



Huish Episcopi Primary School

Inspiring Believing Achieving

Special Educational Needs & Disability Policy

At HEPS, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils.

1. Introduction

1.1 The current national 'Special Educational Needs Code of Practice' became effective on 1.1.2002

1.2 Our school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional support or different additional learning methods from that given to other children of the same age.

1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the differences experienced by the child.

1.5 The Equality Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2. Aims

2.1 The aims of this policy are:

- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;

- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

The specific objectives of our SEN policy are as follows:

- to identify students with special educational needs and disabilities and ensure that their needs are met
- to ensure that students with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are partners and that there is effective communication between parents and school when discussing their child's SEN
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

3. Educational Inclusion

3.1 In our school we aim to offer excellence and opportunity to all of our children, regardless of their learning needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and we want all our children to know that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations; require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers, with the support of relevant agencies, respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4. Special Educational Needs

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2002. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and / or different provision is necessary. .

(Appendix 1 - Triggers for **School Action** and **School Action Plus**). There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 Many of the children who join us have already been in early education. In some cases children join us with their needs already assessed. All children are assessed and observed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

4.3 If our assessments / observations show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. (See Appendix 2: Provision Map) This level of support is called School Action. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCo will then take the lead in further assessments of the child's needs. The SENCo attends all review meetings at SA+ and Statement level.

4.4 We will record, in an Individual Education Plan (IEP) (See Appendix 3: An Example of an IEP), the strategies used to support the child. The IEP will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place three times a year. We at Huish Episcopi Primary School prefer this timescale over the requirement of twice a year. The IEP will set targets for the pupil and will detail:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

4.5 If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. The next course of action is for the child to be discussed at a termly Consultation Meeting which involves professionals from Services that we are able to access. Here the SENCo will be able to lead the discussion and be able to access support / interventions from Outside Agencies. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in School Action.

4.6 This enhanced level of support is called School Action Plus and there is sometimes additional money available to support needs. To qualify for School Action Plus the school must submit a detailed application to the Local Authority. Annual Reviews also take place for all children with School Action Plus. External support services will provide information for the child's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting.

4.6 If the child continues to demonstrate significant cause for concern, the SENCO/Head and Educational Psychologist can work together to make a request for statutory assessment to the LA. However, Somerset is a low-Statementing Local Authority, preferring to place support at School Action Plus level. Parents are also able to request a Statutory Assessment of their child. Support for this process can be accessed through the Parent Partnership Adviser (Contact Details).

4.7 In our school the SENCO/SENCO Support:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as one of the links with parents;

- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

5. The role of the Governing Body

5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

5.2 The governing body does its best to secure the necessary provision for any pupil identified as having Special Educational Needs. The governors ensure that all teachers are aware of the importance of providing for these children. They report annually to parents on the success of the school's policy for children with special educational needs, via a Governor newsletter and by updating the School Profile.

5.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

5.4 The SEN governor/headteacher ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

5.5 The Governing Body has agreed criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Strategy is appended to this policy (Appendix 4).

The school does not have a special unit.

6. Allocation of resources

6.1 The SENCO / Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

6.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

7. Assessment

7.1 Early identification is vital. The class teacher discusses with the parents at the earliest opportunity any concerns they have and to ascertain whether they have similar concerns. It is crucial for success that parents and school are aiming towards common goals.

7.2 The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

7.3 The SENCo works with parents/carers and teachers to plan an appropriate programme of support.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can breakdown the assessment into smaller, achievable steps in order to aid progress and provide detailed and accurate indicators.

7.5 Termly meetings between the Head Teacher and Class Teacher take place to look at Pupil Progress and ensure that the needs of all children are being met. Intervention Programmes can be put in place to support children who are not making expected progress.

8. Access to the curriculum

Provision/action that is additional to or different from that available to all

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children's Special Educational Needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. At HEPS we maximise the advantage of the size of our school; with children working with those in another year group or even in another classroom when this is the best way of addressing their particular needs.

8.3 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at both School Action and School Action Plus levels have an IEP.

9. Partnership with parents/carers

9.1 We make every attempt to work closely with parents/carers in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents/carers. The home-school agreement is central to this.

9.2 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and liaises with staff.

9.3 We have regular meetings each term to share the progress of special needs children with their parents/carers. We request from the parents/carers permission to involve any outside intervention that we think will be beneficial. We share the process of decision-making by providing clear information relating to the education of children with special educational needs.

9.4 Parents / Carers are able to book appointments to see the SENCO by email or by contacting the School Office.

9.5 The class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

9.6 The school works closely with the Parent and Family Support Advisor and referrals are made for advice and support.

10. Pupil participation

10.1 In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social as well as educational skills.

10.2 We give value to children's views and perceptions and take account of these through questionnaires and reviews when setting targets in their IEPs. When relevant, children attend review meetings to make judgements about their own performance against their IEP targets.

10.3 Mentoring Programmes take place where children are able to set weekly personal targets.

10.4 Children are involved in the Annual Review process and the school uses the Child Centred Review.

10.5 There are good links with the local Secondary School and pupils with SEN have the option to have additional visits to ensure their start is smooth.

11. Monitoring and review

11.1 Policy and provision is kept under review by regular meetings between the Head and the SENCO.

11.2 An annual audit of training; the SDP; and Performance Management enable relevant training to be identified.

11.3 The Governing Body regularly review The Special Educational Needs Policy and Practice. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000

11.4 Discontinuation of SEN – if your child has made good progress and they no longer require specific / additional intervention, in discussion with the CT and Parent they can be 'removed' from the SEN list. Their needs can be met within the Access for All Provision. A letter will be sent to the parent confirming what has happened.

References and useful reading

'SEN Code of Practice' November 2001 DfES 581/2001

The Education Act 1996

SEN and Disability Act 2001

'SEN Toolkit'

'Every Child Matters'

'Excellence and Enjoyment'

'Equality Act 2010'

'Education (SENCO) Regulations 2008'

'Children's' Act 2006'

Approved by the Governing Body of Huish Episcopi Primary School

Date:

Signed:

(Chair of Governing Body/Committee)

Review Date:

Appendix 1:

Criteria for School Action/School Action Plus

Graduated response

Schools are required by the Code of Practice to adopt a graduated response to pupils needs that encompasses an array of strategies. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The decision to place a pupil at School Action or School Action plus is therefore part of this overall process of a graduated response. The central principles of this are that:

- Provision for a child with special educational needs should match the nature of their needs
- There should be regular recording of a child's special educational needs, the action taken and the outcomes.

Decision making in different areas of Special Educational Need

When looking at the needs of pupils to decide whether to place at School Action it is suggested in the Code of practice that pupil's needs and requirements are seen as falling within the following areas.

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and physical

There may be occasions where a child's needs are at a level that it is necessary to place them directly on early years or school action plus to recognise the significant additional support they require in school.

School Action

The following triggers for intervention at School Action are suggested within the Code of Practice

- Makes little or no progress even when teaching approaches are targeted in a child's area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

School Action Plus

The following triggers for intervention at School Action Plus are suggested within the Code of Practice

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Appendix 2:

	Provision for All		Additional Provision
	All Pupils	Wave 2	Wave 3 / Action +
Access	<ul style="list-style-type: none"> • Planning for Visual, Auditory and Kinaesthetic learners • Safe and supported learning environment • All staff involved in SEN development • Classroom organisation for developing independent access to equipment, learning tasks • Collaborative learning activities and use of different grouping strategies across the day • Primary Strategy • ICT – Notebooks or i-pad • Learning partners • Outside learning areas • Quiet places 	<ul style="list-style-type: none"> • Small group support • One to one support • Additional adult support • Adult / peer scribe • Mind maps / different planning models • ICT: Clicker, 2 Simple / • Specific activities planned for pairs, groups within classes 	<ul style="list-style-type: none"> • Individual Education Plan detail specific additional strategies with achievable targets • Planned support from teaching assistants as appropriate to needs • SEND Plus funding where appropriate • Scribing strategies to help reduce written recording • ICT – wordshark, number shark, dance mat typing • Alpha smart
Behaviour	<ul style="list-style-type: none"> • Rules, rewards, sanctions through behaviour policy and playtime agreement • Collaborative approach for consistency between staff • Sharing assembly • Golden/Club time • Circle time • SEAL 	<ul style="list-style-type: none"> • Visual timetables, talking through changes to routine • Agreed low level, additional behaviour strategies and monitoring • Behaviour records analysis • Buddy system • Use of resource material to promote acceptable behaviour • Social skills group/ Silver SEAL 	<ul style="list-style-type: none"> • Individual adult support • One to one social skills work • Social stories • Learning mentor programme
Social and Emotional	<ul style="list-style-type: none"> • Teaching of PSHE and Citizenship • Anti-bullying policy • Circle time • School ethos/raising self esteem • Target setting – achievable goals • Golden time • Reward system • School council • Class council meetings • SEAL 	<ul style="list-style-type: none"> • Play leaders • Buddy system • After school clubs • Consideration of ‘voice of the child’ • SEAL 	<ul style="list-style-type: none"> • Personal Education Plans (PEPs) for looked after children • SEAL • Circle of friends • Learning mentor • PFSA involvement • Social stories

Physical Development	<ul style="list-style-type: none"> • PE • Thinking skills • Pencil grips 	<ul style="list-style-type: none"> • Motor skills • Percepto Motor skills • Tracking • Visual discrimination • Learn to move • Handwriting group 	<ul style="list-style-type: none"> • Physiotherapy • Medical care plan • Study aids- pencil grips/theraputty etc
Speech and Language	<ul style="list-style-type: none"> • Role playing • Music and singing • Shared reading • Speaking and listening activities • STC 	<ul style="list-style-type: none"> • Additional reading support • Talking partners • Communication group 	<ul style="list-style-type: none"> • Signs and symbols • Delivery of speech and Language therapy programmes • Visual Cue cards for comprehension
National Curriculum	<ul style="list-style-type: none"> • Progression in phonics • Individual reading • Early writing • Grammar for writing • Spelling logs 	<ul style="list-style-type: none"> • Early literacy support (ELS) • Additional literacy support (ALS) • Booster classes • Springboard 3,4,5,6 • Impact reading books • Extra guided reading support • SEAL • Word lists/ vocabulary support • Mental maths group • Read write Inc catch up group 	<ul style="list-style-type: none"> • Somerset approach to Integrated Literacy (SAIL) • Talking partners • Wave 3 numeracy • One to one tuition • Rapid reader programme • Rainbow writing • Rapid readers
Assessment	<ul style="list-style-type: none"> • Reading logs /diaries • High frequency checklist • Letter name / sound checklist • Early learning goals • Foundation stage profile • SATs • Reading and spelling test (Annual) • Progress in spelling logs /HFW 	<ul style="list-style-type: none"> • SENCO / Staff observations • SENCO / Staff assessment • Dyslexia screening test • Highlighted provision map 	<ul style="list-style-type: none"> • SENCO observation and assessment • P Scales assessment • External agencies • Salford Reading test • Aston Index assessment • Disapplication from SATs

Handy Packs:

- Sticky notes
- highlighters
- table square
- alphabet cards

Study Aids:

- Spelling aids
- Study Buddy – if you are stuck
- Symbols – visuals to work through
- Number line
- Time to process
- Spidergram
- Colours
- Overlays

Appendix 3:

Name	Class	Staff involved	SENCO	
IEP start date	February 2013	Review date	June 2013	Signed
Strengths Kind and caring at times Sense of humour Enjoys Sport esp. Rugby Numerate		Areas to be developed Literacy skills Attitude towards learning		
Targets	Strategies	Provision	Success criteria	Achieved
To continue to develop speed and fluency of reading. To develop strategies for retrieval	Daily 1:1 reading Guided Reading Reading & Thinking Read, Write, Ink Accelerated Reader	5x weekly 1x weekly 1x weekly 3x weekly 5x weekly	Improved fluency Able to retrieve information from text within given time limit	
To develop writing composition, especially punctuation and use of adventurous vocabulary	Guided Writing Session Timed writing session Grammar, Spelling & Punctuation Warm-Ups within Literacy lessons	1x weekly 1x weekly 5x weekly	Accurate use of basic punctuation on 3 occasions More adventurous word choices	
To continue to develop following instructions the first time of asking	Prompts Single instructions	Daily	To be able to follow instructions first time of asking	
Parent/carer involvement			Additional information	
Evaluation and future actions				

Appendix 4

ACCESSIBILITY POLICY - 2013 to 2016

Huish Episcopi Primary School

1. Huish Episcopi Primary School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the three years period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. Huish Episcopi Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

* increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

* improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

* improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Curriculum Policy

Equality Policy

Staff Development Policy

Health & Safety Policy (including off-site safety)

Special Educational Needs Policy

Behaviour Management Policy

School Improvement Plan

Asset Management Plan / Suitability Survey

School Brochure / Prospectus and Vision Statement

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The School Brochure / Prospectus will make reference to this Accessibility Plan.

11. The School's complaints procedure covers the Accessibility Plan.

12. The Accessibility Plan will be published on the school website.

13. The Accessibility Plan will be monitored through the Governor Finance Committee

14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."

15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Approved _____

DATE _____

Review date _____

Accessibility Plan

Huish Episcopi Primary School Accessibility Plan - 2013 to 2016: Improving the Curriculum Access TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by HT and SENCo	Continuous	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements Monitored by HT	Continuous	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Monitored by HT	Continuous	More time available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access Monitored by Chair of Governors	Continuous	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class (e.g. through Dorset Matrix) and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff Monitored by HT and SENCo	Continuous	All pupils are supported to achieve their full potential

Supplementary Information

The named SEN coordinator for the school is Liz Ramsay. She works on a Monday and can be contacted on lramsay@educ.somerset.gov.uk.

A member of the Governing body, Jane Twitty takes a special interest in SEN jtewitty@educ.somerset.gov.uk (although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.) Tammy Perkins (tperkins@educ.somerset.gov.uk) is the Somerset Total Communication Co-ordinator. Susan Ward (sward@educ.somerset.gov.uk) co-ordinates the Individualised Literacy Interventions.