

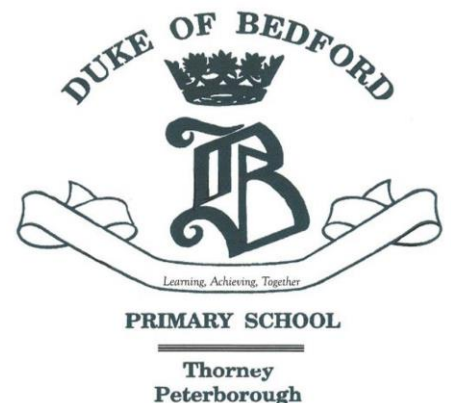
Special Educational Needs & Disabilities Policy

January 2023

Approved by: Governing board

Date: January 2023

Next review due by: January 2024



The Duke of Bedford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

PRINCIPLES

At **The Duke of Bedford School** our guiding principle is one of inclusion and every pupil is entitled to have their needs identified and barriers addressed. We recognise that all teachers are teachers of children with SEND and that all of these children are entitled to access a broad and balanced curriculum including the National Curriculum and the Early Years Profile (Early Learning Goals).

Therefore we aim to ensure that they are given the support necessary through differentiated work and appropriate individual and small group support to enable them to be included and to have access to all areas of school life and to prepare them for their future beyond our school.

We respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Need a range of different teaching approaches and experiences.

Most of the support for these children takes place within the classroom, however there are times when it is necessary for children to be withdrawn from class lessons for 1:1 or small group intervention support based on their individual needs which will develop their skills and understanding and so help them to overcome barriers to learning.

1. Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Aims

1. The needs of all pupils are identified and met as soon as possible.
2. All pupils whether they have special educational needs or not, must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all additional activities.
3. Pupils with special educational needs or disabilities (SEND) will be encouraged to become independent and take responsibility within the school.
4. We will aim for SEND children to experience success in order to develop self-esteem.

Everyone in the school community – governors, staff, pupils and parents – has a positive and active part to play in achieving these aims:

Governors by fulfilling their statutory duties to pupils with special educational needs, by securing appropriate resources, by establishing a policy which has regard to the Code of Practice on the identification and assessment of special educational needs and by participating in appropriate training and reviewing the success of the SEND Policy annually.

Staff	by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Special Educational Needs Co-ordinator (SENCo), pupils, parents and other agencies and by participating in appropriate training.
Pupils	by having their wishes about their own needs regularly sought and carefully considered and by all pupils treating their peers with respect.
Parents	through consultation and by working in partnership with the school to help meet their child's needs.

2. Legislation and Guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. Definitions

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

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

Special Needs Co-ordinator – Mrs J Sewell

Link Governor for SEND – Mrs R O' Sullivan

The Special educational needs co-ordinator (SENCo):

- Works with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Oversees the school's special needs and disabilities (SEND) policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Co-ordinates provision for pupils with SEND.
- Maintains the school's SEND register and oversees the plans and records kept by class teachers on all pupils with SEND, which form part of the pupil's targets or EHCP plan.
- Liaises and works in partnership with the parents of children with SEND.
- Contributes to the training of staff and governors. Keeps up to date with personal training/SEND developments.
- Liaises and works in partnership with any appropriate external agencies, e.g. the Educational Psychology service.
- Oversees the Peterborough Early Help system and any pupils registered on the system (completion of paperwork, meetings, updates and referrals).
- Collects evidence to use for any statutory assessment applications (for an EHCP) as needed across the school.
- Oversees provision and reviews for pupils in school with Education and Health Care Plans (EHCP).
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaises with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND Governor will:

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

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.

Class teacher is responsible for:

- Identifying that a pupil has special educational needs and raising to the SENCo using an 'initial concerns' form.
- Planning what each pupil should learn / setting targets as appropriate (termly SNAP targets linked to EHCP targets or other agencies if applicable).
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- The progress and development of every pupil in their class.
- Assessment and records whether learning has occurred / reviews targets as appropriate.
- Working with the SENCO to review each pupil's progress and development and deciding on any changes to provision.
- Ensuring they follow this SEND Policy.

5. SEND Information Report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate and multiple learning difficulties, for example, Global development delay, Triple X Syndrome, chromosome deletion.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Other forms of identification and assessment may include:

- Information from the pupil's pre-school setting.
- Parental concerns.
- Classroom observations by the teacher, SENCo, English or Maths leader or outside agency.
- Information from Early Help or Looked after pupils meetings/PEP plans.
- Attainment in scheduled assessments in Reading, Writing and Maths.
- Patterns of behavioural incidents.
- Individual assessments carried out by the Class Teacher, a trained Teaching Assistant or the SENCo e.g. Standardised reading age tests.
- Assessments carried out by outside agencies. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

SEND Support (S) – school-based with advice from external agencies.

The ‘trigger’ for ‘SEND support’ (S) may be a straightforward decision to enter on the SEND register at this stage if they have support from other agencies or a condition/needs that requires some adjustment within classroom provision. The decision may also be reached after monitoring from the class teacher and consultation with SENCo. This may be for progress/attainment or other areas such as social and emotional needs.

‘SEND support’ placement suggests early intensive action is necessary and is likely to involve support from external services.

At ‘SEND support’ level the SENCo is far more involved with the process.

STEPS TO FOLLOW:

1. Child’s needs are discussed by SENCo and teacher. Advice should be given about objectives, resourcing and possible interventions.
2. Pupils at ‘SEND support’ are set targets on a Special Needs Action Plan (SNAP) target sheet which will be reviewed, updated and shared with parents each term. The objectives should be clear and sharp. They should not be so broad that they are unachievable within the time scale.
3. The class teacher plans differentiated work and interventions to support the child (outlined on weekly planning sheets/class provision maps) indicating the objectives and key areas of support.
4. The teacher should speak to the parents to explain:
 - The SEND level that their child has been placed on.
 - The reasons why the child has been placed at ‘SEND support’.
 - The support that they will receive.
5. SNAP targets should be shared with the parents. They should be given a copy and explanation of the targets and how they can support their child at home. SNAP meetings may be combined with Parents evening (using an extended time slot) or may be at an alternative time.
6. **Reviews:** The Teacher arranges to see the parents for a SNAP review meeting to discuss their child’s targets (if they have been achieved and to outline new targets). This serves to remind parents that the child has a special need that is being addressed in School, as well as inform them of progress and next areas to work on. Equally, these meetings will be used to discuss with parents whether the child is to remain at ‘SEND support’, be removed from SEND support or move forward to apply for an Education and Health Care Plan (EHCP plan).
7. The date and outcomes of the SNAP review meetings should be recorded and shared with the SENCo. Copies of these review meeting target forms/sheets should be kept in the class SEND file and a copy saved in the school’s electronic files.
8. The SENCo will need to communicate regularly with teachers of ‘SEND support’ children.

Education and health care plan (EHCP) - LA and the school share responsibility

In a minority of cases, the LA will need to make an assessment that may result in an Education and health care plan (EHCP).

The ‘trigger’ for considering an Education and health Care plan application (EHCNA) is either as a result of a decision made at a ‘SEND support’ level where the SENCo, teacher, parents and Head Teacher (or external agencies) consider that extra intensive action or support is necessary to help the child access learning in school.

The application would usually take place following at least two ‘Assess, plan, do, review’ cycles of support for a pupil and if the pupil is attaining at a level in line with the LA threshold level for

assessment. When evidence has been collected towards an EHCP application the SENCo will complete an application for statutory assessment in conjunction with parents/guardians.

A child will be brought to the attention of the LA as possibly requiring an assessment through:

- Referral by the School or another agency. The School may decide that the child's needs are such that they cannot be met within the School. (Ref. Code of Practice)
- A formal request by the parent.

STEPS TO FOLLOW:

Referral:

1. Teacher/Head Teacher or parent discuss the needs of the child with the SENCo and reasons for making an EHCP application (EHCNA) and decide if the pupil's needs meet the threshold for assessment set by the local authority.
2. If a decision is made to proceed with an application, the SENCo/teacher gather supporting evidence for the referral. This should include at least 2 cycles of 'Assess, plan, do, review' (SEND targets) and other supporting evidence such as reports from other professionals (SALT, OT etc), timetable of support, samples of work.
3. The SENCo arranges to meet with parents/guardians of the child to collect background information and their views and record these on the EHCNA application form. Views of the child are also collected and this may take place as part of this meeting. The consent form in the EHCNA must be signed by the parent/guardians to submit the application.
4. The SENCo completes any other supporting school evidence on the EHCNA and submits the completed form and all supporting evidence to the Peterborough SAMs team (SENTeam@peterborough.gov.uk).

Decisions:

1. The LA will confirm receipt of the EHCNA via email and will consider the application at a SAMs panel meeting when a decision will be made whether to proceed with assessment. Parents will be notified by the LA within six weeks of receipt of the EHCNA. If the LA decides to carry out an assessment, this assessment must be carried out within twenty weeks from the date of notice and a decision must be given to the parents within 6 weeks.
2. If the assessment outcome indicates that the child is to have an Education and health care plan (EHCP), then a planning meeting will be held to create a draft copy of the plan which will be sent to the parents/guardians.
3. A period of 15 days will be available for parents/guardians to comment upon the draft plan/request amendments.
4. The LA will then consult with the SENCo and Head Teacher of the school before recording them in the EHCP as the named school*. The school has 15 days to respond to this consultation. Following the consultation the draft EHCP will be amended if needed, funding will be allocated and the final EHCP will be issued. (* a 'consultation' may also be sent to school requesting a place for a pupil with an EHCP who does not already attend the school. The school has 15 days to send a response to the LA.)

5. If the outcome indicates that the child is not to have an Education and health care plan (EHCP), then school/parents have a right to appeal to the LA. This can lead to further information gathering or a 'mediation meeting' with the school/parents. Where the LA requires extra information from another agency then this should take place within 6 weeks.

Provision for children with an Education and health care plan (EHCP):

The teacher completes a SNAP target sheet for the child and completes differentiated work for the child within their class planning. This should combine work matched to their level of working in the curriculum and also other key areas from their EHCP outcomes (e.g. social and emotional support, OT/physio targets etc).

Each term, a SNAP review meeting will be arranged between the class teacher and parents to discuss progress, targets and next steps.

Once a year, an EHCP review will be held with the parents, SENCo and the Class Teacher. Evidence is recorded on a LA review form (section L) and a copy is sent to the LA and a copy filed in the child's SEND file.

As in other Stages, documented evidence is very important. The SENCo will keep everything filed. **It is crucial that policy and practice agreed for earlier Stages, is carried out diligently by all class teachers.**

It is very difficult to pursue an EHCP without teacher documentation.

N.B. As at 'SEND support', the SENCo may access teacher's forecast/planning in order to monitor and support the work planned. The SENCo will be interested in whether the work is appropriate and reflects the child's targets and an appropriate level of work for the child.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part-cycle of assess, plan, do, review.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individuals' development in comparison to their peers and national data.
- The views and experiences of parents.
- The pupil's own views.
- Advice from external support services, if relevant.
- Behaviour logs if necessary.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

There is information on the Peterborough Local Offer Preparation for Adulthood pages to help young adults achieve employment, independent living, good health, be part of their community and be supported in making friends. Please see more information using the following link:

[Preparing for Adulthood \(Local Offer\) | Peterborough Information Network](#)

We will share information with the school or other setting the pupil is moving to. This may include additional visits to secondary schools or visits from teachers into school to meet pupils.

When children join us at other times in their school life we make sure that they have a buddy to help them become familiar with the routines and important places in our school, helping them to settle quickly. We also liaise with feeder schools when children leave the Duke of Bedford School at other times in their school life, making this process as smooth as possible by sharing strategies that we have used to support SEN children to make good progress.

Our PSHE curriculum provides all children with the opportunities to discuss feelings around periods of change and helps to prepare them for their next steps in education and life. We also build activities into our curriculum that allow pupils to develop key life skills such as: independence, team work and organisation. This may be through school trips and residential visits or in school roles such as on the school council, house captains, sports ambassadors or other responsibilities such as support roles on Sport's day.

We hold end of year transition meetings between teachers to discuss individual needs and share the child's provision strategies to ensure support continues.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

The school has a graduated approach to providing help for pupils with special educational needs. This is the approach recommended by the Children and Families Act (2014) and leading to a new Special Needs Code of Practice which has been devised and adopted by Peterborough L.A.:

1. Targeted – school-based support/monitoring prior to entry onto SEND register.
2. SEND Support (S) – school-based with advice from external agencies as needed.
3. Education and health care plan (EHCP) – LA and the school share responsibility.

At every stage the responsibility for planning learning objectives, delivering the teaching programme and assessing outcomes is the responsibility of the *class* teacher.

5.7 Adaptations to the curriculum and learning environment

Curriculum Access & Entitlement

Access to the full curriculum of the school, including the National Curriculum, is to be achieved by the careful differentiation of class work by the class/subject teacher. Through careful planning the

teacher will define what the pupil is expected to learn. Once the learning objective is defined a class/subject teacher can seek advice from the SENCo on strategies which might be used to help a pupil achieve learning objectives. It is always the responsibility of the class teacher to assess whether objectives have been achieved and record evidence on class tracking grids.

Schemes of work will take account of the need for teachers to plan individual programmes of appropriate content and pace using a variety of teaching methods and materials.

All those who teach a pupil with SEND will be informed of the need by the SENCo, prior class teachers and via the school SEND register. If there is essential information (e.g. that a pupil is epileptic) or a pupil requires treatment or management different from that normally given to other pupils, the SENCo will ensure that all who are likely to come into contact with the pupil are appropriately informed. Information will also be recorded within the class register on the 'allergies list' if a pupil has particular allergy or health issue/s.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, personalised learning, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, personalised learning, reading instructions aloud, etc.

5.8 Additional Support for Learning

We have teaching assistants who are trained to deliver interventions such as Speech and Language Programmes, Reading Interventions (for example Project X), supported spelling, precision teaching and Maths Catch Up. Teaching assistants will support pupils on a 1:1 basis when it is agreed by the Headteacher, SENCo, teacher and parents. Teaching assistants will support pupils in small groups when specific needs have been identified on a daily basis in the classroom for core lessons. Group interventions will be agreed at pupil progress meetings on a termly basis.

5.9 Expertise and training of staff

Our SENCo is experienced in this role and has two days a week to manage SEN provision. We have a team of teaching assistants who are trained to deliver SEND provision. Training needs are identified through staff confidence surveys and the needs of the school as they arise. Training priorities are then agreed and delivered within the school or by attending external courses.

5.10 Evaluating the effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

1. The SENCo/Head Teacher will evaluate success via data collection on target tracker progress for SEND pupils and interventions. Any pupil information will remain confidential (data protected).
2. Reviewing pupils' individual progress towards their outcomes each term.
3. Reviewing the impact of interventions regularly.
4. Using pupil voice / questionnaires.
5. Monitoring by the SENCo.

6. Using provision maps to identify and measure progress (e.g. target tracker progress, phonics progress data, termly test scores, reading level progress or other soft data e.g. behaviour improvement).
7. Holding annual reviews for pupils with EHCP plans.
8. The governors will evaluate the success of this policy on an annual basis.
In particular the governors will come to judgements about:
 - The level of achievement of target tracker progress for SEND pupils across all year groups.
 - Progress for SEND pupil interventions (target tracker progress or other soft data linked to the intervention e.g. phonic scores/progress).
 - How well pupils with SEND take part in the whole curriculum of the school.
 - How resources have been allocated to and between pupils with SEND.
 - Attendance for SEND pupils.
 - Details of how many EHCP applications have been made.

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.

Pupils are encouraged to go on our residential trips, take part in sports days, performances and plays. Additional access arrangements are agreed wherever possible. No pupil is ever excluded from taking part in these activities because of their SEND or disability. Please see our Accessibility policy for further information.

Admissions policy:

The current agreed admissions policy of the governors makes no distinction as to pupils with SEND. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with an EHCP plan, the SENCo will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that s/he has SEND.

The SENCo may need to work closely with health agencies or the local Pre School settings to arrange transition from settings for children with SEND.

Special Facilities/Integration

Our accessibility plan can be found on our school website (in the policies section). This covers the following:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services that we provide.
- Improving the availability of accessible information to disabled pupils.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council or team captains.

- Pupils with SEND are encouraged to take part in clubs to promote teamwork and friendships.
- We provide support sessions with our Pastoral Support assistant 1:1 or in small groups as needed to help with issues such as: bereavement, anxiety and friendships.
- We track social and emotional well-being via our school 'All about me' questionnaires or 'Outcome Star' system.
- We have a zero tolerance approach to bullying.

5.13 Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- ASD/ADHD/ADD Outreach Service
- Educational Psychology Service
- Peterborough SEND Hub
- Speech and Language Therapists
- School Nurse
- Behaviour Referral Service
- Early Help / Targeted Support Service
- CAMHs
- CHUMS
- Hearing Impaired Service
- Barnardo's
- NSPCC
- Children's Social Care
- Occupational Therapy
- SENDIASS
- Sleep Solutions
- Visual Impairment Service
- Support for Learning service
- Sensory & Physical Support Service

5.14 Complaints about SEND Provision

If a parent has any complaint about the SEND provision for their child, or about Special Educational Needs provision generally, they should speak to the Class teacher in the first instance then the Head Teacher. The Head Teacher will investigate and then contact them. If he/she has not resolved the matter to their satisfaction, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

The local authority Designated Parent Partnership Officer, SEND (Information advice and support service) can be contacted by telephone: 01733 863979.

Family Voice can be contacted by telephone: 01733 313184 or via the website: www.familyvoice.org

The Local Authority local offer:

Our local authority's local offer is published here:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

In-service training of staff and training for governors

In drawing up the staff development and training programmes, the Head Teacher will give consideration and appropriate priority to the needs of all teachers with regard to SEND. The school's in-service training plans for SEND will be reported to the governors, and will include details of training for class and subject teachers, the SENCo, teaching assistants and other support staff.

The SENCo will assist in the provision of training for teaching and non-teaching staff. In particular s/he will form links with the LA and other schools to devise and share training opportunities.

The governors will give consideration to training on SEND responsibilities, assessment and provision when drawing up their own plans for governor training.

Parent Partnerships

The Duke of Bedford School values working in partnership with all parents. We will seek to involve parents in all decisions about their children. The view of parents will be sought at all stages of assessment and provision. No decision will be made about assessment or provision without seeking the views of parents. All communications involving decisions will be recorded.

We will try to get to know the parents of pupils with SEND and encourage them to ask questions about the school and the provision made for their child. We will seek their help and guide them in working with their child at home. We must take their views extremely seriously. Together parents and teachers can build a far more complete picture of a pupil and his/her needs than can be done separately. Working together more than doubles the effect of working apart.

Our careful and sensitive handling of matters concerned with SEND will benefit all parents. We will do our best to ensure that parents are involved in all decisions about their child. We will make every effort to encourage parents to work in partnership with us for the benefit of their child. We recognise that the failure of a parent to participate in the partnership does not necessarily indicate lack of interest or willingness.

The school will keep records of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the pupil. We will seek to involve all parents or those who have parental responsibility in decisions about their child, but recognise that this may require sensitive handling.

SEND MONITORING

The SEND link governor visits on a regular basis to discuss/monitor the School's SEND provision. The SEND link governor is then able to feed back information to the governing board on the effectiveness of SEND provision with the school. We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCP plans

This policy and information report will be reviewed by the school SENCo **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

SUMMARY

At The Duke of Bedford School we are determined to meet the educational needs of all our pupils.

The school caters for the needs of all pupils with Special Educational Needs and disabilities, with and without education and health care plans (EHCP). All teachers plan, set and mark work which is appropriate and relevant to the individual needs of pupils. The school has adopted the graduated model of Special Educational Needs and disabilities assessment and provision recommended by Peterborough LA. The Special Educational Needs Co-ordinator (SENCo) is responsible for overseeing assessment and provision. Pupils with Special Educational Needs and disabilities are encouraged to become increasingly independent and take responsibility within the school.

Links with other policies and documents

This policy links to the following documents that can be found on our school website.

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy