



March C.E. PRIMARY SCHOOL **Statutory duties into practice: SEND Report** The 0-25 Code of Practice 2014

Improving Outcomes – high aspirations and expectations for children with SEND

Key Contacts	
INCLUSION TEAM	Mrs Nicola Metcalfe – Inclusion Lead, Early Help , EAL Miss Coyne Acting SENDCo Mr Steve Jackson - Pupil Premium
Lead Governor for S.E.N.D	Mrs Rachel Bryan
Use their “best endeavours” to provide support to children and young people with SEND, whether or not they have an Education, Health and Care plan. (EHCP)	Robust systems from identifying needs to providing support. Nature of Concern : Initial concern record: Class teacher SEND Individual Education Plan planned and reviewed by home/school/pupil EHCP All about Me : Pupil Review EHCP All about Me : Outcomes Plan & review EHCP All about Me : One Page Pupil Profile
Designated teacher to be responsible for coordinating SEND provision.	Miss Elizabeth Coyne 01243 783987 Ecoyne@ march.w-sussex.sch.uk
Inform parents/carers when they are making special educational provision for a child.	Dialogue with parents : Initial Consultation with Parents. Parent Consultation Evenings include planning and review of Individual Learning Plan. Meetings with SENDCO.
Ensure pupils with SEND can take part in activities alongside those who do not have SEND and support those pupils with medical conditions	School aims and values statement - revisited at the beginning of each academic year with all staff. SEND Policy Accessibility Plan Medicines Policy Equality Policy
Ensure ALL pupils have a broad and balanced curriculum. Careful planning to remove barriers to pupil achievement, so that in many cases pupils with SEND are able to study the full Curriculum.	A creative curriculum that is driven by the Schools Values. Planning Differentiation Pupil Individual Education Plan EHCP Outcomes Plans Specific directed adult support may be used for some pupils to enable successful engagement in their learning.
Duty towards individual disabled pupils (Equality Act 2010). Make reasonable	Accessibility Plan Medicines Policy

adjustments and anticipate these adjustments. Wider duty to promote equality of opportunity and foster good relations to prevent discrimination	Equality Policy
Designated SEND Governor.	Dedicated termly meetings with designated Governor and SENCO
SLT regularly review SEND provision as part of School Improvement. Evaluation of the effectiveness of SEND provision.	Data Entry and tracking of pupils updated ½ termly and progress and attainment are monitored. Termly Pupil Progress Meetings Class teacher meets with Head Teacher and SENCO and Inclusion Team Progress Meeting Proforma explicitly highlights CT tracking and class provision for pupils with SEND SEND Action Plan as part of School Improvement Plan
Prepare an SEND information Report and their arrangements for the admission of disabled children, steps taken to prevent disabled children from being treated less favourably than others. Facilities for access and an accessibility plan to show how School plans to improve access over time	School Local Offer on website. Accessibility Plan SEND Information Report
To ensure that pupils with SEND have their voice heard. Arrangements for Complaints from parents of children with SEND.	Pupil involvement in planning and reviewing of Individual Learning Plan: termly is appropriate One Page Profile for all pupils in transition days Class Teacher Pupil consultation record, if a pupil has a concern regarding their SEND or a related issue. School Council SENCO Meeting HT Meeting Complaints Policy
Transition Arrangements for pupils with SEND	School entry: Liaison with feeder pre-schools/nurseries Liaison between SENCOs of these Schools. Within school transfer between year groups; transition meetings between CTs and TAs and with pupils who are vulnerable to change. Transition plans for vulnerable children. School exit: liaison with future school, identification of strengths and needs of the pupil, involvement from the pupil, Class Teacher, SENCO and Inclusion Team if required
A range of Interventions with specialist trained Teaching Assistants and teachers to deliver these programmes.	Play Therapy, Jump Ahead, Spelling Magic Speech and Language, Social and Emotional Development,

	<p>Emotional Resilience, Individuals & group support for literacy and mathematics Interventions are provided according to the needs of the children in our School at that time, therefore this is not a definitive list.</p>