



Special Educational Needs and Disability Policy 2021-2022

Yew Tree Primary Academy
The Avenue
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DREAMBIG

Determined – Resilient – Empowered – Adventurous – Motivated – Beautifully Behaved – Inclusive – Generous

Contents:

1. Aims and objectives
2. Roles and Responsibilities for SEND provision
3. Arrangements for coordinating SEND provision
4. Admission arrangements
5. Specialist SEND provision
6. Facilities for pupils with SEND
7. Allocation of resources for pupils with SEND
8. Identification of pupils' needs
9. Access to the curriculum, information and associated services
10. Inclusion of pupils with SEND
11. Evaluating the success of provision
12. Complaints procedure
13. In service training (CPD)
14. Links to support services
15. Working in partnership with parents
16. Links with other schools
17. Links with other agencies and voluntary organisations

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

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

- a) Have a significantly greater difficulty in learning than the majority of others of the same age.
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in schools within the area of the local authority.

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

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

The coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Knowsley that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The Local Offer can be found on the Knowsley Council website: www.knowsley.gov.uk

Our purpose is to develop our children's individual talents and abilities to their full potential by providing: a happy, safe school environment which promotes high achievement; broad interests; self discipline; respect for all and care of others; whilst fostering an equal partnership with parents.

At Yew Tree Primary Academy we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences. Together we take pride in making a positive contribution to our school and the wider community.

1. Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice 2014.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and Principal and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Southern Area Support Team, Special Educational Needs and Inclusion Services (SENIS), Inclusion Standards and Effectiveness Service (ISES), Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Children and Adult Mental Health Service CAMHS, KOOOTH (Counselling Service), Play Therapy.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and buddies in the playground.

2. Roles and responsibilities for SEND provision

Principal

- the Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinators (SENCOs)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCOs
 - discussions and consultations with pupils and parents

SEND/Inclusion Governor

Mrs Ann Farrell (SEND/Inclusion Governor) is responsible on behalf of the Governing body for monitoring and evaluating the effectiveness and quality of provision for all vulnerable, SEND Support and Statemented/EHC Plan pupils.

To do this she meets with the SENCOs on a regular basis, conducts Learning Walks, observes Interventions in action, speaks to the TAs conducting the Interventions to ascertain their views and speaks with the children involved in the interventions.

Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of provision mapping for vulnerable learners
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Reviews for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map
- monitoring the school's system for ensuring that Personal Provision Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- termly pupil progress meetings with each teacher to discuss progress and interventions
- liaising and consulting sensitively with parents and families of pupils on the SEND registers, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion/ SEN Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

Class teacher

Liaising with the SENCOs to agree :

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions
- which pupils require additional support because of a special educational need and need to go on the school's SEND record. Some of these pupils may require advice/support from an outside professional and, therefore, a Personal Provision Plan to address a special educational need (this would include pupils with statements/EHC Plans)

Securing good provision and good outcomes for all groups of vulnerable learners by :

- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies.
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Teaching Assistants

Will be responsible for the planning and delivery (in liaison with the class teacher and SENCO) of the interventions in the class they are assigned to and sometimes in other classes as the need dictates. Before they begin an intervention they will baseline the children and will assess the progress the children are making throughout the programme. They will record their progress on specified sheets according to the intervention and these will feed into the class teacher’s assessments.

3. Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND records for individual pupils.

All staff can access:

- The Yew Tree Primary Academy SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils’ special educational needs, including pupil profiles and targets set.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Knowsley’s SEND Local Offer.

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

4. Admission Arrangements

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

5. Specialist SEND Provision

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

Pupils in our Designated Provision are allocated a place via the Knowsley Local Authority provision panel. Most pupil’s attending our DSP already have an Education Health Care Plan (Statement), a minority of pupils may be placed urgently in order for further assessments to continue. Our DSP support pupils from Nursery through to Year 6, with a wide range of needs including, Autistic Spectrum Condition (ASC), Speech & Language Disorders, Moderate Learning Difficulties, Social, Emotional & Mental Health (SEMH).

The pupils are placed in one of three classes according to their needs, age & ability. All DSP staff are specially trained in behaviour modification, TEAM TEACH this training includes the use of de-escalation techniques in order to diffuse a challenging situation. Additionally staff are trained in the use of visual time-tables and Picture Exchange Communication Systems (PECS).

6. Facilities for pupils with SEND

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

7. Allocation of resources for pupils with SEND

Pupils in receipt of an Education and Health Care Plan (EHCP) will receive initial funding (Element 1) from the designated school's budget. Additional 'Higher Level Needs' funding for more complex cases will be provided by the Local Authority.

8. Identification of pupils needs

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, make reasonable adjustments for them.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

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

Where a pupil is making less progress than expected, the first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, will assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents) we do not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEND needs can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. At Yew Tree we are alert to emerging difficulties and respond early. In particular, parents know their children best and we listen to and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children and young people themselves. Identifying and assessing SEND for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

When identifying SEND there are four broad areas of need that we need to take into account so we can work out what action to take to meet the needs of the whole child.

They are:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

A Graduated Approach:

Quality First Teaching

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

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The

pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff e.g. Educational Psychologist, Speech and Language Therapy, Occupational Therapist, CAMHS are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO, parents and if required external support e.g. Educational Psychologist, Speech and Language Therapy, CAMHS to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

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

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Educational Psychologist

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

Further information about EHC Plans can found via the SEND Local Offer:
www.knowsley.gov.uk (search for SEND)

Or by contacting the Parent Partnership Service on 0151 443 3283.

Education, Health and Care Plans [EHC Plan]

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

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

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

All children with SEND, whether at SEN Support level or with a Statement of SEN/ EHC Plan maintained in Mainstream with 1-1 support or in our DSP will have access to the curriculum. Here at Yew Tree we offer all children a broad and balanced curriculum by using strategies and approaches which differentiate between pupils of different abilities.

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

In addition we also offer very specialised activities and resources to enable all our children with SEND, including those with specific and complex needs, to access all areas of the Curriculum and achieve their personal best.

Within Yew Tree we have a number of highly experienced staff who enable us to do this by identifying needs, teaching the children in a way which suits their individual needs and supporting the other staff in the above.

Our Pastoral Team also (Assistant Principal/Inclusion Manager, Learning Mentor, Attendance Officer, SEND Teachers and Intervention Teaching Assistant) ensure that through rigorous screening processes and targeted work support is always available to improve the emotional, mental and social development of all pupils including those with SEND.

We also ensure that all pupils have access to extra-curricular activities irrespective of their additional needs. Our school ethos encourages inclusion at all levels and celebrates diversity, challenges prejudice and provides a safe environment for all children at all times. We consistently challenge negative behaviour towards members of the school community and wider community.

See also our Behaviour policy and Anti-bullying policy.

10. Inclusion of pupils with SEND

The Principal and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Planning and Review meetings', Early Help/CAF and the Multi-Agency Safeguarding Hub and Local Education Officers for Behaviour and Inclusion and SEND.

Supporting pupils at school with Medical Conditions

At Yew Tree Primary we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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 children may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. All children with medical needs have a Health Care plan, outlining their condition, medication if required and detailed procedures to be followed. They are initiated by the Deputy Head or Assistant Head in conjunction with the Parents or Carers with the support and advice of the school nurse or other specialist services and shared with the class teacher and TA, First Aiders, SENCO and Safeguarding officers. The Health Care plans are updated when the need arises or on an annual basis. See also our policy for supporting pupils with medical conditions.

11. Evaluating the Success of Provision

To ensure the effectiveness of our SEND provision we regularly monitor the quality of the provision by:

- Liaising with class teachers on the progress of vulnerable children and those at SEN Support or with Statements/ EHC Plans.
- Meeting with TAs to check on the progress of children accessing Interventions.
- Liaising with the learning support teacher on the progress of the children at SEN Support accessing the SEND group provision.
- Sampling work.
- Scrutinising data.
- Conducting Learning Walks.
- Lesson observations.
- Getting pupil views and parents views.
- Speaking to staff.

- Meeting with the Governor responsible for SEND/ Inclusion on a regular basis to assess the quality and impact of provision.
- Reporting to Governors.
- Planning and Review meetings termly.
- SEND surgery staff meetings
- Regular meetings to monitor the quality of provision.
- Progress against PPPs/PBPs
- Raised self esteem
- Raised reading and spelling ages
- Successful attainment of targets set
- Moving off register
- Analysis of progress made using the range of school record keeping

Through these evaluation and monitoring arrangements we promote an active process of continual review and improvement of provision for all our vulnerable, SEN Support or Statemented/ EHC Plan pupils

12. Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Principal or Assistant Principal/SENCO, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO attends relevant SEND courses, SENCO meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

14. Links to Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

15. Working in Partnerships with Parents

Yew Tree Primary Academy believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education.

- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor (Mrs Ann Farrell) may be contacted in relation to SEND matters.

16. Links with Other Schools

The school works in partnership with the other schools in the local area as well as a smaller group of schools within our Academy Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with Other Agencies and Voluntary Organisations

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

- Education Psychology Service
- Behaviour Support
- Social Care
- Speech and Language Service / Occupational Therapist (Class teacher also liaises)
- CAF/Early Help
- Specialist Outreach Services

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