



St. Mary's Catholic Primary School

*'With Jesus, we learn together through
faith and love'*

SEN Information Report

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1. Aims

Our SEN Information Report aims to:

- Set out how we, at St. Mary's Catholic Primary School, will support and make provision for pupils with special educational needs and/or a disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At St. Mary's School, we value all pupils and celebrate diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. Our vision is that all SEND pupils will receive the support they need and make progress both academically and socially.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with and without SEND.
- Enable pupils to make progress.

The school will work with the LA, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support

2. Legislation and guidance

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

- [Section 69 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- [Paragraph 3 of schedule 10 to the Equality Act 2010](#).

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENDCO

[Assistant Headteacher/SENDCO: Mr Ellis](#)

They will:

- Work with the SEND 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 SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN Governor

The SEND Governor will:

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

4.3 Class teachers

Each class teacher is responsible for:

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

5. SEND Information Report – Implementation of this Policy

5.1 Aims of our provision

The aims of our policy and practice in relation to SEN and disability are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that pupils with SEND engage in the activities of the school alongside children who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum inclusion statement:
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need: Communication and Interaction; Cognition and Learning; Social Emotional Mental Health; and Sensory/Physical difficulties.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

5.2 What are Special Educational Needs (SEN) or a disability?

At St. Mary's we use the definition for SEN, and for disability, from the SEND Code of Practice (2015).

- **Special Educational Needs:** A child, or young person, has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - A learning difficulty, or disability, is a **significantly greater difficulty in learning than the majority of others of the same age.**
 - Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting.
- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010. That is '**a physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions.

5.3 The kinds of Special Educational Needs (SEN) for which provision is made at St. Mary's

- All children with a SEN are welcome to apply for a place at our school, in accordance with our Admissions Policy. If a place is available, we will endeavour, in partnership with parents, to make the provision required to meet the child's needs.
- For children with an EHCP, parents have the right to request a particular school and the Local Authority (LA) must comply with that preference and name the school in the EHC plan unless:
 - It would be unsuitable for the age, ability, aptitude or SEN of the child.
 - The attendance of the young person would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the LA will send the Headteacher/governing body a copy of the EHCP and then consider their comments before a final decision on placement is made. In addition, the LA must also seek the agreement of our school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in a specialist provision.

5.4 How does our school know if pupils require extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, their previous school or the child themselves relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Analysis of assessment data, as a part of termly pupil progress meetings, indicates a lack of progress.
- Observation of the pupil indicates that they have additional needs.

5.5 What should a parent do if they think their child may have a Special Educational Need?

- If parents have any concerns, they should initially speak to their child's class teacher. This may result in a referral to one of the following-
 - Headteacher/SENDCO: Miss Shevlin
 - Assistant Head/SENDCO: Mr Ellis
 - Telephone: 01895 232814
 - Email: office@stmarysuxbridge.org.uk
- Parents may also contact either Miss Shevlin or Mr Ellis directly if they feel this is more appropriate.
- All parents will be listened to and their views, and aspirations, for their child will be central to the assessment and provision that is provided by the school.

5.6 How will St. Mary's support a child with SEND?

- All pupils will be provided with quality first teaching that is differentiated to meet the needs of all learners. This is monitored through a number of processes that include:
 - Classroom lesson observations by the Senior Management Team (including the SENDCO) and external verifiers.
 - Ongoing assessment of progress made by pupils with SEND.
 - Monitoring of pupil books and scrutiny of planning to ensure effective matching of tasks to pupils' needs.
 - Teacher meetings with the SENDCO to provide advice and guidance on meeting the needs of pupils with SEND.
 - Pupil, and parent, feedback (as a part of termly review meetings) on the quality and effectiveness of interventions provided.
 - Analysis of attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via termly Parents' Evenings.
- Pupil attainment is tracked, using the whole school tracking system, and those failing to make expected levels of progress are identified quickly as a part of termly Pupil Progress Meetings.

- Additional action to increase the rate of progress will be identified including a review of the impact of the differentiated teaching being provided and if required, additional strategies to further support the success of the pupil.
- Where it is decided that special educational provision is required, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainment.
- Action relating to SEND support will follow an assess – plan – do – review model:
 1. Assess: An analysis of school data will be used to make an accurate assessment of the pupil's needs – this may include the use of additional screening. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
 2. Plan: If this analysis shows that 'additional to and different from' support is required, then the views of all involved (including the parents and the pupil) will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCO.
 3. Do: SEND support will be recorded on an Individual Education Plan (IEP) that will identify a clear set of relevant academic and developmental targets that take into account parents' aspirations for their child. Parents, and the pupil, will also be consulted on the action they can take to support attainment of the desired outcomes.
 4. Review: Progress towards these outcomes will be tracked and reviewed at the end of each term with parents and the pupil.
- If progress rates are judged to be inadequate, despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 - Local Authority Support Services (including the LA Inclusion Team)
 - Educational Psychology Services
 - Social Services
 - Health partners i.e. Speech and Language Therapy, Occupational Therapy, School Nurse or Child and Adolescent Mental Health Service
 - Specialists based in other schools e.g. outreach from special educational needs schools
- For a small percentage of pupils, whose needs are significant and complex and can't be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

5.6 How will pupils be involved in decisions regarding provision?

SEND pupils are set SMART targets on their Individual Education Plans (IEPs), according to ongoing assessments, and these are shared with pupils at the start of each term by their class teacher. The children are asked if there is any help they need in working towards these targets. At the end of each term each class teacher will meet with their pupils to ask them about the progress they think they have made (this evaluation is recorded on the 'review' section of the IEP).

If a child is receiving extra support through an Educational Health Care Plan (EHCP) they will also complete a 'One Page Profile' which contributes towards their Annual Review. This includes reflecting on their achievements and successes over the past year but also discussing their hope for the future and areas they would like to improve. If a child is non-verbal their views are established through the use of visual resources and pictorial symbols including Talking Mats.

5.7 How will the curriculum be matched to each child's needs?

- Teachers differentiate tasks, according to individual needs, to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having SEND, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENDCo and/or external specialists.
- If it is considered appropriate, pupils may be provided with specialised equipment or resources such as additional adult help. This provision will be recorded on the child's Individualised Education Plan (IEP) and shared with parents.
- If a child has significant needs, it may not be appropriate for them to engage in subject specific learning and they will follow a highly personalised curriculum.

5.8 How will parents know how their child is doing?

- Progress against pupil targets will be discussed at termly IEP Review Meetings and Parents' Evenings.
- Link Books (EYs and KS1) and the Homework Diary (KS2) are used to communicate information on a more regular basis. We have an 'open door' policy, after school, whereby parents can meet with their child's class teacher to discuss any areas of concern or to ask any questions that they may have.
- Parents can also arrange an appointment to discuss their child's progress with the class teacher, the SENDCO, or a member of the Senior Management Team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you.
 - Telephone: 01895 232814
 - Email: office@stmarysuxbridge.org.uk

5.9 How will parents be helped to support their child's learning?

- Through our website: <http://www.st-marys.hillingdon.sch.uk/>

This includes links to resources, and external sites, that we have found useful in supporting parents to help their child learn at home. In addition, our Weekly Newsletter identifies local learning opportunities.

- Your child's class teacher, or SENCO, may also suggest additional ways of supporting your child's learning.
- We hold a number of parent workshops throughout the year. Recently this has included our 'Speech and Language Coffee Morning' (led by our school EP and the LA Inclusion Team) and a talk by representatives from the Hillingdon Autistic Care and Support team about the support they offer for children, and their families, with a diagnosis of autism. These are advertised in our Weekly Newsletter with the aim of

providing useful opportunities for parents to learn more about how to support learning at home.

- Every year we hold our EP Surgery, giving parents the opportunity to meet with our school's Educational Psychologist to discuss any concerns that they may have.
- Parents are signposted to services available in the local area through the Hillingdon Local Offer website:

<https://children.connecttosupporthillington.org/s4s/WhereILive/Council?pageId=3540&lockLA=True>

- If you would like further support, please contact the SENDCo, who will locate information and guidance for you in the local area.

5.10 How will the school evaluate the effectiveness of the SEND provision made for pupils

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents, and pupils, on how successful the provision has been in enabling them to attain their targets/outcomes. This will be done through termly IEP Review Meetings and also as a part of Annual Review meetings (for pupils with an Educational Health Care Plan).

Quantitative data will examine both progress and attainment compared to those achieved nationally for pupils with the same prior learning measure. This data will be shared with governors and be judged by external moderators including Ofsted.

5.11 What support will there be for children's overall well-being?

At St. Mary's we offer a wide variety of pastoral support for pupils including:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and parent voice mechanisms are in place including our annual Pupil Voice Day, our Pupil School Council and annual Parent and Pupil Questionnaires.
- Small group, evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the whole school Provision Map and aim to support improved interaction skills, emotional resilience and well-being. These interventions include Play Therapy, Drama Therapy, Talk and Draw Therapy, Social Skills (Talkabout scheme) and Stories and the Happy to Be Me self-esteem programme.
- Pupils who find break times difficult have access to a quiet area and alternative small group opportunities including various lunch time clubs. Action is taken to develop their social interaction skills through various targeted interventions including the use of Social Stories and a social skills programme (Talkabout).
- Our school has gained both the Healthy Hillingdon and the London Healthy School awards which evidences the work undertaken to support pupils' well-being and mental health.
- The school actively promotes anti-bullying messages through our annual Friendship Week and our ongoing moral work as a Catholic school.
- Every class has a 'Worry Box' whereby pupils have the opportunity to share any worries that they have. This box is monitored by teachers, and teaching assistants, and concerns are followed up through pastoral support.

- All of our classroom based TAs have been trained (by Place2Be) to support pupils through daily mentoring/counselling. They have also been trained in leading a weekly Social Skills group using the Alex Kelly Talkabout scheme.
- All staff are trained in using Mindfulness exercises with pupils to help to eliminate stress and worries and this intervention is delivered across the school.

5.12 Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse, parents and if appropriate, the pupil themselves.
- Staff who administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education guidelines included within 'Supporting pupils at school with medical conditions' (DfE, 2014) and identified in the School Medicine Administration Policy.

5.13 What specialist services are available at the school?

The school has access to a range of specialist support:

- Local Authority Support Services (including the LA Inclusion Team)
- Educational Psychology Services (including our own private EP – Dr Natalie Moss)
- Social Services
- Health partners i.e. Speech and Language Therapy (SALT), Occupational Therapy (OT), School Nurse and the Child & Adolescent Mental Health Service (CAMHS)
- Specialists in other school e.g. outreach from special schools (we have close links with Pield Heath Catholic School and Hillingdon Manor ASD School sharing a wide range of training opportunities)
- Play and Drama Therapy Services

5.14 What training do the staff supporting pupils with SEND undertake?

Our teachers, support staff and management team benefit from a wide range of training opportunities. Our staff have attended the following in-house, SEN based, courses over the past few years:

- Mental Health Awareness Training – a healthy school approach (Changing Behaviour Ltd.)
- SEMH: Resilience Training - 'Ordinary Magic' and Learnable Skills (Young Minds)
- Introduction to Dyscalculia (Ronit Bird)
- Understanding Pathological Demand Avoidance (Ruth Fidler)
- Team Teach Training and Managing Challenging Behaviour (Clare Edmondson)
- Maximising the Potential of Teaching Assistants (Dr Paula Bosanquet – UCL)
- Talkabout: Assessing and Teaching Social Skills (Alex Kelly)
- SEMH: Introduction to Counselling Skills (Place2Be)
- Practical Solutions for Dyslexia (Dyslexia Association and Sharon Goldstone)
- Language Link: How to run Language Groups (Speech Link)

- Mindfulness for Children (Lynne Wilkes)
- ADHD: Theory, Classroom Implications and Strategies (Dr Natalie Moss)
- How to Support SEN Pupils in Maths (Jean Knapp – Kingston University)
- Practical Activities to Support Gross/Fine Motor Control (LEAP Therapy)

Our staff have also attended training offered by the Local Authority according to their individual needs. We have previously signed up to the LA Inclusion Commitment with a focus on developing pupils' speech and language needs across the school including their knowledge of vocabulary. The LA Inclusion Team carried out a follow-up Learning Walk and training this year including the following:

- Meeting the Sensory Needs of ASD Pupils (Cheryl Tirahan)
- Theory of Mind and the TEACHH Approach (Cheryl Tirahan)
- Supporting Pupils Through the use of Visuals (Elizabeth Gray)
- Developing Pupils' Vocabulary Development (Elizabeth Gray)

Our staff are also supported by other professionals and outside agencies. Our teaching assistants shadow all pupil Speech and Language Therapy (SALT) and Occupational Therapy (OT) groups and they work together closely to plan an ongoing programme of support. Our school's Educational Psychologist (Dr Natalie Moss) visits school, every half term, to offer strategies and advice to staff and she also leads regular training. We have close links with various special needs schools including Hillingdon Manor. They have made their full training package available to our staff and have also visited our school to lead ASD based courses and to offer ongoing support.

The school attends half termly SENDCo Forums to keep up-to-date with the latest developments and also any other relevant professional development opportunities.

5.15 How will my child be included in activities outside the classroom - including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- These procedures may include the planning of additional resources including the provision of additional support staff.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

5.16 How accessible is the school environment?

A recent 'Access Audit' has been carried out by our Senior Management Team to help ensure that our school is as accessible as possible (please see our school website).

The following adaptations have been made to the school environment:

- Ramps have been constructed on all main entrances leading into school.
- Two toilets have been adapted to ensure accessibility for pupils and visitors with a disability. Our Lower Early Years toilet has also been fitted with hand rails and a step to assist a pupil with Cerebral Palsy.
- A medical cupboard has been fitted in the staffroom to enable a safe place for EpiPens and insulin injections.
- The staff car park, at the rear of the school, has a disabled parking spot located next to the main school gate.

Our Accessibility Plan sets out the actions we have taken to increase access to the environment and the curriculum (please see our website for further details).

5.17 How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil transition, to and from St. Mary's, including the following.

On entry:

- All pupils get the opportunity to meet their new teacher at an Annual Transition Day in July (prior to pupils moving up to the next class in September).
- All parents/carers are invited to a 'Meet the Teacher' presentation in September and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. Wherever possible, SEN pupils moving to our school from another school will be provided with a transition book including photographs of key staff, their classroom and other relevant areas of the school.

Transition to the next school:

- All Year 6 pupils are involved in a transition programme that provides opportunities for pupils and parents to meet staff in the new school. This programme includes Open Days, a Transition Day whereby pupils visit their new school and teacher visits.
- These pupils also attend an annual Citizenship Day, at Hillingdon Fire Station, to learn about safe travel to school including the use of public transport.
- Pupils in Year 6, with a speech and language need, are invited by the NHS Speech and Language Team to attend a Speech and Language Summer Transition Group before they start secondary school.
- The Annual Review in Year 5 (for pupils with a Statement or EHCP) begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents are encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other schools may be arranged as appropriate.
- For pupils transferring to local schools, the Special Educational Needs Coordinator will contact the SENDCO from this school to discuss the needs of pupils with SEN in order to ensure a smooth transition. This may also include arranging additional school visits, or transition activities, as required.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying the office that their child has been enrolled at another school.

- The Hillingdon Local Offer sets out details of SEN provision and support available to children with SEN and disabilities to help them prepare for any transition to secondary school and beyond.

5.18 How are the school's resources allocated and matched to children's SEN?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that include:

1. A proportion of the funds allocated per pupil to provide for their education (Age Weighted Pupil Unit).
2. The Notional SEN budget – this is a fund devolved to schools to support them in meeting the needs of pupils with SEND.
3. For those pupils with the most complex needs, the school may be allocated additional funding from the Local Authorities High Needs SEN funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with SEND through support that might include:

- Targeted differentiation to increase access to text e.g. desk copies of information, work buddy, accessible text, technological aids, different recording strategies, visuals, additional time etc.
- In class, adult or peer support aimed at increasing skills in specific areas of weakness (learning behaviours, organisation etc.).
- Out of class targeted intervention using proven evidence based interventions.
- Small group tuition to enable pre-learning or catch up (targeted at additional needs).
- Specific support, advice and guidance is provided to parents to improve pupil's readiness for learning - relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.
- Provision of specialist resources or equipment - use of technological aids, sloping board, pencil/pen grips, weighted cushions etc.
- Partnership working with other settings (support from local ASD specialist school, SENCo network meetings).
- Access to targeted before/after school and lunch time clubs (breakfast, homework, booster groups and clubs aimed at increasing resilience).
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs).
- Access to support from in-school sources e.g. learning mentors or from charities and community sources (e.g. Hillingdon Autistic Care and Support).
- Implementation of strategies from support agencies e.g. Behaviour Support.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on our school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see their child's teacher, the SENDCO, or a member of the Senior Management Team.

5.19 How is the decision made about how much support each child will receive?

- For pupils with SEN, but without a Statement or EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCO, class teacher and parents (following guidance provided by the Governing Body regarding SEN funding deployment).
- For pupils with a Statement or EHCP, this decision will be reached in agreement with parents when the EHCP is being produced, or at an Annual Review.

5.20 How will I be involved in discussions about, and planning for, my child's education?

This will be through:

- Discussions with the class teacher, SENDCO, or Senior Management Team member
- During Parents' Evenings and termly IEP Review Meetings
- Meetings with support and external agencies

5.21 Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs, or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher
- Headteacher/SENDCO: Miss Shevlin
- Assistant Head/SENDCO: Mr Ellis
- Tel: 01895 232814
- Email: office@stmarysuxbridge.org.uk
- For complaints, please contact the Chair of Governors/SEND Governor. Their name is Mrs Thorpe and they can be contacted via Email: office@stmarysuxbridge.org.uk

5.22 Support services for parents of pupils with SEN include:

- The Hillingdon SENDiASS (Special Education Needs Disabilities Information Advice and Support Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children with SEN or disabilities. The service can offer face to face, telephone advice as well as casework and representation when needed. Telephone: 01895 277001 or Email: sendiass@hillingdon.gov.uk
- The national Information, Advice and Support Agency Network also offers independent advice to parents and carers of all children with SEND and will direct visitors to their nearest IAS service: <https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network>
- For parents who are unhappy with the Local Authority, or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here: <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>
- Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authorities decisions about their child's special educational needs. They can also appeal to the tribunal if they feel the school or council has

discriminated against their disabled child. Information on this process is available here: <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

5.23 Information on where the Local Authority's Local Offer can be found

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The Hillingdon Local Offer can be accessed through the following link:

<https://children.connecttosupporthillington.org/s4s/WhereILive/Council?pageId=3540&lockLA=True>

6. Monitoring arrangements

This policy and information report will be reviewed by Mr Simon Ellis (SENDSCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Access Audit
- Disability and Equality Scheme
- Behaviour
- Diversity and Equality Policy
- SEMH
- Inclusion