



West Wimbledon Primary School

Special Educational Needs and Disabilities Policy

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West Wimbledon Primary School and Base for Autism

Special Educational Needs Policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (DfE Feb 2013);
- SEND Code of Practice 0 – 25 (July 2014);
- Schools SEN Information Report Regulations (2014);
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014);
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014);
- Safeguarding Policy;
- Accessibility Plan;
- Teachers Standards 2012.

AIMS

Our aim at West Wimbledon Primary School (both in the mainstream school and in the Treetops ASD Base) is to create an atmosphere of encouragement, acceptance and respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

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

OBJECTIVES

- identify and provide for pupils who have special educational needs and additional needs;
- work within the guidance provide in the SEND Code of Practice, 2014;

- operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs;
- ensure that there is a Special Educational Needs Co-ordinator (SENCo) and a Base Leader (supported by the Headteacher) who will follow the principles outlined in the SEND policy and Treetops Access to Mainstream policy.
- provide support and advice for all staff working with pupils with special educational needs.

TYPES OF Special Educational Needs, including Disability

SEND is divided into the following types across the Mainstream environment and in Treetops:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive, displaying challenging or disturbing behaviour, hyperactive or lack concentration. **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.
- **Sensory and/or physical** - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.
- **Disability**
Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND. A lack of progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

As a School we observe two key duties:

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

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

IDENTIFICATION, ASSESSMENT AND REVIEW

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

“Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.” (Code of Practice September 2014).

Classroom teachers will have evidence that certain children are still not making good progress and refer children to the SENCo; who if deemed appropriate will track these children and add interventions and support (via teacher, support staff and outside agencies) in any or all of the four areas:

- Communication and Interaction;
- Cognition and Learning;
- Social, mental and emotional health;
- Sensory and /or physical.

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

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties.

The four broad areas of SEND (detailed above) are used to identify a child's special educational needs

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health and Care plans (formerly Statements), an annual review meeting has to be held in addition to this.

A Graduated Approach to SEND Support

At West Wimbledon Primary School and Base for Autism, we adopt a "quality first teaching" approach. The key characteristics of this are:

- Highly focused lesson design with sharp objectives;
- High demands of pupil involvement and engagement with their learning;
- High levels of interaction for all pupils;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- An expectation that pupils will accept responsibility for their own learning and work independently;

In addition, in Treetops, techniques to engage and support pupils' learning include the following:

- Creating a calm, low stimuli environment to help pupils focus with less distraction;
- Setting short-term targets, within a lesson, which are achievable and measurable to improve a pupil's sense of achievement and motivation to improve;
- Including short breaks between tasks within a lesson, where necessary, helping to build concentration levels over the long term;
- Using a variety of learning support systems, such as visual timetables or sand-timers to manage a pupil's anxiety levels and improve their focus and attention over time.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

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

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly below that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;

- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

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

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

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.

The above 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 members of external support staff teams 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/Base Lead Teacher and parents 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 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/ Base Leader.

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/Base Leader 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 persistent SEND 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 SEND 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
- Educational and Health professionals

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

Further information about EHC Plans can found via the SEND Local Offer:

<http://localoffer.merton.gov.uk/kb5/merton/directory/home.page> or by contacting the Parent Partnership Service on 020 8274 5819.

Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by Merton Local Authority, 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.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

All children on the SEND Register, including those in Treetops, will have a Pupil Profile which is kept in the SENCO/Head of Base office which details important information about the child, including their areas of

strengths and need, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place three times a year where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Specialist Support e.g. Educational Psychologist, Speech and Language Therapist, TAHMS, CAHMS, Occupational Therapist

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Criteria for Exiting the SEND Register

If it is felt that children are making progress which is sustainable, then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting Pupils at School with medical conditions

The school recognises that pupils at school 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 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. The school follows advice from various external agencies regarding the support of pupils at school with medical conditions and its full policy is available on our website. All procedures are followed accordingly, and all records are updated, as required.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and

structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

The school's SENCo and Base Lead Teacher regularly attend the Merton SENCo network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

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

Governors will ensure that:

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

The Headteacher is responsible for:

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

The special educational needs co-ordinator (SENCo) and Base Leader are responsible for:

- overseeing the day to day operation of the school's SEND policy;
- co-ordinating the provision for pupils with special educational needs for whom each is responsible;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other school staff;
- helping staff to identify pupils with special educational needs;
- carrying out assessments and observations of pupils with specific learning problems;
- supporting class teachers in devising strategies, ensuring Pupil Profiles (PPs) are in place;
- setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom;
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process;

- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents;
- maintaining the relevant school's SEND register and records;
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year STA tests, SATs, etc.;
- contributing to the in-service training of staff;
- liaising with the SENCOs and SEND specialists in receiving schools and/or other primary schools and specialist settings to help provide a smooth transition from one school to the other;
- taking part in LA SEND moderation.

Class teachers across Mainstream and Treetops are responsible for:

- providing high quality teaching for all children;
- assessing pupils' needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil);
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum;
- retaining responsibility for the child, including working with the child on a daily basis;
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND;
- directly liaising with parents of children with SEND.

TAs and LSAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- use the school's procedure for giving feedback to teachers about pupils' progress;
- work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored in the SEND and Treetops Office. SEND records will be passed on to a child's next setting when s/he leaves West Wimbledon. The school operates a confidentiality policy which applies to all written pupil records.

Accessibility

The DDA, as amended by the SEND and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. West Wimbledon's Accessibility Plan is updated on an annual basis.

Complaints

The school has a complaints procedure which includes complaints about SEND provision. The Complaints Policy can be found on the school website.

Dealing with issues related to bullying and support for vulnerable learners

Children's awareness of bullying is raised through discussion in class and assemblies, enabling them to realise that it will not be tolerated. West Wimbledon Primary School was awarded the BIG (Bullying Intervention Group) Award for excellence in challenging bullying in 2012 – 2013 and 2013 - 2014.

Provision of circle time to discuss problems that the children have noticed at playtime is part of everyday classroom practice. We encourage pupils to talk to adults in the school. The adult will then deal with the incident in line with the anti-bullying policy.

We pride ourselves in the way our children from mainstream adopt an understanding, protective and supportive role, when dealing with children from our Treetops base for Autism.

This relationship is fostered by class discussion groups and activities, as well as assemblies and involvement of outside agencies, which promote anti-bullying awareness.

Linked Policies and Documents:

- Accessibility plan
- Behaviour policy (including anti-bullying)
- Complaints procedure
- Data Protection policy
- Equality Plan and Procedure
- Managing Medicines and Medical Needs policy

Reviewing the Policy

This policy will be reviewed by governors on a two year cycle.

Appendix

At West Wimbledon Primary School, the SENCo, Base Leader and Base Leader work collaboratively with parents/carers throughout the year, meeting at least once a term. In addition to this, we also meet other schools at SENCo Forum meetings where local authority advice is given, and resources are allocated on a termly basis.

We can offer a range of interventions and resources to support your child:

Access to the curriculum:

- Small group support in class from teacher or TA in Treetops and in mainstream, as needed;
- Facilitating access to learning through the appropriate differentiation of tasks and activities;
- Use of visual support, including visual timetables and checklists;
- Use of timers, where appropriate;
- Individual targets;
- Scaffolding e.g. writing frames, story maps;
- Additional resources, if appropriate, e.g., Use of interactive whiteboards, regular access to computers and handheld devices;
- Provision of resources to enable multi-sensory learning;
- Supportive computer programmes.

Strategies to support/develop Numeracy:

- Targeted small group support in class;
- Withdrawal of small groups or individual pupils for additional Numeracy support;
- Numeracy Intervention, including- Numicon;
- Access to table top resources to ensure that learning is multi-sensory and practical.

Strategies to support/develop English:

- Small group reading support in class through guided reading and individual reading;
- Additional small group English support from teaching assistants offering a range of interventions;
- Differentiated and multi-sensory activities;
- Handwriting development programmes;
- Access to resources, including high frequency word mats and phonics sound mats;
- Access to intervention, including - specialist phonics support and rapid reading.

Strategies to support social and emotional difficulties and mental health:

- Consistent school wide implementation of the School's behaviour policy;
- Identification of those pupils whose behaviour difficulties are persistent and constitute a barrier to learning. Provision may include close collaboration with parents/carers, home/school book to aid daily communication between home and school, daily behaviour oversight by school staff;
- Open door policy for parents;
- MAPA Training (Managing Actual and Potential Aggression) in Treetops;
- Positive Touch Training in mainstream;
- A range of pastoral support to support children's behaviour in and beyond the classroom, including Creative Art, Nurture Groups (using Boxall profile), ELSA, Anger management and Social Skills Groups, as well as a TAHMS practitioner on site once a week.

- If necessary, a referral will be made to the Education Psychology Service.
- Collaboration and communication with all external professionals involved with children as appropriate e.g. GPs, CAMHS and external agencies.
-

Support/supervision at unstructured times of the day, including personal care:

- Trained midday supervisors in the lunch hall and playgrounds;
- Midday supervisors initiating and supporting activities during lunchtime;
- Use of Teaching Assistants;
- Responsible pupils helping in playground;
- Use of teaching staff.

Strategies/programmes to support physical needs:

- Assessment by and intervention from an occupational therapist on referral;
- Implementation of recommendations by occupational therapist or physiotherapist by an allocated member of staff;
- Provision of support resources such as writing wedges and pencil grips;
- Meetings between SENCo/Base Leader and school nurse;
- Staff trained in First Aid;
- Staff training in the administration of support and/ or medication for Anaphylaxis, EpiPen and diabetes;
- Liaison with medical professionals for children with ongoing treatment;
- Photographic details of children requiring medical intervention and individual healthcare plan for children with significant medical needs;
- Manual handling for personal care;
- Use of sensory room.

Strategies/programmes to support speech and language:

- Assessment by and intervention from a speech and language therapist on referral (under the age of 12);
- Additional support and interventions within class;
- Implementation of Speech and Language programmes by TAs.

Planning and assessment:

- Provision maps;
- Individual targets;
- Differentiated learning activities;
- Multi-sensory opportunities;
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual pupils;
- CASA referrals to external agencies/social care as required;
- Coordinated planning between class teacher and teaching assistant for pupils of SEND;
- Regular assessment of progress and achievement against national expectations and individual targets.

Engagement with parents/carers – Liaison/communication with parents:

- Opportunities to meet the teacher on three separate occasions throughout the academic year;
- Open door policy for parents to meet the Headteacher, Deputy Headteachers, SENCO and Base Leader;
- Regular progress meetings with parents/carers by class teacher and/or SENCo/ SEND team;
- TAC meetings convened where a pupil's/family's needs are assessed as significant;
- Support for parents who have concerns.

Arrangement for specialist expertise in and outside school:

- Early identification of needs requiring referral to external professionals;
- Regular communication and information sharing with an extensive range of external agencies;
- Sharing of professional reports with parents.

Monitoring and evaluating the impact and outcomes of interventions:

- Pupil progress meetings;
- SEND Support plan meetings;
- Monitoring of individual targets;
- Teacher and TA observations;
- Pupil voice considered where appropriate;
- Data analysis through in school tracking system;
- Meetings with parents and carers.

You may also wish to obtain further information on the School's website regarding the School Offer and Local Offer <http://www.westwimbledonprimary.co.uk/westwimbledonprimary.co.uk/wordpress/wp-content/uploads/2018/03/SEN-WWPS-School-Offer.pdf>