

PERRYFIELDS PRIMARY **SCHOOL**

SEND **& Inclusion Policy**

September 2021 – September 2024



PLEASE NOTE: The School's Response to the Impact of Coronavirus and the Lockdowns of 2020 and 2021 while supporting and identifying Special Educational Needs

It is recognised that the Coronavirus Lockdowns of 2020 and 2021 have impacted upon many pupils, leaving them with losses in learning and delays in their development, with raised concerns around wellbeing, social, emotional and mental health difficulties.

Following Lockdown 3 in March 2021, Perryfields Primary School gave a higher-than-usual number of pupils additional learning opportunities and interventions, which could be long term. These pupils are identified on the school's ProvisionMap, but it does not necessarily identify that these pupils do or will have Special Educational Needs.

Perryfields Primary School continues to follow its Special Educational Needs and Inclusion Policy, especially the Graduated Response of 'Assess, Plan, Do and Review', in order to best-ensure that pupils are correctly supported with any learning needs that they may present with.

Special Educational Needs & Inclusion Policy

'Inclusion is not optional. It's an essential part of better and more just societies.' Centre for Studies on Inclusive Education.

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (updated May 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEN Code of Practice 0-25 (updated May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding policy
- Accessibility Plan
- Teachers' Standards (2012)

In light of the current SEND reforms, this policy was created by the school's Inclusion Manager, an external SEN Advisor, the SEND Governor, and in liaison with staff and also parents of pupils with SEND.

Definitions

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (updated May 2015) says children have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Identifying and assessing SEN 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 SEN. A pupil will not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is taught or will be taught.

Definition of Special Educational Provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or maintained nursery schools.

There are four broad areas of need outlined in the SEN Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical needs

Provision is made for pupils whose needs fall into one or more of these categories.

Inclusion

In planning and teaching the National Curriculum, teachers are required to have due regard to the following principles.

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Through appropriate curricular provision, we respect the fact that pupils:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to pupil needs by:

- providing support for pupils who need help with communication, language and literacy;
- planning to develop pupil understanding through the use of all available senses and experiences;
- planning for full participation in learning, and in physical and practical activities;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

1. Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years, July 2014 (updated May 2015).

Our aims are:

- To ensure that all pupils with SEND have their needs quickly identified in order to support academic progression and continued good physical and mental health and wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To make sure all children can access a balanced curriculum, differentiated where appropriate.
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- To build a close working and positive relationship with parents.

Objectives

1. Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
2. Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the Inclusion Manager and leadership team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and that all pupils' needs are catered for.
3. Work with parents to gain a better understanding of their child, and involve them at every stage of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils, and the effectiveness of the school's SEND work.

4. Support from outside agencies when a need has been identified and discussed with parents.
5. Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular one-to-one meetings between pupils and their teacher, or whoever the pupil may nominate as their trusted adult in school, and will be made easier by carefully monitoring the progress of all pupils. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

2. Responsibility for the Co-ordination of SEND Provision

The person with overall responsibility for overseeing the provision for children with SEND is the Inclusion Manager

Visiting professionals include members of the Sandwell Inclusion Service, such as Educational Psychologists, specialist teachers from the Complex Communication and Autism Team, Social Emotional and Mental Health Team, and the Learning Difficulties Team. Other advisors from physical, visual and hearing disability teams are also welcomed into school.

It may be that other professionals from CAMHS, Speech and Language, Occupational Therapy and family support organisations come into school to make assessments or check for progress.

3. Arrangements for co-ordinating SEND provision

The Inclusion Manager hold details of the following records:

- pupils who receive SEN Support interventions
- pupils with Individual Learning Plans
- pupils with an Education, Health and Care Plan

All staff can access:

- The Perryfields Primary School SEN & Inclusion Policy and SEN Information Policy
- The SEND Register
- Guidance on identification in the Code of Practice (updated May 2015) (SEN Support, Education, Health and Care Plans)
- Information on individual pupils' special educational needs including Individual Learning Plans
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on ProvisionMap software on individual pupils and their special needs and requirements
- Information on current legislation and SEN provision

Relevant information is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Information for parents can be found in the SEND section on the school web site.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care plan and those without.

All SEND paperwork should be passed to the Inclusion Manager by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the Inclusion Manager to aid the smooth transition of the pupil, and discuss arrangements to be made, as well as any other important information relating to that child's needs. Where face-to-face meetings are not possible, contact will be made using the telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. Transition booklets and/or social stories are also used to help an individual pupil become familiar with new staff and routines before entering school or moving to a new class. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

5. Facilities and interventions for pupils with SEND

The school has a range of specialist SEND facilities in place. These include:

- Nappy changing facilities
- Disabled access toilet
- Storage facilities for medical supplies, gloves and aprons
- Dedicated bins or disposal systems for clinical waste
- A lift to bypass staircases
- Specialist PE equipment
- Level access across the site's two floors and outside
- Hand rails on both sets of steps
- All buildings are fully wheelchair accessible

The school has access to a range of SEND Interventions, such as:

- Talk Boost
- Fine and gross motor skills groups
- Lego Therapy
- Individual mentoring
- Wellcomm
- Precision teaching
- Pre-teaching sessions
- Social Interaction Groups
- Nurture groups
- Learning Support Individual Target Sessions

6. Allocation of resources for pupils with SEND

Additional assessment tools are used to ensure allocated funding is appropriate to support pupils in school, based on their identified needs. The Inclusion Manager produces a document breaking down the needs within the four areas of SEND. Each year the Senior Leadership Team and Inclusion Manager reviews the ProvisionMap to ensure staffing, funding and interventions are appropriate and have impact.

7. The process for identifying and managing children with SEND

SEN Code of Practice 0-25 (updated May 2015) identifies 4 broad categories of need.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need

support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as 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, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas provide an overview of the range of needs present in our school. Once a child's needs have been identified, the Inclusion Managers, with parents and the child (if appropriate), decide upon the support to be provided and the action the school needs to take. The needs of the whole child will be taken into consideration during this process.

Some needs are NOT considered to be SEND but they may impact on a child's progress and attainment. The following needs are monitored by school through additional needs registers:

- Attendance and punctuality
- Health and medical needs

- English as an Additional Language (EAL)
- Receiving a pupil premium allowance
- Being a looked after child
- Being a child of a serviceman/woman

A graduated approach to SEND Support

Our approach to SEND support is based on a continuous cycle. This is a four-part cycle (assess-plan-do-review) through which actions taken to support a pupil are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.

Quality First Teaching

- Any pupils who are falling significantly below the range of expected academic, and non-academic achievement, in line with predicted performance indicators and grade boundaries, will be monitored by the class teacher.
- Once a pupil has been identified as possibly having SEND, they will be closely monitored by the class teacher using the graduated approach in order to gauge their level of learning and possible difficulties over a period of time, usually two terms.
- Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including pupils who access support from a support assistant or specialist staff. The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the class teacher to better understand the provision and teaching style that needs to be applied.
- The teaching for all pupils is regularly reviewed, including for those children at risk of underachievement. This includes giving teachers access to a range of strategies to identify and support vulnerable pupils.
- The Inclusion Manager will be consulted for support and advice and may wish to observe the pupil in class.
- The teacher and the Inclusion Manager will consider all the information gathered about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessments.
- If a pupil has recently been removed from the SEND register, close monitoring should be continued to ensure progress continues.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and knowledge with the school.
- If a pupil is under observation due to concern by parent or teacher, **this does not place the child on the SEND register** but the pupil will be identified on ProvisionMap as being in receipt of interventions. This record aids school to measure progression and for future reference.
- Regular pupil progress meetings will be used to monitor and assess the progress being made. The frequency of these meetings is dependent on the individual child's needs and the progress being made but it is likely to form part of a termly review between parents and the class teacher.

SEND Support

- Some pupils may require additional and different help as well as the regular differentiated curriculum. The school puts 'in-class' provision in place without reference to regular external advice or without additional resources being provided by the local authority.
- As soon as there is a concern, the teacher refers to the Waves of Intervention Matrix for the area of need.
- Class/subject teachers will collaborate with the Inclusion Manager on the monitoring of progress and then evidence gathering and identification, if that is required.
- Once the Inclusion Manager has been notified, they will make their own assessment through reviewing the evidence of identification supplied by the teacher and can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.
- The use of Individual Learning Plans enables class teachers and parents to agree to detailed and relevant small step targets. Parents are informed and consulted at every stage.
- This should be seen as a transitory stage. Whilst on this level of support, class teachers and the Inclusion Manager will be identifying if the child does have specific SEND or is underachieving because of other factors.

SEND Support for High Needs

- When a child has been identified as having SEND and steps have been taken for provision but the child has not progressed as expected, an assessment will be made to further identify specific areas of needs.
- After discussion with parents or carers, internal or external professionals may be requested to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised action points.
- The school will make every effort to ensure that the additional advice provided is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input may involve support and intervention, for example through specialist teaching or therapy. The school will coordinate these actions and will, together with the external professional, monitor, review and evaluate the effectiveness of interventions.

Request for an Education, Health and Care Plan (EHCP)

If evidence demonstrates that a child has lifelong or significant difficulties that negatively affect their access to education and that there is a need for greater support and interventions, over and above that provided by the school through its notional SEN budget, it may be appropriate to request an Education, Health and Care Plan Assessment. This is usually requested by the school, in partnership with the Sandwell Inclusion Team, but can be requested by a parent.

The school will complete a document that gives the Local Authority information about the child's progress over time and documentation in relation to the child's special educational needs. An assessment will occur when the Local Authority believes that the school has taken every step possible to support the child but is unable to provide the level of support needed alone.

The application for an Education, Health and Care assessment will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Manager
- Sandwell's Inclusion Support Service
- Health professionals
- Care professionals
- Outside Agencies

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. This is formalised through a Community Assessment Meeting (CAM) and a Graduated Assessment Response (GAR)

Education, Health and Care Plan (EHCP)

Perryfields Primary School will follow the regulations set out in the SEN Code of Practice 0-25 (updated May 2015). Following assessment, Sandwell SEN will determine whether there is a requirement for an Education, Health and Care Plan. The school and the child's parents will be consulted regarding the decision and a draft EHCP will be prepared and shared. Parents have the right to appeal against a decision either for or against an Education, Health and Care Plan for their child. Once all information within the document has been agreed by all parties, the Final Education, Health and Care Plan will be completed. This process has a statutory 26 week completion timescale.

Once the Education, Health and Care Plan is completed it will be kept as part of the pupil's formal record and reviewed annually by Perryfields Primary School, outside agencies, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Inclusion Manager will consult with the child's parents for other flexible arrangements to be made.

The school curriculum (in line with the new curriculum September 2014) is regularly reviewed by curriculum leaders to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting to support the taught curriculum and enable pupils to achieve the best outcomes. The school does this by:

- Keeping all staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical information and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up-to-date with teaching methods which will aid the progress of all pupils including those with SEND. (See Section 11, 'In service training')
- Making use of all class facilities and space
- Using in-class interventions and support effectively to ensure that the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision. Parents will be made aware of any circumstances in which changes have been made.
- Setting annual outcomes that motivate pupils to do their best, and celebrating achievements at all levels.

9. Inclusion of pupils with SEND

Inclusion Managers, working with the Senior Leadership Team, oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits
- Practicing teaching methods that suit the needs of individual pupils
- Promoting an inclusive culture throughout our school and encouraging social responsibility and understanding amongst all our pupils

10. Evaluating the success of provision

SEND provision at Perryfields Primary School is evaluated against the stated objectives at the beginning of this policy. Staff, parents/carers and children are all involved in the evaluation process.

Evaluation is ongoing which means that the SEND provision is always the subject of continuous assessment and review. The Inclusion Manager reports regularly to the SEND Governor as well as the Perryfields Primary School Governing Body.

Example Evidence for Objective 1: Identify the needs of children with SEND as early as possible.

- Class teachers will carry out observations of children causing concern and implements Wave 1 interventions, starting the graduated approach. This does not place the child on the SEND register. This document is then shared with a Inclusion Manager and ways forward are discussed.
- Termly analysis of progress by class teachers, Phase leaders, Deputy Head Teachers and Inclusion Managers clearly identifies pupils' strengths and weaknesses and forms the basis of provision for the following term.
- The Inclusion Managers produce a detailed breakdown of termly progress plus support provided for all children on the SEN Code of Practice (updated May 2015) which is shared with relevant staff. This ensures children are receiving the appropriate level of SEND support in school.
- Referrals to outside agencies as needed
- Use of standardised testing
- Use of baseline assessments
- Discussions with Perryfields's School Health Advisor
- Training of staff at SEND Insets

Example Evidence for Objective 2: Monitor the progress of all pupils.

- Discussions between Inclusion Managers and class teachers at review meetings
- Termly detailed analysis of the progress of all identified children with SEND. This analysis is shared and discussed with staff. This analysis is cumulative and ongoing.
- The Inclusion Managers produce a detailed breakdown of termly progress and support provided for all children on the SEN Code of Practice (updated May 2015) which is shared with relevant staff
- All staff who run SEND interventions keep detailed assessments of children's progress
- The Inclusion Managers compile progress data from all SEND interventions, storing this data on EduKey. Data is then analysed and evaluated to demonstrate the effectiveness of the school SEND provision and policy. Feedback and assessments are collated and used to inform provision.

Example Evidence for Objective 3: Work with parents/carers.

- Parents/carers of children with additional needs have access to SEND information on the school website. In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from parents/carers throughout the year, through:
 - Invitations to review meetings
 - Drop-in sessions
 - Informal conversations, including telephone conversations
 - Drop-in meetings
 - Annual parent questionnaire which are analysed and used to inform future SEND practice
 - Parents' evenings
 - Collection of parent views
 - Sharing targets, assessments and provision
 - Support with transition
 - Provision of annual progress reports

- Home visits where appropriate

Example Evidence for Objective 4: Support from outside agencies.

- Referrals made by Inclusion Manager following consultation with parents/carers
- Use of standardised assessment to assess need and provision
- Recommendations/programmes followed and included on Learning Plans
- Reasonable adjustments made across school
- Multi-agency meetings
- Relevant training for specific staff and pupils arranged by Inclusion Manager

Example Evidence for Objective 5: Create a school environment where pupils feel safe to voice their opinions of their own needs.

- Monitoring before review meetings
- Pupil present and encouraged to actively participate during review meetings
- Completion of Pupil Voice records at Annual Reviews for example.

11. In-service Training (CPD)

We aim to keep all school staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school offers a range of training opportunities including:

- Annual medical needs/health awareness training for all staff e.g. diabetes, epilepsy, asthma, allergies, etc.
- 2014 New Code of Practice (updated May 2015) whole staff training
- Working with children who Complex Communication
- Inclusion Manager training
- Autism Training
- Team Teach training
- Emotion Coaching training
- Regular training for Support Staff who deliver interventions
- The Inclusion Manager attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train our entire staff and SEND Governor on SEND issues and we have funding available to support this professional development. The Inclusion Manager, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

12. Links to support services, other agencies and voluntary organisations

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The following services will be involved as and when is necessary:

- Educational Psychology
- Learning Support Service
- Sensory Support – Hearing/Visual Services
- Social Emotional and Behaviour Support Service
- Complex Communication and Autism Team
- Physical Impairment and Medical Inclusion Service (PIMIS)
- Speech and Language Therapy Service
- Health Services
- School Nurse
- Health Visitors
- Physiotherapists
- Occupational Therapists
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Services
- Family Support Workers
- Mental Health and Counselling Service

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up-to-date with legislation.

13. Working in partnership with parents

Perryfields Primary School has always believed that a close working relationship with parents is essential to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic outcomes are set and met effectively

The importance of parental involvement is highlighted in the principles underpinning the Special Educational Needs and Disability Code of Practice 2014 (updated May 2015), which must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help

them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The school welcomes feedback from parents all year round and parents can make a confidential appointment to speak to any member of staff including the Headteacher, Deputy Head and Inclusion Managers.

Parents will be kept up-to-date with their child's progress through annual progress reports, during parent consultation meetings, informal conversations with staff and at SEND review meetings. Parents will always be able to speak to school staff privately about confidential issues.

For parents whose home language is not English, Perryfields Primary School will try to ensure that a translator is present at meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs this will always be discussed with the parents and the pupil (if appropriate). Inclusion on the school's SEND register and future provision will always be agreed together. Parents will be invited to attend any meetings with external agencies regarding their child and will be encouraged to play a central part in discussions that are held regarding the provision for their child.

The school's SEND Governor may be contacted via the school office at any time in relation to SEND matters.

14. Links with other schools

Members of the Senior Leadership Team have regular meetings to keep up-to-date with new legislation. The Inclusion Manager also attends forums and local SEND cluster meetings.

Transition

Upon admitting new children with known SEND, the Inclusion Manager will contact the previous school to collect information and request paperwork to be transferred and arrange a meeting with the parents.

If a child with SEND transfers to another primary school, the Inclusion Manager will contact the SENCo at the receiving school to share information to aid a smooth transition. Transition materials, e.g. a transition books, as well as additional visits with current teaching support staff, can be arranged if necessary.

Upon allocation of Secondary Schools for children with SEND, the SENCo will arrange a formal meeting to share information and hand over documents. This is an ideal meeting for parents to attend to begin to develop relationships with new staff. Additional visits can also be arranged to help more vulnerable pupils.

15. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher, Deputy Head or Inclusion Manager, who will be able to advise on formal procedures for complaint.

Contacts for SEN:

- **Inclusion Manager**, who is the SENCO
- **Headteacher**
- **SEN Governor**