



Special Educational Needs and Disability Policy

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

In 2014 the coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also accompanied this legislation.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 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 (July 2014)*
- ◆ *Schools SEND Information Report Regulations (2014)*
- ◆ *Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)*
- ◆ *The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)*
- ◆ *Safeguarding Policy*
- ◆ *Accessibility Plan*
- ◆ *Teachers Standards 2012*

Children with the most complex needs will have an Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The

SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

At Laurel Avenue Community Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

Aims

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- ◆ *identifying, at an early age, individuals who need extra help and attention*
- ◆ *enabling each pupil to reach his or her full potential, both curricular and extracurricular*
- ◆ *enabling each pupil to partake in, and contribute fully, to school life*
- ◆ *endeavouring to meet the individual needs of each child*
- ◆ *developing a feeling of self-esteem within the individual*
- ◆ *fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children*
- ◆ *providing for children's individual needs by supporting them in various ways: whole class, small groups and individual*
- ◆ *monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements*
- ◆ *providing access to and progression within the curriculum*
- ◆ *working with parents and other agencies to provide support and opportunities for those children with SEND*
- ◆ *using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children*
- ◆ *assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs*
- ◆ *ensuring access to a range of resources to support staff in their teaching of children with SEND*
- ◆ *including the voice of the child in monitoring and reviewing Support Plans*

Objectives

- ◆ ***Staff members seek to 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 and early years settings prior to the child's entry into the school.***
- ◆ ***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 SENCo/Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- ◆ ***Work with parents*** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- ◆ ***Work with and in support of outside agencies*** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Children and Adult Mental Health Service CAMHS.
- ◆ ***Create a school environment where pupils can contribute to their own learning.*** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- ◆ *the necessary provision is made for any pupil with SEND*
- ◆ *all staff are aware of the need to identify and provide for pupils with SEND pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils*
- ◆ *the school informs parents of how it is making sure it is meeting the learning needs of individual pupils'*
- ◆ *they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)*
- ◆ *parents are notified if the school decides to make SEND provision for their child and that they are fully informed about SEND issues, so that they can play a major part in school self-review*
- ◆ *they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND*

The person responsible for overseeing the provision for children with SEN is Gaynor Davison (Headteacher).

The person co-ordinating the day to day provision of education for pupils with SEN is Gaynor Davison (SENCo).

The **Head Teacher** is responsible for:

- ◆ *the management of all aspects of the school's work, including provision for pupils with special educational needs*
- ◆ *keeping the governing body informed about SEND issues*
- ◆ *working closely with the SENCo*
- ◆ *the deployment of all special educational needs personnel within the school*
- ◆ *monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole*

The **special educational needs co-ordinator (SENCo)** is responsible for:

- ◆ *overseeing the day to day operation of the school's SEND policy*
- ◆ *co-ordinating the provision for pupils with special educational needs ensuring that an agreed, consistent approach is adopted*
- ◆ *liaising with and advising other school staff*
- ◆ *helping staff to identify pupils with special educational needs*
- ◆ *carrying out assessments and observations of pupils with specific learning problems*
- ◆ *supporting class teachers in devising strategies, drawing up Support Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom*
- ◆ *liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process*
- ◆ *liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents*
- ◆ *maintaining the school's SEND register and records*
- ◆ *assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information*
- ◆ *contributing to the in-service training of staff*
- ◆ *liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other*

Class teachers are responsible for:

- ◆ *Providing high quality teaching for all children*
- ◆ *Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)*
- ◆ *Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.*
- ◆ *Retaining responsibility for the child, including working with the child on a daily basis*
- ◆ *Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND*
- ◆ *Directly liaising with parents of children with SEND*

TAs should:

- ◆ *be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.*
- ◆ *use the school's procedure for giving feedback to teachers about pupils' progress.*

TAs work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.

Arrangements for coordinating SEN provision

The SENCo will hold details of all SEN records for individual pupils.

All staff can access:

- ◆ *The Laurel Avenue Community Primary School SEN Policy;*
- ◆ *A copy of the full SEN Register.*
- ◆ *Guidance on identification of SEN in the Code of Practice*
- ◆ *Information on individual pupils' special educational needs, including SEN Support Plans, targets set and copies of their provision map.*
- ◆ *Practical advice, teaching strategies, and information about types of special educational needs and disabilities*
- ◆ *Information available through Durham's SEND Local Offer*

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.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored with their SEN Support Plan in fireproof cabinets in the school office; these cabinets are locked all the time. SEND records will be passed on to a child's next setting when he or she leaves Laurel Avenue. The school has a Confidentiality policy which applies to all written pupil records.

Admission arrangements

Please refer to the information contained in our school prospectus or on our school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Types of SEND

SEND is divided into 4 types:

- ◆ *Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.*

- ◆ *Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.*
- ◆ *Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.*
- ◆ *Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.*

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

Identifying and assessing SEND 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 SEND.

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

As a school we observe two key duties:

- ◆ *we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people*
- ◆ *we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.*

The school’s Equality Policy and objectives and the Accessibility Plan can be found on the school website.

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

Allocation of resources for pupils with SEND

There are three levels of support for pupils with SEND:

- ◆ ***Universal level*** funding is provided on a per-learner basis for all those attending the school – the AWPU. Good quality universal provision will reduce the need for deployment of more expensive resources.
- ◆ ***Targeted level*** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEND from their notional SEND budget.
- ◆ ***High level needs*** funding for those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority.

Identification, Assessment and Review

*The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to or different from** the provision made as part of the school's usual differentiated curriculum and strategies.*

A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans, an annual review meeting has to be held in addition to this. SEND Support Plans are used to record additional provision for pupils on the SEND register.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.*
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.*
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.*
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.*
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.*
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.*
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.*
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents evenings.*
- i) Parent's evenings are used to monitor and assess the progress being made by children.*

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who

have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- ◆ *is significantly slower than that of their peers starting from the same baseline*
- ◆ *fails to match or better the child's previous rate of progress*
- ◆ *fails to close the attainment gap between the child and their peers*
- ◆ *widens the attainment gap*

The first response to such progress should be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil 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 SEND of children and young people.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo should contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the

adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- ◆ *monitoring of classroom practice by the Headteacher, Deputy Head and SENCO*
- ◆ *analysis of pupil tracking data*
- ◆ *monitoring of procedures and practice by the SEND governor, by Class Link Governors and by Governors who have a special interest in an area of school. Also monitored within the Teaching, Learning and Achievement Committee and fed back during Full Governing Body Meetings.*
- ◆ *School Self-Evaluation document Local Authority moderation process and OFSTED inspection arrangements*
- ◆ *meetings of parents and staff, both formal and informal*

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

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

- ◆ *Parents*
- ◆ *Teachers*
- ◆ *SENCo*
- ◆ *Social Care*
- ◆ *Health professionals*

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate

Education, Health and Care Plans (EHC Plan)

a. Following Statutory Assessment, an EHC Plan will be provided by Durham County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, 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.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

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

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and externally by professionals. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEND

The Headteacher/SENCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCo. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

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/SENCo, who will be able to advise on formal procedures for complaint.

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.

The SENCo attends relevant SEN courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Links to support services

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. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

Working in partnerships with parents

Laurel Avenue Community Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision*
- b) continuing social and academic progress of children with SEND*

c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Links with other agencies

Laurel Avenue Community Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- ◆ *Education Psychology Service*
- ◆ *Behaviour Support Service*
- ◆ *Social Services*
- ◆ *Speech and Language Service*
- ◆ *Specialist Outreach Services*
- ◆ *Health Service, including School Nurse and Doctors*
- ◆ *Occupational Therapy*
- ◆ *Parent Support Advisor*
- ◆ *Family Support Workers*
- ◆ *One Point*

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

*Signed: G Davison
Headteacher
Date: January 2019*

*Signed: H Blakey
Chair of Learning, Teaching and Achievement Committee
Date: March 2017*

*Date of Policy: January 2019
Date of Review: March 2022*