schools to offer focused curriculum support and interventions for all pupils with SEND, including teaching support in small groups and moderate levels of individual work with pupils who need it. Under the national high needs funding system, mainstream schools (Local Authority maintained and academies) are expected to meet up to the first £6,000 of additional support costs for pupils with high needs from their core school budget share.

21.2 Local high needs funding (LHNF)

The local high needs funding system is designed to support children and young people (CYP) with emerging high needs or for CYP who have needs that fall outside the EHCP process. It is managed locally within the nine different "Delivering Special Provision Locally" (DSPL) areas. This is top-up funding to provide the cost of provision which exceeds the first £6,000 which should be provided from the school's notional SEN budget. It is for interventions and provision which go beyond quality first teaching and reasonable adjustments and is provided for a limited period only whilst the intervention/provision is sought and embedded. LHNF can be applied for by the SENCo.

21.3 Top up high needs funding (HNF)

"Top-up Funding - High Needs Funding in Mainstream Schools", known as HNF, is additional funding provided to support inclusion and meet the needs of CYP with significant needs in mainstream schools and settings. HNF has been designed collaboratively by the Local Authority, schools and settings and parents working together. HNF is a transparent system that allocates additional funding according to the needs of the individual child or young person with an EHCP. HNF is applied for jointly by parents/carers and the SENCO as part of the EHCP process.

21.4 The Hertfordshire local offer

The local offer lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them. A link to the local offer can be found in Appendix 1.

21.5 Delivering Specialist Provision Locally – area 2 (DSPL2)

DSPL is a Hertfordshire-wide partnership approach where parents, carers, staff in early years settings and schools, further education colleges, local authority officers and representatives from other agencies, work together as part of an Area Group, to ensure that there is a range of provision and support services available in their local community. In Stevenage we are part of DSPL2. DSPL2 offer a range of courses,

signposting and resources to parents, carers and professionals. A link to their website can be found in Appendix 1.

21.6 School resources and equipment

The SENCo works with class teachers and support staff to ensure that appropriate resources are available for pupils with special educational needs within school.

The Headteacher informs the Governing Body, through the Finance Committee, how the funding is allocated to support special educational needs provision.

Subject coordinators take into account the needs of all children when purchasing new materials and also provide help with the use and adaptation of subject related materials to suit pupils with SEND.

22. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains. A link to this report can be found in section 24.

23. Complaints

Should pupils or parents/carers be unhappy with any aspect of SEND provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than having the discussion before or after school.

In the event of a formal complaint, parents should follow the procedure in the school's complaints policy, a link to which can be found in section 24.

24. Links to other policies

This policy should be read in conjunction with the school curriculum as well as the following policies, all of which can also be found on our school website:

- Teaching and Learning
- Assessment
- The Giles Nursery and Infants' School Equalities Scheme 2022-23 [equalities-scheme-dec-2022-23.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- The Giles Nursery and Infants' School Equality Statement [Microsoft Word - Equality Statement May 2022.docx \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- The Giles Nursery and Infants' School Accessibility Statement and Plan 2019-22 [DL255b A model school science policy \(primarysite-prod-sorted.s3.amazonaws.com\)](#)

- The Giles Nursery and Infants' School Supporting Pupils with Medical Conditions Policy 2021-24 [Supporting pupils with medical conditions sample policy \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- The Giles Nursery and Infants' School Data Protection Policy 2021-23 [Example - GDPR Policy for Maintained Schools \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- The Giles Nursery and Infants' School Data Retention Policy 2021-23 [DL255b A model school science policy \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- The Giles Nursery and Infants' School Data Security Policy 2021-23 [Example - Data Security Policy \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- The Giles Nursery and Infants' School Anti-Bullying Policy 2022-24 [anti-bullying-policy-2022-24.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- The Giles Nursery and Infants' School Safeguarding Policy 2021-23 [safeguarding-policy-september-2021-23.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- The Giles Nursery and Infants' School Online Safety Policy 2022-23 [online-safety-policy.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- The Giles Nursery and Infants' School Online Safety Rules – Pupils [Microsoft Word - Online safety rules - pupils.docx \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- The Giles Nursery and Infants' School SEN information Report [Individual School's Local Offer \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- The Giles Nursery and Infants' School Complaints Policy and Procedure 2020-23 [Children, Schools \(primarysite-prod-sorted.s3.amazonaws.com\)](#)

Date: October 2023

Review Due: October 2024

Appendix 1

Useful Information

The SEND Code of Practice (2015)

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362882/SEND_Code_of_Practice_0_to_25_years.pdf)

The Local Offer

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