



secure foundations — excellent practice — faith, hope and love

St Luke's Church of England School
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Special Educational Needs and Disability Policy

Date of approval: December 2019

Review by: December 2021

Please read this policy in conjunction with our **Accessibility Plan** and the **Equality Policy**.

St. Luke's CE School is fully committed to Inclusion. If you have a concern about how we can meet your child's need, please make an appointment with the Head of School and Special Educational Needs and Disabilities Coordinator (SENDCo), so that we can work together to find out how we can best meet their needs.

St. Luke's has a named SENDCo and a named SEND Governor, who alongside the Head of School ensure the SEN/D Policy works within the guidelines and inclusion requirements of the Code of Practice (2014) and other policies current within the school.

Both can be contacted through the school office on 0207 435 5604 or by emailing office@stlukesschool.org.uk

The SENDCo at the present time is Mrs Julie Galton who has successfully completed the National Award for Special Education Needs Co-ordination (NASCO) as required and is a member of the School Leadership Team.

Mission Statement

secure foundations ♦ excellent practice ♦ faith, hope and love

It is a fundamental part of our Christian foundation and ethos that everyone in our school should be treated with respect and dignity, in keeping with the Christian belief that God made all people equally valuable and worthy of care.

In line with this ethos, our aim is for every child to be well cared for and enabled to make progress and to develop, irrespective of any Special Educational Need (SEN) or Disability, alongside their peers and through access to a broad and balanced curriculum. It is our belief that every child has his/her unique contribution to make to the life of the school, from which we all can learn and benefit.

Through this policy we are pleased to meet the requirements of The 2014 Children and Families Act and the 2014 SEND Code of Practice 0-25.

In line with the SEND Code of Practice 0 – 25 guidance, this policy has been developed in partnership between the SEND team, the Head teacher and all staff with the Governors and the parents of pupils with SEND.

Aims

The aim of this policy is:

- to create an environment that meets the special educational needs of each child; removing barriers to learning so that every pupil achieves their potential and engages in activities alongside pupils who do not have SEND.
- to create an environment that develops pupils' independence, resilience and self-esteem, laying firm foundations for the development of well-rounded, fulfilled young people who are able to live as independently as possible and to contribute to the wider community.
- to work closely with parents, children and young people in planning and implementing any provision ensuring all voices are heard and that the expectation of all partners in the process are made clear.
- to ensure the early identification of any child with SEND
- to provide support to meet individual needs within a broad, balanced curriculum, using assessment as part of school improvement and monitoring of pupil progress to continuously improve provision.
- to work in cooperation and partnership with outside agencies, including Health and Social Care and the Local Authority to ensure a multi-professional approach to meeting the needs of vulnerable learners.
- to identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities.

Objectives

St Luke's CE School will use its best endeavours to:

- provide clear and up to date information on the SEND provision offered as well as the school's wider strategies for development.
- identify needs as soon as possible and provide appropriate support for pupils who have SEND and additional needs.
- seek out and take account of the views of children and their families, ensuring their voices are heard in the decision making. Where a child has a Personal Education Plan (PEP), this is always discussed with the child, presenting the objectives in an accessible and appropriate way, taking the child's views into account.
- work within the guidance provided in the SEND Code of Practice 2014.
- operate a "whole pupil, whole school" approach to the management and provision of support for SEND, through high quality teaching and care.
- provide a SENDCo who will work to implement the SEND Inclusion Policy.
- seek and implement advice from outside agencies where appropriate.

- provide support, advice and training for all staff working with pupils who have SEND.
- regularly monitor and evaluate the breadth and impact of the support they offer/can access including the monitoring of achievement to ensure appropriate levels of progress.
- maximize the learning and achievements of children with SEND during their time at SLS through high aspirations developed through the curriculum and extra-curricular provision.
- ensure adequate resourcing for SEND.

Definition of Special Educational Needs/Disability

St Luke's CE School is fully committed to inclusion. We endeavour to secure special educational provision for those children for whom it is required.

The SEND Code of Practice (2014) identifies 4 areas of need for which special educational provision may need to be made:

- Communication and interaction

Children with Speech, Language and Communication Needs (SLCN) have difficulty understanding language and/or difficulty communicating with others. The profile of every child with C&I needs is different and their needs 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 in their lives. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with social imagination, language and communication which impacts on how they relate to others.

- Cognition and learning

Support for cognition and learning may be required for some children where learning is of a slower pace than their peers or where there is an increased need for overlearning, repetition and reinforcement despite high quality differentiated teaching. Cognition and Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) or Global Developmental Delay, where children are likely to require support in all areas of the curriculum and may also have associated difficulties with communication and/or mobility. Children with Profound and Multiple Learning Difficulties have severe and complex learning difficulties as well as a physical disability or sensory impairment. Some children may have a Specific Learning Difficulty; meaning they have difficulty in a specific area of learning such as dyslexia, dyspraxia or dyscalculia.

- Social, mental and emotional health

Social, emotional and mental health difficulties (SEMH) require particular care in diagnosis and response. The profile and manifestation of these difficulties is unique to the individual. Staff should be aware of changes in children's behaviour or personality as these may be indicative of an underlying mental health concern. Symptoms may include becoming withdrawn, isolated or disengaged. Additionally, physical symptoms which are medically unexplained may be indicative of underlying mental health difficulties such as anxiety, depression, self-harm or an eating disorder. Some children may have a diagnosis of SEMH needs such as Attention Deficit Disorder, Hyper-Kinetic Disorder (ADHD) or Oppositional Defiant Disorder (ODD) or an Attachment Disorder.

- Sensory and Physical

This includes children with Visual Impairments (VI) and Hearing Impairments (HI) or Multi-sensory Impairments (MSI). These children may require specialist support and/or equipment to access the environment, the curriculum and to enable them to access their learning.

In line with the Code of Practice (2014) St Luke's CE School recognizes that challenging behaviour is not an additional educational need. However persistent behavioural concerns should facilitate assessment to determine any underlying causal factors such as undiagnosed learning or mental health issues and the school would seek support from a multi-agency team where appropriate.

St Luke's CE School recognises that SEND needs may change over time and that children may have difficulties in more than one area of need.

The Code of Practice states that a pupil has special educational needs where a learning difficulty or disability calls for special educational provision to be made. Special Educational provision is defined as education or training provision that is 'different from and additional to' that normally available to pupils of the same age in a mainstream setting in England.

At St Luke's CE School, a child is considered to have special educational needs when they are making less than expected progress given their age and individual circumstances. Less than expected progress is defined as progress which:

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

Progress is not limited to academic rates of progress but may include wider developmental progress or social needs.

It is important to distinguish between 'additional needs' and 'Special Educational Needs'. St Luke's CE

School recognises that other factors may influence a child's progress and attainment but this does not necessarily mean that the child has a 'special educational need'. Factors might include: attendance, health and welfare, being a looked after child, being a child of service personnel, being in receipt of pupil premium grant or having English as an additional language. All children have individual needs and some children may have additional needs arising from particular circumstances. These needs are deemed to be met by alternative strategies. The school monitors the attainment of these groups and individuals to review and evaluate the support offered.

The Disability Discrimination Act 1995 states that a disabled person is someone with a physical or mental impairment that has a substantial or long- term adverse effect on his/her ability to carry out normal day to day activities. Some children with disabilities may have learning needs which require special educational needs provision but not all children deemed to be disabled will have learning difficulties that require this provision. The school will keep a register of children with a disability.

What Provision looks like at St. Luke's: A Graduated Response

Identification and Assessment

St Luke's CE School, in keeping with the ethos of the school and the Code of Practice, promotes a graduated approach to the identification and provision of SEND, using the Assess, Plan, Do, Review model, recognising that there is a continuum of special educational need and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum.

Assessment is the first step in this graduated approach. Our starting point is a home visit or consultation with the parents/carers of the child. Understanding the concerns and priorities of parents helps us plan how best to support their child once he/she starts school. The school also uses information from previous nursery/school placements alongside baseline assessments and careful ongoing assessment and monitoring to identify and assess SEND at the earliest opportunity.

Throughout the Early Years Foundation Stage and at Key Stages 1 and 2 children are assessed regularly and at the end of the year against nationally set criteria. This process helps to highlight any children who are not making expected academic progress. We continue to assess and monitor throughout the child's time at school ensuring any special educational needs, which arise later on, are identified promptly. Staff play a vital role in raising concerns about other barriers to learning such as social, emotional or mental health issues.

Provision for pupils with SEND at St Luke's CE School is regarded as a whole school matter and staff work as a team to ensure all children's special educational needs are met.

The class teacher is responsible for monitoring the progress and meeting the needs of all the children in his/her class. High quality teaching, differentiated to meet the requirements of individual pupils, is the first step in meeting the needs of those with SEND.

Termly pupil progress meetings are held between senior members of staff, the SENDCo and class teachers to discuss individual pupils, interventions and strategies needed to move pupils on in their learning. The school systems for observing and assessing the progress of individual children will provide information about the areas where a child is not progressing satisfactorily. At this stage the class teacher may consult with the SENDCo to consider what else might be done. The SENDCo might offer advice about effective teaching and learning strategies or a specific intervention that may help to narrow the gap or accelerate progress. Parents will be consulted and a specific intervention will be planned and monitored for a period of 6-10 weeks.

There is a rigorous cycle of regular lesson observations, learning walks, work scrutiny, monitoring of planning and staff training to ensure quality teaching and learning for all including those with SEND. Efficient deployment of support staff is taken into consideration in order to accelerate learning.

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, after consultation with parents/carers, the child may be placed on the SEND register.

Before special educational provision is made, the SENDCo, SLT and class teacher will consider all the information from within the school about the pupil's progress, alongside any relevant national data and expectations of progress. The decision to provide additional support is always made in consultation with parents.

Managing Pupils on the SEND Register

Children on the SEN Register are categorised as receiving either School SEN Support or support as determined by their Education Health and Care Plan (EHCP).

An evidence based approach to determining appropriate interventions is always used. Staff follow the "assess, plan, do, review" model and an intervention is planned and implemented by the class teacher in collaboration with the SENDCo. Where appropriate, the SENDCo, in consultation with the class teacher, pupil and parents will draw up a detailed Personal Education Plan (PEP). This plan identifies key information about the child as a learner and identifies 3-4 achievable, short-term, measurable targets (SMART Targets) which are reviewed either half termly or termly. A range of strategies/methods may be used to accelerate learning including; time-limited interventions (could be class based or non-class based) or the use of equipment or learning aids. If despite careful monitoring the child has still not made adequate progress the SENDCo will consult and seek advice and/or

assessment from specialist external agencies.

Each term the Class Teacher and/or SENDCo meet with the parents of children receiving SS and EHCP to review attainment and progress and to determine priorities for further target setting.

Criteria for exiting the SEND Register

As pupil progress is tracked regularly, when sufficient progress is achieved and sustained, in consultation with parents/carers, pupils will be removed from the SEND register.

Promoting social, emotional and mental well-being:

Children need to feel valued, confident and secure to make maximum progress in their learning. St Luke's CE School is committed to promoting the social, emotional and mental well-being of our pupils through a range of activities. These include:

- playground buddies
- social skills groups
- Circle of Friends
- Referral to outside agencies where appropriate

The Role of the SENDCo

The SENDCo has responsibility for:

- Overseeing the day-to-day operation of the school's SEND Policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising class teachers.
- Overseeing the records of children with SEND.
- Maintaining the school's SEND records and Register. With the SLT, the SENDCo analyses termly assessments and tracking data to ensure that SEND children are reaching their full potential. The SLT and SENDCo track the progress of all children across the school year to ensure early identification of any child(ren) not making the expected progress.
- Contributing to the in-service education and training of staff.
- Liaising with external agencies including Camden Educational Psychology service, Camden Language and Communication Team (CLCS), Health Services, Occupational Therapy, CAMHS (Child and Adolescent Mental Health Service) and any relevant voluntary organisations supporting children with SEND (e.g. Nordoff-Robbins, Friendship Works).
- Making referrals to external agency professionals when required.

- Coordinating and developing school based strategies for the identification and review of children with SEND.

The SENDCo is responsible to the Head of School for coordinating provision including extra teacher/assistant support, and the support provided by outside agencies.

The SENDCo is responsible for attending relevant INSET and cascading to staff. She liaises with parents and class teachers, helps gather relevant information and to assess children. She also works with class teachers to write and review the Personal Education Plans (PEP) and to coordinate Annual Review meetings and applications for statutory assessments.

The School SENDCo (Julie Galton) has achieved the National Award for SEN Coordination (NASENCo) award (Clause 64, Children and Families Bill 2014).

The Role of Class Teacher

The Class Teacher has responsibility for:

- The teaching and learning of all pupils in his/her class
- The day to day management and direct supervision of the teaching assistants supporting within the class
- Joint planning and assessment of pupils with SEND
- Differentiation tailored to meet children's needs
- Monitoring of children's progress (in conjunction with the SENDCo, Assessment Coordinator, Head of School and LSA's/HLTA's)

Statutory Assessment for an Education, Health and Care Plan

If concerns persist and short-term targets are not being met despite appropriate actions being taken, the child's parents or the school make a referral for statutory assessment. The school submits the child's SEND record, which includes:

- Records of the support given including Personal Education Plans.
- National Curriculum attainment in English and Maths.
- Records of the views of the child and the parents.
- Records of the child's health and medical history where appropriate.
- Evidence of the involvement of external specialists including a report from the educational psychologist.
- Reports from other professionals involved with the child where appropriate (e.g. Education Welfare Services, Social Services).

The Local Authority working within specific timescales and statutory procedures will lead on the process and may then decide to issue an EHCP. The family is at the centre of the EHCP and the views of the child and parents should form the foundation for the plan.

For a child at St Luke's CE School with an EHCP, the SENDCo and class teacher will draw up a Personal Education Plan (PEP) based on the outcomes/objectives outlined in the EHCP. The short-term targets on the PEP are reviewed each term and an annual review is undertaken to determine whether the EHCP is still required in order to meet the child's special educational needs. Children under five are subject to 6 monthly reviews.

Recording and Reporting

These strategies will be added to and developed as the school grows and as procedures become embedded in school life.

Master copies of PEPs, records of meetings with parents and the SEND Register are kept securely to maintain confidentiality. The SEND register and provision maps provide an overview of current SEND provision.

When a child leaves the school, their SEND records are sent to the new school if it is within the United Kingdom.

Strategies for the Use of Resources

Whenever possible, support for children with SEND is provided in the classroom in order to ensure inclusion. In some instances, however, it may be decided that it will benefit the child to work individually or as part of a small group outside the classroom. We recognise a child's right to a broad and balanced curriculum and their entitlement wherever possible to share the learning experiences that their peers enjoy.

If a child has an EHCP, the LA may provide funding which is used for the purposes set out in the Plan and may include specialist support. Any adults providing support will work closely with the SENDCo and class teacher, planning and reviewing the learning programme.

Children with an EHCP may also receive support from other services e.g. Speech Therapy or Occupational Therapy and the in-school provision from these services will be coordinated by the SENDCo. The external services will use the school and child's records in order to establish which strategies have already been employed and which targets have already been set. These services may act in an advisory capacity or occasionally be involved in teaching the child directly.

The school runs evidence-based intervention programmes as needed, to support individual children in closing the attainment gap.

As well as providing teachers with advice and support, the SENDCo and Leader of Learning may also take small groups or work with individuals in classes to give them extra support.

When deemed necessary, the school will purchase support from Educational Psychologists to advise class teachers on teaching and behaviour strategies, as well as assessing individual children and providing help and advice to parents.

The school may also purchase support from the school nurse or refer children to their GP if necessary.

There may also be support and teaching time purchased from a Speech and Language Therapist. The speech and language therapist advises teachers and assistants as to the best way to support children with speech and language difficulties. Some children with EHCP may receive a package of individual Speech and Language Therapy as detailed in their plan. The school may, in consultation with parents, complete a Single Point of Referral (SPOR) form to request an assessment for children without an EHCP but for whom there are ongoing speech and language concerns.

The Head of School will liaise with the social services and the Education Welfare Service, for instance if there is a concern for a child's safety or welfare or attendance.

Strategies for Training

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENDCo to explain the systems and structures in place around to the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SENDCo regularly attends the Local Authority SENDCo Forums in order to keep up to date with local and national updates in SEND.

Funding for Special Educational Needs

St Luke's CE School receives its funding directly from the EFA rather than via the local authority. This delegated SEN funding is based on a formula which includes the percentage of children receiving free school meals as well as the prior attainment level of children at the school. This funding is sometimes referred to as 'notional SEN funding'.

Additional funding may be available from the Local Authorities High Needs Block Funding where it can be demonstrated that a pupil requires a consistently higher level of support. As for all academies, St Luke's CE School has to submit copies of the child's paperwork including at least 2 cycles of completed Personal Educational Plans and any reports from external services to the SEND Panel before agreement to additional High Needs Block Funding is agreed and allocated.

This national SEND funding is used to support children's learning flexibly and in a variety of ways including:

- Funding and additional adults to work with small groups and/or individuals.
- Funding for SENDCo time to support individuals in the classroom or in small groups and for team teaching.
- Funding for equipment/materials to support learning.
- Funding for the adaptation of resources.

The SENDCo (in consultation with the Head of School) takes responsibility for the operational management of the agreed and specified resourcing for SEND provision within the school, including the provision for children with EHCPs. The SENDCo, Business Manager and Head of School meet regularly to agree on the resourcing for SEND provision and the SENDCo and Head of School meet termly to discuss how best to use these funds.

Admissions Arrangements

Unless a child has an Education, Health and Care Plan, admission to the school follows the same procedure as any other child. No child will be refused admission to the school on the basis of his/her special educational need. In line with the SEN and Disability Act 2001 we will not discriminate against disabled children and will take all reasonable steps to provide effective educational provision. Please refer to the School Admission's Policy.

Transition arrangements

Transitioning into Reception for children with SEND is facilitated by the class teacher and supported by the SENDCo. Class teachers and/or the SENDCo attend transition reviews with Nurseries and other professionals. Where appropriate a transition plan will be drawn up by the school detailing the provision, resources and arrangements needed to facilitate a successful transition. Where appropriate, social stories and photographs/video clips are used to support transition. Opportunities to visit the classroom and school are incorporated into our current transition arrangements but these can be adapted as appropriate.

Successful transition between classes and key stages is supported where needed by the SEND department. When moving classes in school an information sharing meeting will take place with the

new teacher. There will be opportunities for the child to visit the new class / teacher and where necessary additional transition strategies put in place e.g. photographs of new teacher/classroom, social stories etc.

For Year 6-7 Primary to Secondary transition for children with an EHCP, the school SENDCo will ensure the SENDCo from the new school is invited to attend transition meetings. In some cases, additional multi-agency meetings may be arranged to create a more detailed transition plan which may include additional visits to and from the new school.

For children without an EHCP but identified on the school SEND register, the Class Teacher and/or SENDCo will attend any relevant Primary/Secondary Transition meetings to discuss the specific needs of the child and the nature and level of support that has had the most impact.

Supporting Pupils with Medical Conditions

St Luke's CE School recognises that pupils with medical conditions should be properly supported so that they can have full access to education, including physical education and school trips where possible. 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.

Some pupils with medical conditions may also have special educational needs and may have an EHCP. This brings together any health and social care needs, as well as their special educational provision and follows the recommendations in the SEND Code of Practice 0 – 25 (2014).

For more information, please see our Medical Policy.

Parents/Carers

Partnership with parents or carers is essential as they can often provide information which helps identify and overcome children's problems. At all stages of the special needs process, the school keeps parents fully informed and involved. Parents can always discuss their child with the SENDCo and can make an appointment with her at the school office.

Class teachers will involve parents in supporting their child. It is the responsibility of the parent/carer to work in partnership with the school, by attending meetings and supporting the child in achieving the agreed objectives, as well as ensuring the child attends school punctually and regularly.

Parents/carers can also raise the initial concern that their child may have a special educational need and can discuss this with the class teacher.

Head of School

The Head of School should ensure that, having regard to the Code of Practice, provision is made for pupils with identified SEND and that their needs are made known to all who teach them. The Head of School has responsibility for reporting to governors on the implementation of the school’s policy for SEND.

Governing Body

One named governor should take on responsibility for meeting with the SENDCo and be involved in developing and monitoring policy. Governors should keep up to date and knowledgeable about provision, deployment of funding, equipment and personnel resources and ensure that where appropriate Inclusion is part of the School Evaluation and Development Plan. The role of the governors is to challenge and support the school in evaluating and developing quality teaching and learning and assessing the impact of provision for all pupils.

Complaints

Parents with a complaint relating to the support provided by the school for their child, with regards to their Special Educational Need and/or Disability, should first raise the matter with the class teacher and SENDCo. If the concern persists, it should be discussed with the Head of School and, if the matter is still not resolved, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint, then the school’s complaints procedure will be followed.

Appendix 1

NOTICE OF CONCERN OF ADDITIONAL NEEDS

Child’s name	Year:
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Outline of Concern:

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Concern raised by:	Signed and dated:
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Please pass this form to the SENCO or place in her pigeon hole in staff room. Thanks.

Response/Outcome:

St. Luke's C of E School – Personal Plan 2015/16

Name:		Year Group:	Photo	
Level of SEN: School Support / Statement		Agencies Involved: Yes/No		
		Who is helping me? <ul style="list-style-type: none"> • EP consultation • OT • SALT • CAMHS 		
What I like playing with: •	What helps me learn: •	What I don't like: •	What I want to get better at? What do I need help with: •	
Important People/stuff How I communicate:		How my family support me:		
Targets – Term 1 <i>What am I working towards?</i>	Provision/Strategies <i>Who/what will help me to achieve this?</i>	Evaluation/Assessment <i>How do the adults in my class think I have done?</i> Descriptor of Baseline(B), Expected(E), and at review Actual (A) levels:		
		Ratings: 1 2 3 4 5 6 7 8 9 10 5=accurate 50% of the time, 10= accurate 100%		

		<p>Pupil's evaluation</p>  I can do this!  I'm getting there.  I need help!
		<p>Ratings: 1 2 3 4 5 6 7 8 9 10</p> <p>5=accurate 50% of the time, 10= accurate 100%</p> <p>Pupil's evaluation</p>  I can do this!  I'm getting there.  I need help!
Targets Term 2		
		<p>Ratings: 1 2 3 4 5 6 7 8 9 10</p> <p>5=accurate 50% of the time, 10= accurate 100%</p>

Targets Term 3		
		Ratings: 1 2 3 4 5 6 7 8 9 10 5=accurate 50% of the time, 10= accurate 100%
Provision: EYFS/ KEY STAGE 1: Attention Autism <input type="checkbox"/> Handwriting without Tears <input type="checkbox"/> <u>Talkboost</u> <input type="checkbox"/> Box Clever <input type="checkbox"/> Special Time <input type="checkbox"/> Social Use of Language Group <input type="checkbox"/> Time to Talk <input type="checkbox"/> Language for Thinking <input type="checkbox"/> Catch up Literacy <input type="checkbox"/> 5 minutes phonic box <input type="checkbox"/> Black Sheep Press Narrative Pack <input type="checkbox"/> Black Sheep Press –Inference and Reasoning Pack <input type="checkbox"/> Sensory circuits <input type="checkbox"/> KEY STAGE 2: Lego Therapy <input type="checkbox"/> <u>Talkabout</u> –Language group <input type="checkbox"/> 1:1 Reading <input type="checkbox"/> Social Stories <input type="checkbox"/> <u>Soundroutes</u> <input type="checkbox"/> Catch up Literacy <input type="checkbox"/> Circle of Friends <input type="checkbox"/> Reciprocal Reading <input type="checkbox"/> <u>Reading Comprehension</u> <input type="checkbox"/> Black Sheep Press –Inference and Reasoning Pack <input type="checkbox"/> Write from the Start <input type="checkbox"/>		
WIDER OUTCOMES: Attendance/Punctuality: Breakfast Club: After School Club:		
Signed: (parent)	Signed: (pupil)	Signed: (teacher)
Are you happy with the current provision? Yes/No		
Did Parent Attend Review? Yes/No		

Complaints Procedure

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the Head of School and, if concerns persists, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint, then the school's complaints procedure will be followed.

Copies of this policy will be available in the staff handbook, from the school office and on the school website.

This policy has been agreed by the Head of School and the Governing Body.

Head of School signature: _____ Print name: _____

Date: _____

Chair of Governors' signature: _____ Print name: _____

Date: _____