

ANSWERS TO QUESTIONS RELATING TO SEND REGULATIONS.

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Roles and Responsibilities of staff - including the specific duties of the SENCO and contact details:
Who do I contact for further details? Regulation 4.

Inclusion Lead	Miss Martland
Headteacher	Mrs Pilling
SEN Governor	Mrs Anne Iddon
School Nurse	Christine Burgess
Ladywood Advisor	Phillipa McKlusky
Designated Teacher for Child Protection	Mrs Pilling, Mrs Hafeji, Miss Martland and Miss Fazakerley
Learning Mentor	Miss Fazakerley
Behaviour Support Service	Danny Maher
Educational Psychology	David Wasilewski

The **SEN Co-ordinator/ Inclusion Lead** (Regulation 4) at Bishop Bridgeman is Miss Kate Martland, who is available to speak to in school by appointment, or by telephone.

Telephone: 01204 333466 or email: office@bishop-bridgeman.bolton.sch.uk

The role of the SENCo is to:

- Assist and support teachers in identifying specific areas of need.
- Assist and support teachers in initiating and implementing individual learning/behaviour modification programmes, alongside the schools Assertive Discipline Policy, and assist in monitoring and evaluating progress made.
- Manage day to day work of SNA staff and lead SNA staff meetings.
- Ensure that staff provide differentiated tasks for all children in their classes.
- Liaise with the Headteacher on staff training needs and plan staff training, where appropriate.
- Monitor and evaluate SEN provision across the school and analyse data.
- Ensure staff are aware of cross curricular resources available.
- Complete the Special Needs Audit annually and report its findings to the Headteacher, Governors and the LEA.
- Keep staff and Governors informed of developments within the SEN system, both in school and in the Authority.
- Lead staff / SNA training on areas of special needs.
- Complete all relevant documentation with regard to referrals, assessments, Annual Reviews
- Assist in planning, writing and developing IEP's with class teachers. Monitor and evaluate provision maps.
- Maintain inclusion files and provision map files Liaise with outside agencies to ensure programmes for development are consistent.
- Attend planning meetings with Educational Psychologist, Ladywood Outreach, Behaviour support etc.
- Establish and maintain relationships with children in school, providing a sympathetic and understanding 'ear' and being supportive of them.
- Establish and maintain links with parents, being supportive of them and ensuring they are aware of individual difficulties and programmes concerning their child and ensure they are involved in the planning process (Regulation 7).
- Support staff in their discussions with parents, if necessary.
- Maintain an up to date register of those children receiving additional provision.

Special Needs Assistants

Special Needs Assistants are assigned to children who have an Education Health Care plan, and in rare circumstances, to children who are still at School Action. The Special Needs Assistants work with children for a specified number of hours per day and are a valuable member of our education team.

The SNA's work in a variety of ways to benefit the child:

- Support the child individually or in a group setting.
- Support TAs who are working with SEN children in the classroom setting
- Work with the child to develop objectives set out in the Statement
- Work away from the child to develop independence, remaining near enough to assist the child as and when needed.
- Work with the teacher and support services to develop a programme of learning for the child.
- Are involved in target setting and completing any relevant information/ documentation
- Prepare materials and equipment to aid the children and the teacher.
- Carry out specific learning programmes on a daily basis, e.g. speech therapy / language development.
- Take part in relevant INSET training and more specific SNA training.
- Participate in observations and Annual review Meeting's.
- Attend regular meetings with the SEN team to discuss the above issues.

At Bishop Bridgeman School the SNA's are an important and valuable part of our team. They have regular meetings led by the SENCo or Headteacher, which involve the following:

- Training
- Addressing general concerns which have arisen
- Managing EBD children
- Individual Education Plans
- Role of the SNA
- Keeping Information.

Policy Statement

Aims and Objectives: What is the school ethos and approach to SEN(D) - Regulation 3?

Recognising, understanding children's needs and providing for those needs are central to our school's SEN inclusion policy. Special educational needs may arise at any time during the child's school life. They may be mild or severe, short or long term.

Special educational needs may relate to:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory and/or physical need.

School plays a vital role in recognising and providing for children with special educational needs. It has the responsibility to ensure the curriculum is designed in such a way that it helps and encourages those who find learning difficult. All teaching and support staff are aware of these difficulties and work to ensure the children feel happy and secure in their own environment and recognise all small, successful steps the children make.

Aim

Every child in Bishop Bridgeman School is special, valued and encouraged to contribute to the life of the school. Our aim is to provide a stimulating and structured learning environment with **an equal opportunity for all**. Our curriculum is based on the National Curriculum and is differentiated to meet the needs of the child, thus enabling each individual to make progress and **achieve a personal best**.

Objectives

1. *To identify and provide for children who have special educational needs and additional needs:*
 - The school provides for the learning needs of all children, including those with SEN.
 - Teachers plan an inclusive curriculum with the needs of individual children in mind.
 - Resources used are appropriate to the needs of the children.
 - The school consults with outside agencies for further support in identifying special educational needs. This liaison is made through the SENCo.
2. *To work to the guidelines set out in the Code of Practice.*
 - The Code of Practice sets out the processes and action to be taken at all stages of special needs.
 - All members of staff are aware of the Code of Practice and are aware of their responsibilities.
3. *To operate a holistic school approach to the management of special educational needs.*

- To develop the full potential of all the children we run a co-ordinated approach to special needs linking all resources – human and material.
 - The views of the children are sought and taken into account.
 - Parents have a vital role to play in supporting their child's education
4. *To provide a Special Educational Needs Co-ordinator who will work with the SEN inclusion policy.*
- The SENCo is responsible for the day to day operation of the SEN policy.
5. *To provide support and advice for all staff working with special needs children.*
- All teachers are teachers of special needs and are responsible for meeting those needs within the classroom.
 - Teachers and support staff should be informed about the nature of the child's needs.
 - Teachers should have access to support and advice within school and from outside agencies.
 - In-service training is provided to improve teacher's abilities to identify, assess and provide for pupils with special educational needs.
6. *To develop and maintain partnerships with parents (Regulation 3b, 7).*
- We actively inform and work closely with parents when planning for their provision.
 - We encourage parents to be actively involved in their child's education and general development through discussions and planning.
 - Children are formally assessed termly and parents are invited into school to review the provision the child has received and to discuss progress towards targets. Additionally, parents are welcomed in to school at any point during the year to discuss their child's progress.
 - There are two formal parent evenings and an end of year report sent out to parents in July.
 - Parents of children on Education, Health Care plans are formally invited into school each year for an annual review of the plan's targets.
7. *To ensure access to the curriculum for **all** children.*
- Special educational needs are addressed and included at the planning stage of all curriculum documents.
 - A statement of special needs provision is included in every curriculum policy document.
 - Resources are available for the implementation of the school curriculum.
 - Provision is made for 'low-achieving' children and 'gifted' children.

- Children involved in the decision making process - needs based curriculum.
- Teaching methods and strategies vary - taking account of the needs of individuals, the curriculum being taught, gender issues etc. (Regulation 8).

What are special needs? What is the school policy for the identification of need? How does the school assess whether a child has SEN (D) Regulation 2.

Special Educational Needs fall into a number of categories, which may, in different ways, affect the child's ability to learn and make satisfactory progress. Children are considered to have learning difficulties when their level of achievement is not in line with their peers. Those special needs may also affect the child's ability to access the full range of the National Curriculum.

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory and/or physical need.

We are very much aware that a child's ability to learn can be affected by a number of other factors:

Attendance and Punctuality

- Poor attendance and/or punctuality may play a significant part in a child's rate of progress.
- Children who do not attend school cannot hope to learn.
- Teachers are vigilant with regard to poor attendance, and follow procedures laid down, which detail the steps to follow for poor attendees.

Health and Welfare

- The health of a child is a contributory factor to his/her well-being and ability to concentrate and learn.
- The class teacher will discuss any early issues with the child's parent.
- Any concerns with regard to speech, vision, hearing or other medical problems are shared with the SENCo, who can, following the discussion with parents, arrange for outside assessments where appropriate.

Child Protection

- Issues surrounding the well-being of the children outside school may necessitate the referral of the child to the Child Protection Agencies. (These issues are dealt with more fully in the Child Protection Document.)
- The class teacher should report these concerns to the SENCo or directly to the headteacher/named teacher for child protection.

Graduated response: What type of SEN provision is made throughout school? Regulations 1 and 3e

Admission and Access Arrangements

The admission criteria at Bishop Bridgeman School is the same for all children regardless of their learning or behavioural needs. At present all children have access to the building. Should access to the building become difficult needs would be identified and addressed where appropriate.

Early Identification

On entry to school the class teacher assesses all children using the Baseline Assessment. Any children who underachieve on this assessment are highlighted at this stage. Children are monitored by staff over the first two terms.

There is a graduated process that children move through before they are deemed to have Special Educational Needs. School feel it is very important that children are carefully assessed before they are placed on the SEN register as there could be additional needs acting as a barrier to their learning, which need to be addressed in the first instance.

An Initial Concern is when a class teacher identifies an area of a child's education in which they are not progressing at the average pace of their peers. The information to support this concern is obtained from a variety of sources:

- Observation of pupil in the classroom/playground
- Evidence of achievements to date through teacher assessments
- Parental views
- Previous schools records
- Child's own views on achievements
- Medical history
- Attendance data

What can the class teacher do if they have concerns about a child?

You may find the following questions useful as a guide to gaining the sort of information you may need. The information included should provide the basis for discussion as to the appropriate action, resources, and future provision for the child.

Area of concern/areas in need of support

- Why are you concerned about a child?
- What are the learning difficulties or behavioural problems giving rise to this concern?
- Describe these as accurately as possible and provide examples.
- Which is the priority area?

How does he/she learn best?

- With a group.
- By his/herself.
- Special groupings.
- With an adult.

How does he/she respond to?

- Television
- Tape recorder
- Books
- Computer
- Language master etc.
- Does he/she enjoy practical activities?
- Does he/she respond better orally than when reading or writing?

Strengths and interests

- What does he/she enjoy doing:
- In school?
- Out of school?
- What is he/she good at?
- What are his/her interests?

Parental involvement

- What is the parent's involvement?
- In what ways have you involved parents in this child's education?
- Does the parent come into school when invited?

What have you already tried?

This should include information about strategies, resources etc.

Additional information that might be relevant

- Attendance/Punctuality.
- Health/physical development/motor control.
- Vision/hearing/speech/ (dates and results of any tests).
- Social/emotional development.
- Is he/she happy at school/home?
- Does he/she show any unusual social behaviour?
- Particular friends.
- Work habits.
- Cares for others etc.

Further assessment

- Is any further assessment necessary?
- If so who will do it/organise it?
- Boxall profile

You might consider:

- reviewing your classroom organisation and working environment
- curriculum planning
- matching task to child
- strategies to bypass literacy difficulties
- co-operative learning experiences
- supportive grouping
- concrete experiences
- reinforcement activities
- time to complete tasks
- additional adult support - support staff, SENCO, Parent helpers, SNA groupings
- parental partnership - home/school contact book, parental consultation book
- additional resources
- Agreed school strategies for behaviour etc.

A Boxall profile will be completed by the class teacher and discussed with the SENCo and the child's parents. (Regulation 7). Alongside the parents, a plan of action will now be decided upon to meet the priority need of the child within the school. If the need is deemed to be of a health nature then the relevant authorities will be informed by the SENCo, once permission has been gained from parents. Once the Boxall recommendations have been implemented for a term, progress will be evaluated. The SENCO, pastoral support worker and the class teacher will decide whether the child has additional needs or special needs, or both, and action will be taken to meet the needs accordingly.

When a child is considered to require additional Special need support, the class teacher, along with the inclusion team, map out the provision that the child requires. This is then documented on a provision map, and shared with parents. The progress of the children is then closely monitored by the class teacher and the SENCO.

Referral to the Educational Psychologist may take place, where an EP initial assessment of the child's needs is made and further support and advice is given by the EP.

At this time the following systems are maintained:

- Recorded evidence of parental consultations/possible involvement.
- Termly IEP's
- Recorded evidence of Education Psychologist/other agency involvement
- Significantly increased levels of support from the schools own resources.
- Recorded evidence of the use of I.C.T.

Request for an Education, Health, Care Plan

For a very few pupils the help given by schools through may not be sufficient to enable the pupil to make adequate progress. It is then necessary for the school in consultation with the parents and any external agencies (Ladywood Outreach, Educational Psychologist) to consider asking the LA to initiate a statutory assessment of the child. As a result of the assessment, the LA will then decide whether an Education Health Care plan is required. (Regulations 3a and 7).

Education, Health Care plan (Regulations 1 and 3e)

If a child who meets the level criteria set out in the LA guidelines is granted an Education, Health Care plan, then specific objectives are set down for the school and other agencies to work to along with additional funding. A list of support services and systems is identified and it is to be decided by the family and professionals involved, how to best use the additional money provided, in order to meet the child's needs. Provision maps remain in place which take into account these additional support systems. An annual review is carried out by the SENCo, to which all parties are invited to attend and contribute. Following the Annual Review, the LA will decide as to whether the plan should be maintained, modified or cease. (Regulations 7 and 8).

Graduated Response: Type of SEN Provision made throughout school

Area of Need	Wave 1	Wave 2	Wave 3
Cognition and learning	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome. • In-class TA support. • In-class targeted teacher support. • Increased visual aids/ modelling etc., • Visual timetables. • Illustrated dictionaries. • Use of writing frames. • Access to ICT • Team team/ modelling. • Basic skills interventions. 	<ul style="list-style-type: none"> • In-class support from TA. • Individualised timetable • Integrated Learning Programme • Learning Mentors/ pastoral/ behavioural support. 	<ul style="list-style-type: none"> • Small group or 1:1 literacy/ numeracy support e.g. use of reading/ writing / mathematics. • Advice from EP/ specialist teacher. • Language programmes • Behavioural support/ plan •
Communication and interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning activities, delivery and outcome eg simplified language, key words. • Increased visual aids/ modelling etc., • Visual timetables. • Use of symbols. • Structured school and class routines. • Environmental clues eg location systems. 	<ul style="list-style-type: none"> • In-class support with focus on supporting speech and language. • ICT. 	<ul style="list-style-type: none"> • Small group or 1:1 support for language. • Social skills group. • Speech and language support/ advice. • Advice from EP/ specialist teacher.
Emotional behaviour and social	<ul style="list-style-type: none"> • Whole school behaviour policy. • Whole school rules. • Whole school reward and sanctions systems. 	<ul style="list-style-type: none"> • Group circle time. • In-class support for supporting behaviour targets, access, safety. 	<ul style="list-style-type: none"> • Small group or 1:1 support for social skills. • Individual counselling. • Individual support

	<ul style="list-style-type: none"> • Circle time. • Lunchtime club. • PSHE focused work. 		<ul style="list-style-type: none"> • or mentoring • Individual reward system • Social skills intervention. • Advice from EP/ specialist teacher • Pastoral support plan. • Time-out. • Parent behaviour groups.
Sensory and physical	<ul style="list-style-type: none"> • Flexible teaching arrangements. • Staff aware of implications of physical impairment. • Pencil grips. • Brain gym. • Improved accessibility of building. 	<ul style="list-style-type: none"> • Additional final motor skills practice. • In-class support for supporting access, safety. 	<ul style="list-style-type: none"> • Individual support in class during appropriate subjects eg science, PE and lunch time. • Physiotherapy programme. • Occupational therapy programme. • Access to PC. • Use of appropriate resources e.g. radio aids. • Advice from EP/ specialist teacher.

Specialists in school: What specialist skills/expertise do school staff have? Regulation 5

In school, we have staff who specialise in different aspects of SEN

SENCO - Recognising SEN and advising staff on programmes/intervention to meet children's needs.

Teaching children with Special Needs: Responding to SEN within the classroom including record keeping and monitoring progress. How does the school adapt the curriculum and school environment for its pupils? Regulation 3d. How does the school ensure the inclusion of pupils with SEN(D) in activities outside of the classroom? Regulation 3f.

Children are taught in ability groups for Literacy and Numeracy. However, they are taught in mixed ability groups, friendship groups and gender groups for other subjects. They are included in all lessons and teaching. Children who have a statement may be withdrawn for 1:1 teaching on specific objectives with the SNA or TA. They may also be withdrawn as a group for intensive teaching by another teacher or an SNA/TA. All staff have access to the teacher's planning files and care is taken to ensure the children are withdrawn at times which do not interfere with other aspects of the curriculum.

Responding to children with special educational needs within the classroom (Regulations 1, 3d and 3e).

Consideration of the needs of children with learning difficulties is very important. We can respond to their needs in the following ways:

- Contribution - all children must perceive that they can make a useful contribution to the work of the class.
- Interest - children need to be shown what is interesting in the world.
- Cognitive development must be encouraged by a variety of opportunities to work with concrete materials using all their senses.
- Develop physical control and social skills.
- Communication (by teacher and child) should be in appropriate form.
- Realistic objectives set for each child. (SMART targets)
- Frequent teacher contact is required for encouragement and reassurance.
- Be ready to praise and encourage and celebrate achievements, however small.

Plan for success

- Start where the child is at now. Assess what he/she can do/learn best. It may be appropriate for a child to approach new learning material through his area of strength.
- Present tasks at appropriate levels to meet individual needs.
- Plan for success - build confidence and self esteem
- Plan short and long term objectives, special teaching, techniques or resources including staff or other adults.
- Consider groupings
- supportive groups

- support from peers
- collaborative learning
- Consider classroom organisation - Is it interesting well organised clearly labelled organised to encourage independence?
- Does it - reflect ongoing work provide the opportunity for all children to contribute to display?
- Provide time to interact, question, and discuss with the child.
- Review and assess learning to check understanding and plan the next stage
- Consider your presentation - can audio/visual aids play a part?
- Provide access and support across the curriculum.
- Provide a positive audience - present a classroom with an air of quiet confidence and encouragement.
- Discuss children with colleagues.
- Work and plan together with SENCO / SNA / support staff.
- Enlist parental support whenever possible.

Monitoring children's progress

Children's progress is monitored carefully. SAT's, optional SAT's, Salford Sentence Reading Test, Baseline Assessment are administered. In addition, children's progress is assessed throughout the term and the information kept both in the class record books and the individual target cards. Learning targets are set and shared with the child and the parents. The SENCo monitors the children's progress in dedicated SENCo time each week through pupil interviews, lesson observations and book scrutinises. (Regulations 3b and 7)

Record keeping

Inclusion Files

- Records detailing all information regarding children receiving additional SEN support
- These files are accessible to class teachers and parents in a secure area
- The records include previous EPS and subsequent results, provision of resources, (both human and equipment) and any in-school assessments.

Provision map files

- Contain provision maps for all children receiving additional SEN support.
- Contain Boxall profiles

Child Protection Files

These files contain information of a confidential nature, and are kept in a secure place, which is known to the co-ordinators and senior management.

Working with parents (Regulations 3b and 7)

The school is often the first point of contact for parents. Parents should be fully involved in school action for their child. It is important to have a positive relationship with parents, who may find the

issues around SEN difficult to accept or comprehend. This is an essential part of our work and is given priority. We make every effort to involve them in all our plans and decision making. Full reports are given about the child's progress and achievements. We have expectations that children should work with their parent's and expect that they follow the same homework policy as for all children. Children are also involved in the target setting process through the use of detailed marking of work and literacy and numeracy learning ladders (linked to their levels).

Access to the curriculum (Regulations 3d and 3f)

Additional support is essential to ensure the children have access to the entire curriculum. The use of the computer and school trips etc., are used to extend their understanding. When recording their ideas the children need the support of a well-structured frame, which enables them to record their thoughts and ideas through a carefully differentiated task. The environment enables disabled pupils to move around school easily, there are wide corridors and a lift available to access the upstairs floor. There are also a number of disabled toilets in school.

Liaison with other schools: How does the school support pupils with SEN during transition? Regulation 12

Liaison with other schools and secondary schools.

When a child is coming to Bishop Bridgeman from another nursery provider the reception teacher will visit the previous nursery and gather any information regarding special needs children and report this back to the SENCo. When a child moves from Bishop Bridgeman to another school, the record, which details the relevant information is passed on. When necessary, the headteacher or the SENCo will follow this up with a phone call to ensure all the information is given.

The SENCO holds transition meetings annually for the children leaving Bishop Bridgeman to go to secondary school. Where a child has an Education, Health care plan, then a meeting with all the professionals is convened. When a child moves to secondary school any Statement Reviews are completed in the autumn term of Year 6.

Working with other agencies: What external specialist services are accessed by school to meet the needs of pupils and support their families? Regulation 10.

Links with other agencies

There are many other professional agencies, which are able to support the child and their family. The school makes full use of all these services, in particular the school nurse, Ladywood, Speech and Language, Child Psychology, Social Services, Pre-school support Behaviour support.

Behaviour Support Service

This service monitors and supports staff and children where a statement for behaviour has been given. The school is able to request advice for children with severe emotional and behavioural

difficulties. A referral is made to the head of the department who will then assign one of their teachers to observe the child and give advice.

Speech and Language Support Service

Speech and Language monitor and support staff and children where there is a concern for speech and language. The school is able to request advice for children with severe difficulties.

Health - school nurse, speech therapist etc.

The nurse is able to give information about a child's health on issues which may affect their learning. Speech and Language are available for parents to make referrals to. They also liaise with school re: speech therapy and the delivery of speech and language programmes.

Educational Psychologist

An Educational Psychologist will come into school to assess a child when statutory assessment is being requested or if there is a concern about a child and a full cognitive assessment is required.

Ladywood Outreach Service

Ladywood Outreach visit school weekly to work with children who have been agreed on their caseload. They are available to provide advice on children and have termly planning meetings with the SENCO to discuss new referrals.

Resourcing SEN(D) provision: How is equipment and facilities to support pupils secured? Regulation 6.

Funding for Special Educational Needs

Money is allocated to the delegated budget for SEN. Priorities for spending are identified at the time the School Development Plan is formulated in consultation with all the staff. This spending plan is shared with the Governor's Finance Committee. Usually funding falls into the following categories - resources, SNA, teaching staff, buying SEN specialist input. The use of funding for Education Health Care plans is negotiated by the Headteacher, child's family and the SENCo.

Resourcing SEN

The SENCo is responsible for ensuring there are adequate and appropriate resources in school for children and SEN. The Special Needs Assistants have their own resources which they have responsibility for. Teachers are able to use all school resources, which are in other teacher's classrooms.

Training for staff: What training is available to staff? Regulation 5.

Training for Staff

All staff, teaching and support staff are asked to consider their own training needs and are encouraged to attend courses which will help them understand and manage the education of children with special needs. The LEA provide some of this training but the school also uses outside providers. Paired training and whole staff training are also an important aspect of the schools training and development plan. The SNA's and TA's undergo in-school training given by the SENCo, headteacher and curriculum coordinators. For questions regarding staff training, please contact the school office staff, who will provide further information.

Evaluating the policy and provision: How does the school evaluate the effectiveness of the provision made? Regulation 3a

Evaluating the SEN inclusion policy and provision

In order to evaluate the effectiveness of the policy and provision, pupils, staff, parents and interested outside agency staff are consulted. We address the following issues:

- Individual Education/Behaviour Plan Objectives
- Statement Annual Review Meetings
- Academic achievement through testing and assessment
- Levels of support for teachers and intervention strategies
- Levels of communication and information sharing
- Levels of inclusion and differentiation

Termly meetings take place with children and parents to evaluate and set targets, and discuss the provision maps. Parents evening take place twice yearly and an annual report is submitted to parents. Many parents meet with the class teachers on a more regular basis and parents are welcomed to make an appointment should they have any queries/issues to discuss further.

Complaints procedure; How should complaints regarding SEN provision be made and how will they be dealt with? Regulation 9

Complaints Procedure

At all times every effort to maintain the appropriate provision for a child's education is made. However, there may be times when parents feel unsure or unhappy with this provision. It is every parent's right to seek further information with regard to their child's education if they are unhappy with the way in which it is progressing or uncertain as to the level of support they are receiving. At these times the parents should discuss their concerns with the class teacher and the SENCo who will then be able to give more information and support. Should the situation remain unresolved then parents can take their concerns to the headteacher or the Special Needs Governor.

Where can I find information about Local Authority provision for children with SEN? Regulation 13

Who outside of school can I turn to for advice and support? Regulation 11

Bolton Council offer

For further details of Bolton Council's local offer to parents and children, please visit

<http://www.localdirectory.bolton.gov.uk/send.aspx>

Contact details for a range of professionals and services are available on the Bolton Council website.

<http://www.localdirectory.bolton.gov.uk/send.aspx>

Please contact the SENCO if you have problems accessing the website

Parent partnership are available as a free SEN support to parents

Contact telephone number: 01204 848722.

What can a parent do if they have concerns? Regulation 7 1.

Make a note of the following:

- Why are you concerned about your child?
- What are the learning difficulties or behavioural problems giving rise to this concern?
- Describe these as accurately as possible and provide examples.
- Is his/her attendance good? Is there any medical information school need to know about?
- Have they previously had other agency involvement?

Make an appointment to come in school and share the concerns with the class teacher

If after a plan has been implemented, or you are still not satisfied with the recommendations by the class teacher, then you can make an appointment to meet the SENCO to discuss the concerns further.