

Updated September 2023  
Review Date September 2024

# **XII APOSTLES' R.C.P.S.**

## **SPECIAL NEEDS POLICY**



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**Mrs. O'Boyle BA (hons) PGCert NASENCo**

**SENCO**



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**(Updated September 2023)**

**SENCO: Mrs. O'Boyle**

**XII Apostles Primary School: 01942-674312**

**1 INTRODUCTION**

The school's mission statement aims state:

- 1.To place Christ at the centre of everything we do**
- 2. To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential**
- 3. To develop an understanding of Community; being able to recognise, respect and celebrate the diversity of all within it.**

Therefore pupils experience of relationships within the school is one of care and respect for each individual, and that to achieve this aim the school will

- value each child's uniqueness
- develop in all members of the school community a sense of tolerance, courtesy, respect and compassion
- encourage everyone to work as a team and to be supportive of each other
- encourage everyone to have due respect for the opinions of others and to appreciate the needs of each other
- ensure that every child's educational, social, emotional, physical and spiritual needs are met to the best of the school's endeavours and resources

These aims form the background and fundamental principles behind our school's special needs policy. The policy strives to fulfil the statement from the encyclical 'Gravissimum Educationis'

"Since every person of whatever race, condition and age is endowed with human dignity they have an inalienable right to an education corresponding to their proper destiny and suited to their talents"

As a Catholic School, we place great value on the uniqueness of each child in our care. We strive to provide a happy, safe, caring environment, where the child's needs are a priority to all who work or who are associated with the school. Every teacher in our school is a teacher of every child or young person including those with Special Educational Needs or Disability (SEND).

## **2. COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 ( updated May 2015)
- Schools SEN Information Report Regulations (2014) and Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

This policy was co-produced with key stakeholders: pupils, parents, staff and governors

## **3. THE AIMS**

We intend that

- the needs of all the pupils who may have special educational needs and/or disability (SEND) either throughout, or at any time during, their time at XII Apostles will be met and provided for in the most suitable and appropriate way
- the children with special educational needs have the greatest possible access to a broad and balanced education which includes the National Curriculum
- the knowledge, views and experience of parents and pupils be accepted as a vital and important part in the effective assessment and provision for the children with special educational needs
- we strive to foster a person centred approach by developing a close and trusting relationship between parents, children and outside agencies

- we strive to be an inclusive school to ensure that all learners, including those with SEND, are given equality of opportunity to all aspects of the school curriculum and the wider school life and activities.

### **THE OBJECTIVES**

We will achieve these aims by

- Working within the guidance of the SEND Code of Practice
- providing a broad, balanced and relevant curriculum which meets the needs of all pupils within the school through appropriate planning and teaching approaches
- identifying and assessing children with special educational needs at the earliest possible stage within their school career
- monitoring and ensuring the appropriate provision for the child's needs from that earliest possible time
- involving parents sensitively at all stages of the assessment process and in the provision for the needs of the children with special educational needs
- managing effectively and appropriately the resources in school for meeting the special educational needs
- supporting and contributing to any Education Health Care Plans (EHCP) and ensuring necessary provisions are made and annual reviews are carried out
- ensuring that all staff both teaching and non-teaching are made aware of individual pupils special needs and providing support and advice
- taking into account the ascertainable wishes of the child concerned, considered in the light of their age and understanding
- developing effective working relationships with support services and other professionals in meeting the needs of the pupils
- keeping clear, precise and accurate records of each child's achievements and ensuring that these records are factual, up-to-date and reliable
- ensuring that parents and Governors are aware of our Special Needs Policy and providing a Special Educational Needs Co-ordinator (SENCO)

## **4 DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

### **SEND Code of Practice, 2014**

A child or young person has SEN if they 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:

has **a significantly greater difficulty in learning** than the majority of others of the same age, or **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

### **SEND Code of Practice, 2014: Categories of need.**

The purpose of identification is to work out what action the school needs to take not to fit the child into a particular category. At Twelve Apostles we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

**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.

**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 adaptive teaching. 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.

**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 trauma, 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.

**Sensory or physical difficulties:** 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.

## 5 ASSESSMENT AND IDENTIFICATION OF SPECIAL NEEDS

We are continually assessing and monitoring both the academic and social welfare of all children within our school to ensure that all children can achieve their potential. School staff make continuous observations of all children in their care, both academically and in their wider school lives. These observations, along with various assessment data, may highlight issues or concerns for particular children.

Where this is the case, in the first instance, teaching staff will have a conversation with parents, and with the SENCO (Mrs O'Boyle). If after that conversation and a sharing of concerns, further investigation or intervention is required, then and only then will we proceed –together with the parents. If a child is identified as of concern or not making progress, the school will set up a meeting to discuss this with the parents in more detail and to:

- listen to any concerns the parents may have
- plan any additional support the child may receive
- discuss any referrals to outside professionals to support the child's learning

Further information about the assessment and identification of children with SEN can be found in appendix 1: Twelve Apostles Flowchart of SEND Identification

We recognise the definition of SEND as stated in the Code of Practice 2014/2015, and we consider what is not SEND but may impact on progress and attainment;

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## 6. SUPPORT FOR SPECIAL NEEDS

### **Graduated approach: assess, plan, do, review. (APDR)**

All SEN support takes the form of a four-part cycle through where earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the children who have SEN.

This cycle follows the pattern assess, plan, do, review. In each stage of the support process the class teacher and SENCO will work through the assess, plan, review, do cycle.

### **1<sup>st</sup> Stage of support: Quality First Teaching**

**•Teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants**

For a child this would mean:

- The teacher has the highest possible expectations for the child and all pupils in their class, all teaching is based on building on what the child already knows, can do and can understand.
- Different ways of teaching are in place so that the child is fully involved in learning in class. This may involve things like using more practical learning or different resources
- Specific strategies (which may be suggested by the SENCO or outside specialist staff) are in place to support the child to learn
- All children in school will be receiving this as a part of quality first teaching classroom practice

**2<sup>nd</sup> stage of support; Specific group work with in a smaller group of children:  
(Target Groups / Group Intervention)**

This group, often called Intervention/ target groups by teachers.

- The child will engage in small group sessions with specific group targets to help him/her to make more progress. This targeted support/ intervention will be monitored carefully and children's progress discussed with SLT at Pupil Progress Meetings
  - A teacher or a teaching assistant may run these small group sessions using the teacher's specific plans or the teacher would hold these sessions whilst the TA supported the class
  - Planned , targeted support, delivered in the classroom or outside in the resource area, with work carefully planned by the teacher to meet the needs of the children.
- If further outside expertise is needed, Mrs. O'Boyle will arrange this

**3<sup>rd</sup> stage of support: SEND Support**

This type of support is available for children with specific barriers to learning or a specific need that cannot be overcome through quality first teaching and small intervention groups. Following the graduated approach, this means that the child has been identified by the class teacher as needing some extra specific support in school. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. The child will be placed on the SEND record following the definition of the Code of Practice.

For a child this would mean:

The child will have been identified by the class teacher/SENCO (or a parent will have raised their concerns ) as needing more specialist input instead of or in addition to quality first teaching and intervention groups. Evidenced based interventions may be delivered such as : Soundwrite, Maths Recovery, Precision Monitoring, Nurture Provision

- The parent will be asked to come to a meeting to discuss their child's progress- usually at parents' evenings- to help plan possible ways forward. There will be specific targets agreed detailed on an individual plan (APDR) The APDR will be written by the school SENCo and the individual targets delivered and assessed by the class teacher
- The parent may be asked to give their permission for the school to refer their child to a specialist professional e.g TESS or Educational Psychologist. This will help the school and the parent understand a child's particular needs better and be able to support them better in school.

- The specialist professional may work with the child to understand their needs and make recommendations, which may include:
    - Making changes to the way the child is supported in class e.g some individual support or changing some aspects of teaching to support them better. Using differentiated resources to support learning
    - reasonable adjustments / essential provision detailed on the child's APDR
    - Support to set better targets which will include their specific expertise
    - A group run by school staff under the guidance of the outside professional e.g a language group
    - A group or individual work with an outside professional
- The school may suggest that the child needs some agreed individual support in school this will be delivered by a teacher and teaching assistant – the individual work will be planned by the class teacher and detailed on the child's APDR

### **Specified Support: EHCP**

This level of need is assessed by the Local Authority and is usually provided via an Education, Health and Care Plan (EHCP). This means the child will have been identified by the class teacher, SENCO as having a significant need – severe, complex and lifelong - and may need a particular **high level** of individual or small group teaching. Usually the child will also need specialist support in school from a professional outside the school eg. Targeted Education Support Service or the Educational Psychologist. The professionals will firstly make recommendations that will be implemented, monitored and evaluated. Then at a review meeting, if it is decided that support needs to continue then the school or parents/carers can apply to the Local Authority for an **Educational Health Care Assessment**.

For a child this would mean:

- The school (or parent / carer) requests that the Local Authority carry out a statutory assessment of a child's needs. This is a legal process which sets out the provision for the child.
- After the school / parent carer has sent in the request to the Local Authority, the LA will decide whether they think the child's needs, seem complex enough to need a statutory assessment. All professionals involved with the child write a report as part of the assessment outlining the child's needs. After the reports have all been sent in, the Local Authority will decide if the child's needs are **severe, complex and lifelong**. If this is the case and it is agreed at a Local Authority professional panel, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support provided.
- The EHC Plan will outline the provision that the child will receive. It will also have long and short term outcomes for the child. An additional adult **may** be used to support the child with whole class learning or provision **may** be made in small groups. The provision made in school is dependent on the child's needs and the outcomes written by the LA in the EHC Plan

(For further information please see the flow chart to the Graduated Approach from the Local offer <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/SEND-contact.aspx>.)

### **Exit from the SEN Record:**

Once a child is identified as having SEN their progress and attainment is monitored carefully over time. If a child has made sufficient progress and after in-depth discussions with parents, class



teachers, teaching assistants and other relevant outside agencies a child can be taken off the SEN record. If a child has made enough progress to exit from an EHC plan, a co-ordinated meeting will take place with relevant school staff and parents where the child's needs and progress are discussed; if there is a consensus of opinion a cease to maintain recommendation will be made to the Local Authority.

## **7.ARRANGEMENTS FOR CO-ORDINATING PROVISION**

### **The S.E.N. Co-ordinator is Mrs O'Boyle**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school
- Writing individual APDRs for all children on the SEND record including those with an EHC Plan and supporting the teachers to ensure that the parents are: involved in supporting the child's learning, kept informed about the support the child is getting, and involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support the child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND record (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are effective records of the child's progress and needs.
- Providing support for teachers and support staff in the school - so they can help children with SEND in the school achieve the best progress possible.

### **Class teacher**

Responsible for:

- Checking on the progress of the child and identifying, planning and delivering any additional help the child may need (this could be things like targeted work, additional support) and liaising with the SENCO regarding progress
- Contributing to programmes of work, and sharing and reviewing these with parents / SENCO
- \*Reading all reports and relevant information provided by outside support and agencies: TESS, EP, SALT to aid in the planning of work
- \* Contributing to all EHC annual reviews
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach

### **Headteacher ( Mrs. Whitton)**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Mrs. Whitton will give responsibility to the SENCO and class teachers but is still responsible for ensuring that a child's needs are met.
- Mrs. Whitton will make sure that the Governing Body is kept up to date about any issues in the school relating to SEND through liaison with the SENCo

**Governors : There is a dedicated Governor responsible for SEND (Mrs. Roughley/ Mrs. Lovett)**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND and liaising with the school SENCo to be kept current and informed

## **8. SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that children at school should have full access to education including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Therefore, careful arrangements are made to support pupils with medical conditions. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils and are co-produced sometimes with the school nurse, usually with the pastoral mentor and the parents. Where children also have SEN, their provision is planned and delivered in a co-ordinated way with their healthcare plan. For further information see school policy: Supporting children with Medical Conditions in School Policy can be accessed on the school website [www.twelveapostlesleigh.co.uk](http://www.twelveapostlesleigh.co.uk)

## **9. RECORD KEEPING**

The provision made for children with SEND is recorded accurately. Records are kept of the steps taken to meet the needs and the progress of the children on their APDR. The class teacher will use the school's APDRs and tracking system for recording the progress of the children. The class teacher, after discussion with the SENCo / parents is responsible for recording the registration of the child into the first stage and the contribution to the creation of individual plans. (APDRs) The information kept forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They ensure that there is accurate information to evidence the SEN support/ EHC that has been provided over the pupil's time in the school, as well as its impact. Details of SEN, outcomes, teaching strategies and the involvement of specialists is recorded as part of this overall approach. All SEND documents are stored safely in line with school policy on Information Management and Data.

## **10. ADMISSION ARRANGEMENTS**

Children who have an EHC that names the school as part of the planned provision will be offered a school place without reference to the admissions criteria. The admission arrangements for children with special educational needs are exactly the same as the admission arrangements for all other children as outlined in the school prospectus and approved by the Governors of the school.

## **11. RESOURCES and TRAINING**

The most valuable resource for SEND is personnel - giving children with special educational needs, small group or individual attention. Budgets will vary; however, the governors are committed to ensuring that the first priority in the allocation of money is the employment of support staff. It is the governors intention therefore to maintain the maximum hours of teaching assistance to support children with special needs in school.

The SENCo leads the dedicated nurture setting in school (further information below) with the support of the Pastoral Mentor and two teaching assistants. This provision is for children to learn tools of self regulation and the children may be assessed through the SDQ their individual APDRs and the Boxall Profile.

All class teachers have access to essential provision and equipment useful for children with special educational needs. Extra equipment that may be required can be ordered through the SENCo. Every class has access to the IT devised to aid learning and the use of the keyboard/ipad/ other devices to assist recording skills. The school also encourages the use of practical activities and educational visits to help those children who may have to be more aware of the environment and the world around them.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo and/ or Deputy Headteacher to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of the children. Active participation of all staff training is necessary for a successful school policy. This is achieved through attendance at the SEND staff meetings when individual children are discussed and where support can be given in dealing with concerns, planning strategies, and developing school policy. In addition the SENCo will take the opportunity to attend further SEND training and the in-service courses provided by the LA. Other staff members may also attend these courses if it is appropriate - their needs are identified through performance management and skills analysis and if the SMT feel training is needed. The SENCo will also provide opportunities for the staff to discuss their concerns with outside agencies, when necessary.

### **Twelve Apostles Nurture Provision**

Twelve Apostles nurture group is founded on evidence-based practice and offers a short-term, inclusive, focused intervention. It was established in September 2018, and is provision for those children at SEND support or with an EHC or those children who need further support to access their learning, or further small group support.

The nurture group consists of a class of between five - nine children who attend on a part time basis for sessions throughout the day. The group is run by two members of staff led by Mrs. O'Boyle (SENCo). Children attend the nurture group but remain an active part of their main class group; they spend appropriate times within the nurture group according to their need and typically return full time to their own class within three to four terms; some children may remain for a longer period of time dependant on their level of need.

In the nurture group, the adults assess learning and social and emotional needs and give the necessary help to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate. The adults provide a role model that children observe and begin to copy. Food is shared at 'breakfast' or 'snack time' with many opportunities for social learning, helping children to attend to the needs of others, with time to listen and be listened to. As the children learn **academically and socially**, they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving.

Nurture support is not limited to the nurture group, as all the school embed the nurturing principles and practice at a whole school level, providing appropriate support for all pupils attending This includes:

- Pastoral Manager support, focusing on social and emotional development, delivered 1:1, paired or in a group as appropriate, either in or out of class.
- Tailored intervention programmes
- Intervention from the LA for children and their parents/carers on referral, delivered both in school and in the home.
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents
- Intervention from the School Well Being sessions / Mindfulness sessions , based on the child's individual needs

## **12 LINKS WITH OUTSIDE AGENCIES**

The school has built links with various outside agencies and further information about these can be found on the school's SEN Information report: [www.twelveapostlesleighco.uk](http://www.twelveapostlesleighco.uk)

The school has built close links with its educational psychologist **Elizabeth Arthur**, and targeted support teacher, **Emma Bamber**. The SENCO, the psychologist and the targeted support teacher make arrangements to meet to discuss the pupils causing concern. On these occasions class teachers and teaching assistants have the opportunity to express their concerns to the SENCo who can convey these to the targeted support teacher and psychologist. The SENCo also uses these occasions to prioritise in collaboration with professionals and set dates for formal assessment of pupils.

The school also has close links with the school nurse. The Pastoral Mentor may meet with the school nurse to discuss pupils causing concern and to write Individual healthcare plans. Whenever it is necessary these meetings are in addition to the necessary visits for medical check ups etc. Links with the social services / Startwell have also been developed: these are facilitated by the Pastoral Mentor: Mrs. Stones

The school also has very close links with the Parish. The Parish Priest calls into school regularly to help the school meet the spiritual and moral needs of all the pupils. The school also has close links with the Roman Catholic High School that the pupils may transfer to. The Year 6 teacher and the Pastoral Lead attend several meetings each year to discuss common concerns and to develop common approaches to problems. This also provides opportunities to develop links with other Roman Catholic schools which transfer their pupils to the same High School. The children in Year 6 are able to spend some time visiting the school before they transfer. All the High Schools' Year 7 staff liaise closely with the school to ensure the transition process is as smooth as possible.

## **13. SUPPORT FOR PARENTS/CARERS**

The school firmly believes in developing a strong partnership with parents and that this will be a powerful factor in enabling children with special educational needs to achieve their potential. The

school recognizes that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Depending on age and appropriateness, pupils will also be encouraged to participate in the decision-making processes affecting them.

Further information on support for parents can be found on the LA Local offer:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/SEND-contact.aspx>.

The SEN Information Report can be viewed on the school website and further information on supporting children with medical conditions can be found in the Supporting Children with Medical Conditions on the school website [www.twelveapostlesleigh.co.uk](http://www.twelveapostlesleigh.co.uk)

#### **14. ACCESSIBILITY**

The school is strongly committed to improving access to education and educational achievement for disabled pupils so that all pupils can benefit from equality of opportunity and look forward to full participation in society. The school ensures children with special educational needs are able to access assessments and the assessment co-ordinator in liaison with the SENCo is responsible for this.

The school wholeheartedly supports and endorses the Children and Families Act: including the Code of Practice 2014, and the Equality Act 2010, which introduced duties for schools to ensure that disabled pupils were not treated less favourably and to avoid putting disabled pupils at a substantial disadvantage. The access plan outlines how the school, proposes to demonstrate its commitment to full access for all pupils and how it is to fulfil its duties under the Equality Act of 2010. To view the Access Plan please visit:

[www.twelveapostlesleigh.co.uk](http://www.twelveapostlesleigh.co.uk)

#### **15. TRANSITION**

The school plans and prepares carefully for transition, before a child moves into another class, setting or school. This includes a review of the SEN support being provided or a review of the EHC plan. To support the transition, information is shared by the teacher / SENCo with the receiving class, setting or school. The school consults with the parents / carers about the information to be shared as part of this process. Mrs. Parry and the school SENCo meet with nursery settings on entry to school to share all relevant SEND information and plan provision effectively. The school SENCo and Year 6 teacher – Mr. Rowlands- also ensure an effective transition to KS3 by sharing all relevant information with key staff and attending all relevant KS3 transition meetings.

#### **16. BULLYING**

The school recognises that some pupils with SEND may be more vulnerable to bullying and all staff will be alert and aware of this and mitigate the risk of this through systems and procedures to ensure that all children are safe from bullying. These are detailed on the school's website.

[www.twelveapostlesleigh.co.uk](http://www.twelveapostlesleigh.co.uk)

For a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour, and with their social, emotional and mental health. They may have an individual behaviour plan / Pastoral Support Programme agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the TESS Behaviour Support Service or Educational Psychologists

## **15 THE EVALUATION AND REVIEW OF THE POLICY**

The policy will be reviewed annually. .

The success criteria are as follows :

- a) To have adhered to the Code of Practice
- b) To have achieved the aims and objectives of the Policy
- c) To have catered for the child and obtained appropriate provision for the child as swiftly as possible and to have identified a child with S.E.N. at the earliest stage
- d) To have met the needs of a child with S.E.N.

Appendices

1. Identification of SEND flowchart

Updated September 2023