



Saltburn Primary School

SEND Policy

July 2025

Saltburn Primary School

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1. Introduction

Saltburn Primary School is a mixed primary school with approximately 400 pupils currently on roll between the ages of 3 and 11, covering the full ability range. We are sited on Saltburn Learning Campus, Marske Mill Lane, Saltburn by the Sea and became an Academy in January 2021 joining the Vision Multi Academy Trust. Our school has the potential for two form intake each year with a maximum of 60 pupils per year group. At present, Year 1 and 2 and Year 3 and 4 are taught in mixed year groups. We have a large 78 place nursery (39 am / 39 pm), with a bespoke EYFS indoor and outdoor provision.

At our school we foster a sense of caring for each pupil as an individual, academically and pastorally. We strive to have high expectations for all our pupils, and to maximise the potential for all children by supporting children's holistic development and helping to remove barriers to achievement. We will provide effective learning opportunities for all children based on their individual needs.

Saltburn Primary School places a premium on a good pupil to teacher ratio and we promote mixed ability teaching groups wherever possible. Our pupils with Special Educational Needs benefit from 'Quality First' mainstream teaching with additional support in the classroom from our team of qualified Learning Support Assistants and interventions planned by their class teachers and delivered by teaching staff and support staff.

We have a balanced intake of pupils from a wide range of backgrounds who have a broad range of abilities and aptitudes. Our staff team cater for the diverse range of needs of our children with Special Educational Needs in Saltburn Primary School to ensure that they leave Saltburn Primary School with positive gains academically as well as developing into confident, capable young people who move on to their next steps in education.

1.1 Saltburn Primary School Aims and Values

- We aim to be a fully inclusive school, welcoming all pupils, including those with Special Educational Needs.
- To provide a safe environment in which individuals feel valued and safe.
- We value all pupils equally.
- We allocate resources equitably and organise staffing and premises to achieve maximum benefit for all pupils, within the budget available to the school.
- We aim to work in partnership with parents, governors, support agencies and the wider community.
- We recognise that every child is a special and unique individual and we encourage all pupils to embrace learning and to maximise their full potential.
- To ensure that all children are provided with a broad and balanced curriculum and are supported and challenged to reach their full potential.
- To raise self-esteem, develop positive attitudes towards life-long learning and to celebrate success.
- To provide a well-managed and efficient school that actively creates challenge and stimulation to develop enquiring minds.

- To encourage honesty, fairness and a caring respectful attitude towards others and the environment.
- To provide a positive approach to the welfare and guidance of children, promoting spiritual, moral, cultural and social development whilst establishing a close relationship between home, school and the wider community.

1.2 Special Educational Needs and Disabilities (SEND)

Definitions of Special Educational Needs and disability (SEND)

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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has 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 he or she is likely to 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.

Special Educational Needs and Disability code of practice 2015 – 0 to 25 years (2015)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs Code of Practice 2015
- Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- The Children and Families Act 2014
- Teachers' Standards 2012
- The Equality Act 2010

1.3 Principles and Objectives of Special Educational Needs and Disabilities at Saltburn Primary School

- We believe that high quality special educational needs practice is best practice for all children.
- SEND is a whole school responsibility. Our SEND policy involves all stakeholders including all teachers, support staff, pupils and families/carers.
- We believe that pupils are entitled to a broad, balanced curriculum with

differentiated teaching and learning methods.

- Our aim is to produce autonomous pupils who are willing to take responsibility for their own learning.
- To enable full access for pupils with SEND to all manageable aspects of the school curriculum and wider school life.
- To identify children with a Special Educational Need and / or Disability early so that intervention can be swift, immediate and effective.
- To create an ethos and educational environment that is child centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to the needs of all pupils.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND, which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the SEND Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching assistants and / or specialist staff and outside partnerships. 'Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.'
- To continue to develop staff awareness and expertise in the area of Special Education Needs and Disability.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEND.
- To work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- To encourage and engage the participation of children/young people and parents/carers in the decision making, planning and review of outcomes with regard to their provision.
- To be proactive in supporting a long-term goal of independence and preparation for adulthood for pupils with SEND.
- All pupils have the same entitlement to the whole school curriculum and we are committed to making this as accessible as possible, irrespective of any special educational need and / or disability. Our goal is to remove barriers to learning and participation.
- In line with the Code of Practice, we recognise that the needs and requirements of our children may fall into at least one of the following four areas. Many children and young people will have needs that span two or more areas, which will impact on the child's ability to function, learn and succeed. The areas of need are:

- ❖ **Communication and Interaction (C&I):** Pupils with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be

because they have difficulty saying what they want to (expressive), understanding what is being said to them (receptive) or they do not understand what is being said to them (cognition). They may not understand or use social rules of communication. Children with Autism can have more prevalent difficulties with social interaction due to deficits in their understanding and connections between language, communication and imagination, which then impacts on how they relate to others.

- ❖ **Cognition and Learning (C&L):** A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific learning Difficulties (SPLD), Moderate learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children and young people will need support in the curriculum and may have associated mobility and communication difficulties, to those with Profound and Multiple Learning Difficulties (PMLD) where children and young people have severe and complex learning difficulties with physical disability and/or sensory impairment.
- ❖ **Social Emotional and mental Health (SEMH):** Children and Young people diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education.
- ❖ **Sensory and or Physical Needs (SPD):** Children and Young people with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability (PD) may need additional and ongoing support to enable them to access opportunities available to their peers. SEND provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

Our staff are effective at using a wide range of strategies to meet pupils Special Educational Needs and /or Disability. We work closely with a wide range of external agencies and families to assess pupil's and to plan how school, family and external agencies can support them to meet their full potential.

The Equality Act (2010) it states that education providers must also make 'reasonable adjustments' to ensure that disabled pupils are not discriminated against. Making reasonable adjustments could include:

- Making changes to practices or procedures
- Making changes to physical features
- Making changes to how pupils are assessed
- Providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils on Special Needs Support Plans (SEN Plans at Support Plan review meetings once each term or with an Education Health and Care Plan (EHCP). They receive details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure staff have all relevant and up to date information about children.

2 Saltburn Primary School context

Arrangements for co-ordinating provision:

- 2.1** The School Governing Committee is involved in overseeing and monitoring this SEND policy and will strive to meet the needs of all pupils within the resources available to the school.
- 2.2** SEND provision forms an integral part of the School Development Plan and features in the strategic management of the school.
- 2.3** The SENDCo is responsible for co-ordinating provision for pupils with SEND. At Saltburn Primary School the SENDCo is Mrs Thompson (Assistant Headteacher)

The SENDCo works closely with our LSA team and teachers to oversee:

- The day-to-day operation of the Saltburn Primary School SEND policy.
 - The strategic development of the SEND policy in order to raise the achievement of children with SEND.
 - Liaison with and advice to fellow teachers.
 - Allocation of in-class support.
 - Management of learning support assistants (LSAs).
 - The maintenance of the school's SEND register/list and records of pupils with SEND.
 - Liaison with parents of pupils with SEND.
 - Liaison with external agencies including - Redcar & Cleveland Psychological Services, Specialist Teaching Service and Redcar& Cleveland SEN department.
- 2.4** Functional integration implies that pupils will access the curriculum alongside their peers and in all areas of the school. We do not, therefore, provide a special unit for SEND. Pastoral care for pupils with SEND is likewise fully integrated in the class teacher& LSA roles. The school provides additional support in the form of LSA mentors, staff trained in ELSA and supporting children with sensory differences. The school also has a sensory room to support regulation and sensory processing.
- 2.5** The school building is adapted for pupils with physical disabilities. There is a flat approach to the main entrance. All floors are accessible via lifts. Disabled toilets are located on each of the floors.
- 2.6** Admission arrangements for pupils with SEND:

Pupils are admitted to Saltburn Primary School on the basis of local residence and/or parental preference. This is co-ordinated by the Local Authority (LA), in accordance with the Saltburn Primary Admissions Policy, VALT Admissions Policy and Redcar & Cleveland Admissions guidance and the Education Act 1996 (section 316). If a parent wishes to have their child with an EHC plan to be educated in the mainstream sector, the Local Authority must provide a place,

unless this is incompatible with the efficient education of other pupils and there are no reasonable steps that can be taken to prevent the incompatibility.

3. Principles into Practice

3.1 The curriculum

All pupils at Saltburn Primary School are given access to a broad, balanced and enriching curriculum. Our curriculum is bespoke to our school and embraces our locality, and is centred on our children's needs. We strive to provide a curriculum that all our pupils can access as fully as possible to ensure that each child is exposed to a rich and fulfilling education which develops them to meet their full potential in all areas of the curriculum. (Details of our year group curriculum overviews can be found on the school website.)

A range of teaching strategies and adaptive teaching approaches, caters for the needs of pupils of all abilities..

Classroom support is a central principle of SEND provision at Saltburn Primary School. In many classes, pupils with SEND benefit from in-class support, intervention or 'boost' support from learning support assistants or teachers other than the class teacher. Support staff regularly liaise with the class teachers in planning, teaching, marking and evaluation. Pupils benefit from the experience of the mainstream classroom combined with individual support and encouragement.

Where appropriate, small groups of pupils or individuals may be withdrawn from lessons for a specific intervention/teaching purposes e.g. to reinforce spelling, to develop memory skills or to access bespoke programmes of learning provided by external partner agencies (such as Speech & Language or Physiotherapy). These groups are task-specific and time-limited, parents will be advised of any interventions in place, and this will be reviewed by the teacher with the LSA and the pupil's progress monitored and recorded.

All pupils receiving SEN Support on the Code of Practice (2014) have an Individual Support Plan. These summarise the nature of the pupil's difficulties, list any external provision, set targets and recommend strategies that may be appropriate. All Support Plans reviews will take place and be reviewed three times per year with the parent/carer, child (where possible) and the class teacher.

3.2 Staffing

All staff are aware of the needs of pupils and strive to provide tailored learning experiences in every curriculum area. In-service training and continuing professional development are provided for all staff in SEND. All newly appointed staff receive information regarding SEND and are encouraged to seek advice when needed. In addition, we have a well-qualified and experienced SEND team.

3.3 Partnership with support services, parents, links with other schools

(i) Support Services

We work closely with the Redcar& Cleveland, Local Authority support services including-

- Psychological Services,
- Specialist Teaching Services,
- Behaviour Support Service,
- Attendance Welfare Officer Service,
- Speech & Language Service (SaLT),
- School Nursing
- Health and Children's Services
- Occupational and Physiotherapy Services

Additional partner agencies –

- CAMHS – Getting Help
- Headstarters
- LINK
- The Junction
- South Tees Occupational Health Therapy
- R&C Neurodevelopmental Team
- R&C CAMHS Team
- School Nursing Team
- R&C SEN Dept
- R&C Specialist Teaching Services
- STARs Hearing Service for the Deaf
- Partnership for Inclusion of Neurodiversity in Schools (PINS)

Pupils benefit from the provision of -

- Advice to teachers from external professionals (e.g. on teaching techniques and strategies, classroom management, curriculum materials).
- Identification, observation and assessment of individual pupils, identified as having, or possibly having SEND.
- Assessment of individual pupils to enable the school to apply for an Educational Health Care Plan or High Needs Funding (where suitable evidence supports application).
- Assessment of individual pupils to enable the identification of SEN such as ASD, ADHD & Dyslexia.
- Assessment of Individual pupils to enable the SENDCo to apply for an EHCP (Educational Health Care Plan).
- Advice and assessment regarding the use of technology for pupils with SEND.
- Home-school liaison.
- Practical support/observation in the classroom.
- Professional development for teachers in working with pupils with SEND.
- Small group or one-to-one workshops (as described in 3i).

Some of these services are provided within the school's budget, whilst others are available for the school to purchase.

(ii) Parents

We recognise that parents are the most important influence in the lives of our pupils and that we have a co-operative responsibility to work together. Parents are welcomed at Saltburn Primary School as a key partner in a successful education for their child. Saltburn Primary School aims to –

- Forge links with parents at the earliest opportunity.
- Involve parents in the progress of their child on transition from Saltburn Primary School to secondary school in Year 6.
- Communicate with parents via parental consultations and Support Plan reviews.
- Contact parents when a pupil is to be registered as having SEND.
- Involve parents in annual review dialogues for those pupils with an EHCP (Educational Health Care Plan).
- Promote understanding about the pupils SEND and the short and long-term implications.
- Give practical help and advice to parents.
- Provide details of how parents may contact support from Redcar & Cleveland Local Authority (SEN dept).

(iii) Links with other schools

Close links are fostered with other schools in VALT (Vision Academy Learning Trust), local schools and specialist provisions to access specific expertise where appropriate for our pupils e.g. River Tees MAT and St Peter's Infant Assessment Class.

At Saltburn Primary School we pride ourselves on the liaison between ourselves and the secondary schools that our pupils transfer to. This ensures that the receiving staff have as much information as possible about the pupil and that we can ensure a successful transition takes place for the pupil.

Our aim is to know our pupils and to make the transition to secondary school as smooth as possible.

3.4 Identification, assessment, provision, monitoring and review procedures

Saltburn Primary School has adopted the recommendations of the SEN Code of Practice (Sept 2014) regarding the continuous and systematic cycle of planning, intervention and review of pupils with SEND. In order to provide a graduated response to the needs of pupils the school maintains a flexible approach to the identification and provision for pupils with SEND.

Pupils who are identified as requiring SEN support by staff will be supported and parents will be notified of this by staff with the pupil's name being added to the SEND register (list held in school). The placement of a pupil on the register is reviewed as they move through the school and appropriate support and provision is made. Removal from the register is determined by whether the pupil is making adequate progress or that their situation requires that they remain on the register.

A smaller number of pupils are identified as having SEN at a later stage. They are placed on the register, or list, as SEN Support and interventions most appropriate for their needs will be implemented with this being regularly reviewed.

(i) Support Plan Meetings / Provision Maps

Once a SEND need is identified for your child, a range of strategies will be implemented to enable the pupil to make progress. This will be recorded in a Support Plan. The class teacher will meet with the parent/carer of the child three times per year to set targets for the pupil and to review the previous targets and the progress made to meet the targets. Any concerns can be shared during this meeting. The Support Plan will set clearly what the school will do to support the child to meet the new targets and also what the parent/carer will do to support the child to meet the new targets. It is essential that this partnership to support the pupil is strong to ensure that the maximum progress can be made for the pupil.

At Saltburn Primary School Support Plans include-

- Information explaining any particular needs that should be taken account of when planning to teach a pupil
- Short term targets set for the pupil
- Provision made for the pupil
- Review arrangements
- An overview of the meeting/conversation held

Parents will receive a copy of the Support Plan for their records and a copy will be retained in school in the pupil's SEN record file.

All interventions in place for pupils are recorded on a Provision Map which is kept by the SENDCo, this will ensure that interventions over longer lengths of time can be tracked.

(ii) SEN Support

Where a pupil is observed not to be making progress despite teaching being adapted to meet his/her needs, teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will need to consult the SENDCo to consider what else can be done. The starting point is always a review of the strategies being used and the ways in which these can be developed. Evaluation of the strategies may lead to the conclusion that the pupil requires help over and above that which is normally available within the class/lesson.

Triggers for intervention could be the teachers' or others' concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities –

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness

- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties which prove a serious impediment to the learning or seriously impedes the learning of others
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum
- Has been brought to the attention of staff by parents as experiencing difficulties in school and the school have recognised this concern
- Has transferred from another primary school where they were on the school's SEND register. Placement on Saltburn Primary School SEND register should be at least until such time as staff are able to establish whether the pupil has SEND in the new context

During the pupil's placement on the SEN Register the SENDCo –

- Supports staff who raise any concerns regarding a pupil. The teacher or SENDCo will consult parents and arranges for the pupil to be seen
- Gathers relevant information, including as appropriate information from external sources e.g. external assessments, records from previous schools, copies of reports that parents may have from health and external professionals which school are not sent as routine
- Facilitates the further assessment of the pupil's particular strengths and weaknesses
- Ensure that the pupil's Support Plan is drawn up by the class teacher and takes place in line with guidance from the SEN Code of Practice 2014
- Plans future support for the pupil in consultation with colleagues and ensures that the action taken by the class teacher is monitored and subsequently reviewed
- Overviews the teachers and LSAs who remain responsible for working with the pupil on a daily basis and for planning and delivering the contents of the Support Plan
- Will gather evidence and apply for an EHCP where it is deemed there is a need for an EHCP and that the evidence supports the application
- Will liaise with parents regarding parental requests for an EHCP and where there is not sufficient evidence for an application will guide them to the relevant agencies for advice
- Record interventions in place on the Provision Mapping records

(iii) The SEN Information Report as part of the 'Local Offer'

The SEN Information Report document which forms part of Redcar & Cleveland Local Offer is available on the school website and PIN (People's Information Network R&C website). The SEN Information Report provides information and advice to families about the services for children with special educational needs and disabilities (SEND) that are provided by Saltburn Primary School. This will be updated at regular intervals as necessary. This document is then submitted to

Redcar & Cleveland SEN Dept where it becomes part of the authority 'Local Offer'. This is available on the school website.

(iv) Additional External Services

Where appropriate, external support services advise staff on new Support Plan and targets, provide specialist assessment, give advice on the use of specialist strategies or materials and may work directly with a pupil.

The triggers for requesting external support services could be that, despite receiving an individualised programme and/or concentrated support, the pupil -

- Continues to make little or no progress in specific areas over a long period
- Continues working at Age Related Expectations substantially below that expected of pupils of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially interfere with their own learning or that of the class
- Has sensory or physical needs that require additional specialist equipment or regular advice or visits
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

When it is considered appropriate for advice/support from external support services to be requested, the SENDCo -

- Draws on the advice of outside specialists, for example educational psychologists
- Ensures that the pupil (age dependent) and his or her parents are consulted
- Ensures that a Support Plan is drawn up by the teacher, drawing on the advice provided by specialists
- With outside specialists, monitors and reviews the pupil's progress
- May arrange extra support for the pupil, depending on progress and need

(v) Education Health Care Plans

For a very few pupils, the help given through SEN Support and external agencies may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with parents and any external agencies that are involved, to consider whether to ask the LA to initiate a request for assessment for High Needs Funding or an Education Health Care plan. This could lead to the writing of an Education Health Care Plan setting out the exact nature of a pupil's special educational needs and the provision that is required to meet those needs.

Where a pupil requires the additional provision of an Education Health Care Plan, the school will continue to work closely with external agencies and parents to provide

appropriate learning experiences within the available resources. The criteria for new Education Health Care (EHC) Plans are set out in the SEN Code of Practice 2014.

All EHCPs will be reviewed annually. Annual review meetings will involve the pupil, parents and all relevant (health, education & social care) professionals in reviewing the progress made by the pupil over the previous twelve months. The EHCP will be revised as necessary.

Where it is noted that a pupil is experiencing difficulty which is impacting on their learning or that of other pupils, or family request a transfer of provision to seek specialist provision an Interim Review will be held before the annual review is due. Redcar and Cleveland SEN Department now require an application to be made to them to request an Interim Review and consent is discretionary on them agreeing to the review.

Teachers will familiarise themselves with the contents of a pupil's EHCP and ensure that the targets and outcomes set annually are reflected in the pupil's termly Support Plan.

(vi) SEND Register

The SEND register/list is not static. Pupils can be removed from the register altogether if their progress and increased confidence indicates that they no longer require that provision. Likewise, pupils can be added to the SEN register when there is enough evidence to do so.

The SENDCo works with teaching staff and using their skills, experience, expertise and knowledge, share relevant information re pupils' progress, discuss best practice and consider interventions which may need to be put in place.

SEND meetings take place at regular intervals to:

- Review the progress of pupils on the SEND register.
- Act as a registering and de-registering body for pupils with SEND.
- Co-ordinate assessments on these pupils.
- Devise individual Support Plans and evaluate their success.
- Collect data and pass on information to the appropriate people with regard to these pupils.
- Co-ordinate information for referral to other agencies and services.

(vii) Special Arrangement for Examinations

Special arrangements for internal school examinations and public examinations at the end of Key Stages 1 & 2 will be considered for pupils with both permanent or long-term disabilities and learning difficulties. Special arrangements also apply to temporary disabilities, illness and indispositions.

When necessary, advice and assessment will be requested from Redcar and Cleveland In-School Support Services for pupils for whom special arrangements might be appropriate.

At all times we will give our best endeavours to assist pupils with SEND to achieve success and promote self-confidence.

3.5 Resources

At Saltburn Primary School this funding is used to provide support in the classroom by Learning Support Assistants, to provide resources for each year groups/classes to work with appropriate technology and to fund the extra advice and support from external support agencies.

The provision of specialist SEND intervention, in the shape of support staff or small group or one-to-one workshops, will be allocated to pupils on the basis of information from the statutory/EHC plan assessment procedure, the SEND register/list and SEND/Inclusion team reviews.

A premium is placed on staff development for identifying SEND and providing a differentiated curriculum. Accordingly, money will be allocated to SEND training and staff development.

Finance for equipment and resources will be allocated to SEND on the basis of the identified needs of SEND pupils and from the budget allocated to departments/year phases and the discrete SEND budget.

4. Criteria For Evaluating Success

| Area of monitoring | Examples of data |
|---------------------------|---|
| Pupils | Information from previous teachers/schools Achievements on NC attainment/ assessment data on entry Pupil attitude to work Assessment test outcomes Teacher assessment and observation (including LSAs) Results of diagnostic tests Measure of attendance, lateness and exclusions |
| Curriculum | Rate of teacher/LSA hours in SEND support work School Development Plan success criteria |
| Finance | Expenditure on SEND, in relation to the whole school budget |
| Staff Development | Rate of attendance at relevant INSET |

5. Complaints Procedure for SEND

Step 1 - If parents are concerned about any aspect of provision implemented by Saltburn Primary School when working with their child, they should first talk to their child's class teacher. Sometimes misunderstandings arise and we are always happy to provide further information or explanation to parents.

Step 2 - Parents may arrange to speak with the SENDCo/Assistant Headteacher, Mrs Thompson

Step 3 - If parents remain unhappy, they should discuss the problem with the Saltburn Primary Headteacher, Mrs Chadwick

Step 4 - If the issue remains unresolved, parents have the right of appeal to the Governing Body – Chair of Governors. Parents may also contact the Parent Partnership Service. This incorporates the Independent Parents Supporters (IPS).

5. Policy on Information and Communication Technology for Pupils with Special Educational Needs or Disabilities.

Aims

It is recognised that the acquisition of ICT skills is an entitlement which pupils with Special Educational Needs or Disabilities share with all pupils.

The benefits of this entitlement include:

- Improved access to communication i.e. improved quality and range of presentation, increased interest in writing and quantity of work, alternative ways of recording
- Improved access to the National Curriculum through the use of ICT both as a teaching tool and as a recording tool
- Increased confidence, self esteem, peer group credibility, motivation and speed of progress.
- Alternative and enriched learning experiences

Equipment

These aims can be achieved by providing access to the following hardware as and when appropriate.

- P.C. system accompanied by relevant software.
- Personal supportive technology e.g. laptop computers, ipads, spell checkers and hand-held voice recorders.

Principles and strategy

- Information and Communication Technology should be seen by staff and pupils as an integral part of learning, increasing access to the curriculum in all areas of the school.
- It is recognised that some programmes are more appropriate for pupils with particular needs, and funds will be made available for such programmes as appropriate including the use of e-learning credits.
- Pupils having personal access to technology must be given initial training in the use of that technology and on-going support to ensure successful use of it.
- ICT can be an area in which pupils with Special Education Needs excel, although staff recognise that extra time may have to be granted to allow this.

- ICT should not be seen as a magic solution to all problems.
- The use of ICT in schools is constantly developing and being improved.