



Flourish FEDERATION

Believe, Achieve, Belong



SEND Policy & SEN Information Report



The Flourish Federation Vision

To inspire everyone to flourish, grow and learn in a safe and spiritually rich environment.

Built on the strong foundations of Matthew 7:24

Everyone then who hears these words of mine and does them will be like a wise man who built his house on the rock.

Our Federation's vision, ethos and Christian values underpin and thread through every aspect of our work across our Federation. Our work helps us on our collective journey to achieve our vision for all in our Federation community.

This policy was ratified by Flourish Federation Governing Body on:	29th September 2022
This policy will be reviewed by Flourish Federation Governing Body on: (unless earlier review is required to adhere to statutory requirements/changes in procedure)	September 2023
Policy Version:	V1
Signed by the Chair of Governors:	
Signed by the Executive Headteacher:	

Our Values



SEN Policy

September 2022

This SEN Policy incorporates Special Needs Information in compliance with
Statutory Guidance Special Educational Needs (Information)
Regulations (Clause 64)
And
Regulations under the Children's & Families Bill 2014
To be read in conjunction with the Local Offer

Contents

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEN information report
6. Monitoring arrangements
7. Links with other policies and documents

1. Aims

Our SEN policy and information report aims to:

Set out how our schools and nursery will support and make provision for pupils with special educational needs (SEN) and explain the roles and responsibilities of everyone involved in providing for pupils with SEN by -

- Make clear our aim that all children within Flourish Federation access a broad and balanced curriculum and reach the highest levels of achievement appropriate for each individual.
- Make clear what is meant by Special Educational Needs and explain how we meet the individual needs of all pupils through a wide range of provision and the processes involved at each stage.
- Describe how we will identify, monitor, review and evaluate the support offered for any pupil who might have a Special Educational Need.
- Also ensure that we attain high levels of participation and satisfaction from pupils, parents and carers.
- Clarify that in order to provide up-to-date and effective SEN provision for all pupils, staff are enabled to develop their skills and expertise through on-going professional development.
- Describe how a multi-professional approach is maintained by working alongside the Local Authority and a range of other outside agencies in order to meet the needs of all pupils and
- Demonstrate how we promote emotional well-being and maintain the self-esteem of all children with Special Educational Needs.

We at Flourish Federation believe that all children have the ability to reach their full potential and we therefore aim to ensure that all our children with Special Educational Needs are included and have access to a broad and balanced curriculum. We want all our pupils to be able to take part in all learning opportunities. We aim to make sure that within a stimulating and nurturing environment their individual needs are met.

Our aim is to value all members of our school community by creating a welcoming and inclusive culture through quality first teaching. Our school curriculum is a 'knowledge - rich curriculum' which is responsive to the diversity of children's backgrounds, interests, experiences, knowledge and skills.

Together with parents, carers, pupils and Governors the staff within the Flourish Federation aim to create a sense of belonging so that our children become happy, confident individuals.

2. Legislation and guidance

This policy and information report is based on:

- The statutory Special Educational Needs and Disability (SEND) Code of Practice
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014

which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Although many children may have a special need at some point in their lives, this does not necessarily mean that they should be formally registered as having Special Educational Needs.

We at Flourish Federation strive to make a clear distinction between special educational needs and 'under-achievement' which can be caused by a number of factors. Although some pupils may be seen to underachieve, they do not necessarily have Special Educational Needs. It is our responsibility to identify this as quickly as possible and consider carefully how we can best support the pupil.

We make every effort to narrow the gaps between our vulnerable learners and their peers and strive to ensure that all our children become active learners and alongside their parents/carers become fully engaged in making sure that they are successful within our schools.

4. Roles and responsibilities

4.1 The SENCO

The Flourish executive SENCO - Mrs Alexandra Otty

send@allsaintsstibbard.com

Stibbard - 01328 829228

North Elmham - 01362 668318

Stibbard nursery SENCO and manager - Mrs Sue Daniels

sdaniels@stibbardallsaints.com

Stibbard nursery - 01328 829426

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

4.5 Early years practitioner

Each early year's practitioner is responsible for:

- The learning and development of their designated key children.
- Working closely with each child and their family when a possible individual need is identified.
- Putting into practice the processes and strategies agreed, to maximise the achievements of all children with SEN.
- To undertake a '2 year check' between the ages of 27-30 months to identify any support or interventions needed as early as possible.
- Working closely with other practitioners in the setting to support the progress and development of all the children.
- Working with specialist staff to plan and assess the impact of support and interventions, and how they can be linked to the child's learning.
- Working with the SENCO to review each child's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEN policy

5. SEN information report

5.1 Types of SEN

The 4 Categories of SEND:

1. Communication & Language

This might mean that the pupil has a difficulty with speech, language or communication (SLCN) ie they have problems with articulation and with making themselves understood or with understanding the meaning of what they hear and or read. This might lead to difficulties following instructions or taking part in conversations.

Some children may have Autistic Spectrum Disorder (ASD) which is a medically diagnosed condition often resulting in problems with making sense of the world

around them, with understanding social situations, changes to routines, and with imagination. Pupils diagnosed with ASD have a wide range of difficulties and no child is just like another. Often their difficulties overlap and present as other conditions, such as difficulties with coordination, movement and distractibility.

2. Cognition and Learning

Children with cognition and learning needs will learn at a slower rate than other children and may have difficulties with literacy, numeracy or understanding new concepts. Learning needs might be in addition to other special educational needs and often poor behaviour can be linked to learning difficulties. Some children may have a specific learning difficulty (SpLD) which might be linked to dyslexia (difficulties with learning to read and/or spell) to dyscalculia (problems with maths) to dyspraxia (coordination) or to dysgraphia (writing).

3. Social, Emotional & Mental Health Difficulties

There are lots of difficulties associated with social, emotional and mental health issues and some children will have had a recognised, medically diagnosed disorder. Many others will not and these may be demonstrated by children finding it hard to concentrate, to work independently without causing disruption to others, to make and sustain friendships and to behave in an age appropriate way. In some cases children might be withdrawn or isolated and in others might present unco-operative, if not challenging, behaviours. When a pupil displays unusual mood swings, unpredictable behaviours or unexplained, medical symptoms, they might be showing signs of a mental health disorder. Some children may need a medical diagnosis and whenever appropriate, our school will support parents within this process.

4. Sensory and/or Physical Needs

Most children with sensory and/or physical needs will have their special educational needs met through differentiation of expectations. As set out within the Equality Act of 2010, needs will be met at Flourish Federation through adaptations to the curriculum, the tasks set and to the actual learning environment.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction including autistic spectrum disorder and speech and language difficulties - speech production needs, receptive and expressive language difficulties.
- Cognition and learning including dyslexia and moderate learning difficulties
- Social, emotional and mental health difficulties including anxiety, emotional based school avoidance, emotional literacy difficulties and attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs including hearing impairments, processing difficulties and dyspraxia.

Our SEND Profile 2022 -2023 shows that we have identified 16.07% of pupils having SEND at North Elmham and 11.76% at Stibbard (Nationally 15.9%). See our more detailed SEN profile for further details.

5.2 Identifying pupils with SEN and assessing their needs

Children's individual needs should be identified as early as possible.

A pupil having difficulties might be identified by various means. The first people to notice a child having a difficulty within school will often be the child themselves, the parent/carer or support staff.

In line with the Code of Practice 2014 Flourish Federation encourages parents and carers to work alongside the staff to ensure that pupils' special needs are identified, met and monitored appropriately.

The Federation also puts emphasis on the pupil's voice being heard and listened to, that he or she is involved in decisions around their support.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Also within the Flourish Federation a SEN can be identified through

- Information from feeder schools or from transfer school
- Assessment of Language skills using Wellcom
- Analysis of data including Foundation Stage Profiles and other whole class testing
- Use of 1 page profiles & information gathered from the pupils themselves
- Observation, more detailed assessment & testing by the SENCo
- Tracking of individual progress through the Assess, Plan, Do and Review cycle alongside Provision Mapping
- Involvement of outside agencies and other professionals.

5.3 Consulting and involving pupils and parents

Once it has been noticed that a child is having a difficulty within school a discussion of how best to proceed will usually involve parents/carers and the Class Teacher, in the first instance, before further discussion with the SENDCo (Special Educational Needs & Disabilities Coordinator).

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Once it has been noticed that a child is having a difficulty within school the class teacher, with the support of the teaching assistant and SENCo, will complete the identification of needs descriptors in educational settings (INDES) in order to identify the main barrier to learning and possible next steps with regards to assessments and support that is needed.

Appropriate assessment of the learning difficulties and observation of the child within settings would be agreed and then carried out before discussing with parents/carers whether or not their child should be included on the SEN register. These assessments might include completing some Social and Behavioural Observation assessments, the BPVS (British Psychological Vocabulary Scale), Ravens matrices, Dyslexia screening, Wellcomm and Salford Sentence Reading Test.

When the child has been entered onto the SEN register the SENDCo would continue to monitor and review their progress and offer appropriate advice to staff and parents/carers. This would include completing an individual 1 page profile with the child to gain their thoughts on what will help them with their learning. We would then meet with parents/carers to review their child's targets, support and progress.

For a number of children with more significant special needs we would often seek advice from specialist services after gaining permission from parents/carers.

These might include -

- Speech and Language Therapists
- Occupational Therapists
- Specialist Teachers of the Deaf or Visually Impaired
- Early Years advisors
- Educational Psychology
- Supporting smiles
- Child & Adolescent Mental Health Services
- Specialist Resource Bases

- School to School Advice (from Special Schools such as Fred Nicholson)
- Inclusion team (County)
- Just One Norfolk (JON)
- Access through technology

5.5 Supporting pupils moving between phases and preparing for adulthood

‘Moving on’ is part of life for all learners. Transition might be between one class and the next, to a new Teacher and TA or from nursery to school and from one school to another (within a school year and also at the start of an academic year).

At Flourish Federation we want to work with children and parents to make sure that such transitions are made smoothly and successfully for all our pupils. For children with SEND these changes can be more challenging than for some and so additional steps often need to be taken and special measures put in place to help them.

From the moment your child arrives at Flourish Federation we start planning for their positive future - that they might become happy confident adults who are able to make a contribution to their community no matter what their disability or special need might be.

Meetings will take place for children who need specific transition plans where the support needed for a successful transition will be discussed. Each plan will be individual but may support that includes social stories, additional visits and having the opportunity to talk regularly to a trusted adult regarding any questions or worries they have that week.

We will share information with the new school a pupil is moving to.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Each of the teachers at Flourish Federation use a variety of strategies and whole class approaches in order to help all children learn. Teachers also try to make sure, by using appropriate techniques, that all pupils with SEND are supported in all aspects of the curriculum and are enabled to take part in whole class activities. Teachers use the County Provision Expected at SEN Support documents (PEaSS) to support them with this.

This is a list of some of these strategies we use -

- Visual Timetables

- Writing frames,
- Ipads, chromebooks, laptops & software (eg dyslexia gold and IDL)
- Positive behaviour rewards systems
- Fidget toys
- Sensory techniques (e.g. sensory circuits)
- Writing slopes, pencil grips and a variety of aides to help children sit comfortably
- Coloured overlays or paper
- Ear defenders
- Distraction free work-stations
- Sandtimers

Sometimes children need support from another adult in the classroom or by being given that support either individually or within a small group outside of the classroom, for targeted and time limited sessions. The type of support varies according to the needs of the pupil.

Staff at the 2 schools work closely together sharing knowledge, expertise and resources. Advice and training opportunities including those offered by Norfolk's SEND Virtual School, CEPP (The Child and Educational psychology Practice) and by the Educational Psychology and Specialist Service are utilised to full advantage. See the school's provision map for further details.

Assessment of Special Educational Needs:

Accurate assessment of individual needs and carefully planned action, which is monitored and regularly reviewed, is an essential ingredient for progress.

We at Flourish Federation apply a range of assessment practices in order to identify difficulties and meet those needs in the quickest and best possible ways. Staff inform and work with parents/carers as soon as they can to ensure they are aware of concerns and to establish a joined up approach.

Assessment includes a variety of 'tools' and strategies including –

- Classroom and individual observations,
- Whole class screening tests & tracking processes
- Completion of screening profiles e.g. ELSA
- Standardised tests of reading, spelling and numeracy.

Such assessments might be carried out by the Class Teacher, Teaching Assistant or either the SENCo or pastoral champion.

Stage 1 of SEN Provision within Flourish Federation :

All learners will access quality first teaching. The routine and prolonged withdrawal from mainstream of children with SEN is not recognised as good practice and does not promote the development of age appropriate language skills. Research has found that language and social communication skills are best promoted through inclusive strategies alongside intervention and where needed, differentiation of the usual curriculum.

Where children have been identified as being vulnerable learners and under-achieving, the school provides for their needs in a variety of ways and might use a combination of approaches to address the targets set for individual pupils. These include -

- Teachers making good use of inclusive settings (e.g. whole class guided reading) and differentiating work where necessary as part of good quality first teaching
- Wave 2 or 3 interventions set in place with small groups of children withdrawn for short periods of specific support within a timeline, documented on class provision maps and shared with SLT at pupil progress meetings.
- Individual 1:1 in-class or withdrawal support
- Bi-lingual support & EAL resources or access to translation
- Further differentiation of resources

The monitoring & evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways –

- Class teacher and TA observations, tracking & monitoring of progress
- Through 1 page profile discussion & review with pupils
- Regular meetings with parents/carers
- Discussion between Executive Headteacher, SENCo, Inclusion Manager, Class Teacher and TAs
- Classroom observation by SENCo, Inclusion Manager or other senior teacher
- On-going assessment of progress made within small group or individual intervention
- Review and specific testing by SENCo and Inclusion Manager
- Assessment & reviews by outside agencies or professionals involved
- Attendance records and liaison with LA Attendance package and Inclusion Team
- Head Teachers report to the Governors

All vulnerable learners will be included on the school provision map which identifies, outlines and monitors all additional interventions across the school.

The Federation Provision Map enables school to

- Plan strategically to meet pupils identified needs & track the provision
- Cost provision effectively & demonstrate accountability for financial efficiency
- Audit how the provision meets needs
- Recognise the gaps in provision
- Highlight repetitive or ineffective use of resources

- Demonstrate to all staff, LEA, Ofsted, outside agencies and parents or carers, how support, staff and resources are deployed
- Provide a tool for self-evaluation by focusing on whole school issues of individualised learning and good quality teaching.

Stage 2 Additional SEN Support

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well differentiated curriculum offer for all pupils in the school - ie they have a special educational need as defined by the SEN Code of Practice 2014.

The Executive Headteacher and Governing body of the Flourish Federation will delegate the day-to-day implementation of the SEN policy to the Special Needs Co-ordinator who will work alongside the pastoral champion to ensure that all tasks are fulfilled as set out by the Code of Practice.

In accordance with the Code and with parents/carers agreement a number of pupils will then be added to the SEN register.
(Although under-achieving and EAL pupils might be included on the provision mapping they might not necessarily be included on the SEN register).

Intervention for pupils on the SEN register will be identified and tracked using the whole school provision map and the four-part graduated response which is an on-going cycle of Assess, Plan, Do and Review.

Those pupils who have significant greater and complex difficulty in learning than the majority of others of the same age, or who have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others in mainstream schools, after assessment by all professionals involved, may then be issued, by the Local Authority, with an Education, Health and Care Plan (EHCP).

The progress of pupils with SEN will be carefully monitored and reviewed by the SENCo and staff by way of –

- The whole school tracking and recording system (Pupil Asset)
- The Provision Mapping system
- Individual Pupil progress meetings with Executive headteacher, Class Teachers, the SENCo, Inclusion Manager and parents/carers
- Regular review with pupils of their 1 Page Profiles
- Regular review of the Assess, Plan, Do and Review cycles
- Annual Review of the Education, Health and Care Plan.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We have an accessibility plan for each of the schools which increases the extent to which disabled pupils can participate in the curriculum.

5.8 Additional support for learning

At North Elmham we have 4 Teaching assistants who support pupils within class, support pupils in individual and small group interventions out of class.

At Stibbard we have 2 1:1 Teaching assistants. We have a further 7 Teaching assistants who support pupils within class, support pupils in individual and small group interventions out of class.

We have a Pastoral Champion who works across the federation supporting pupils.

We have a teaching assistant in the federation who is trained as an Emotional Literacy Support Assistant (ELSA).

We have a teaching assistant in the federation who is trained as a DESTY mentor. Desty is an emotional resilience programme.

We have a play therapist who is based at Stibbard once a week supporting pupils from both schools.

The SENCo has been trained to be the Norfolk steps trainer for the federation.

The federation has termly consultations with EPSS who can give advice on supporting pupils.

The federation also seeks telephone advice from the inclusion team who do, on occasion, come into school to support

The federation also seeks advice and support from other agencies as needed which include School 2 School and Special resource base outreach

5.9 Expertise and training of staff

Our SENCO has 18 years of experience in the SENCo role and has a background in psychology. They are non class based and work 4 days a week across the federation.

The SENCo attends regular training sessions provided by the virtual school for SEND to enable up to date and local knowledge. The SENCo also attends other

training provided by NASEN, National College and other providers in order to improve their knowledge and also to share with staff.

All training is shared with staff on the google drive and through some staff meetings. The SENCO and another member of staff have mental health champion training. Our Nursery manager and SENCo has recently been awarded the Level 3 SENCo award.

We have a team of 13 teaching assistants, including 1 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

1 TA is trained to deliver ELSA sessions and another TA is trained to deliver DESTY sessions.

We have a play therapist who is based at Stibbard for 1 day a week.

Nursery staff and TAs have been trained to use WellComm assessment and intervention to support early identification on speech and language needs.

5.10 Securing equipment and facilities

Funding for SEND

As all schools, Flourish Federation receives from the Local Authority specific funding to support the needs of learners with SEND. This is known as the SEND Memorandum and is made available for anyone to view:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/schools/sen-funding-for-schools>

Financial year 22/23 North Elmham £41,130

Financial year 22/23 Stibbard £53,370

When a school has a pupil with significant and persistent SEND, who necessitates a high level of support at a cost more than the allotted SEND funding, they can apply to the Local Authority for additional support which may include financial support. In order to request this additional funding the school needs to submit appropriate evidence of how the pupil has been supported along with completion of INDES (identification of needs descriptors in educational settings) and the local authority, through moderation, will decide on allocation of this.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals through one page profiles, INDES and the provision map.
- Gathering pupil voice regarding their own progress and the thoughts about interventions.
- Monitoring by the SENCO
- Pupil progress meetings
- Using provision maps to measure progress and the impact of intervention
- Holding annual reviews for pupils with EHC plans.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities, school visits and residentials are available to all our pupils, including our before-and after-school clubs.

At Flourish Federation all pupils are encouraged and given the opportunity to take part in in school visitor activity / days, sports day, clubs or trips that are offered. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The federation aims to constantly improve the physical environment (including improving the availability of accessible information) to enable disabled pupils to take better advantage of the education, benefits, facilities provided. We have begun to improve our early years outdoor provision and access to our outdoor learning spaces this year. Please see the accessibility plans and educational visits policy for full details.

If any parent has concerns over their child and their access to such activities, they are encouraged to phone for an appointment and come into school to discuss this.

The Educational Visits Co-ordinator is Mrs A Otty.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school parliament, Eco Council, Flourish mentor and nourish mentor roles.
- Pupils with social and emotional needs may take part in Lego communication sessions to promote teamwork, turn taking, listening and building friendships
- Pupils with social and emotional needs may have some regular feelings and wishes sessions with the pastoral champion and oir SENCo.
- Pupils with Social and emotional needs are encouraged to accept support from adults whilst playing outside - adults will model , scaffold and instigate games in order to build friendships and support teamwork.
- Pupils with social emotional needs may take part in one or more interventions to support the barriers to learning they have including ELSA, DESTY, Nurture sessions and play therapy.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

At Flourish Federation we aim to include all relevant external agencies within discussions and meetings that take place around a child and their family.

A representative from the schools will always aim to attend a meeting they have been invited to and if unable to do so will send an update report.

The federation may look at seeking joint medical with a parent if it is felt that it would be beneficial in meeting the needs of that child.

The federation attends and leads on EHAPs (Early Help Assessment Plans).

5.15 Complaints about SEN provision

In the first instance any concerns should be discussed with the class teacher. You may also want to raise your concerns with the SENCo, Deputy and HeadTeacher. We have a specific complaints policy which includes our responses and all of the stages in this process.

www.flourishfed.com/policies/

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

At Flourish we have been developing the SEND section on our website to include details of support services for parents of SEND. Please let us know if there are services that you have found helpful that would be good for other parents to know about and we will add them. Some of the services listed are:

- familyvoice.org.uk
- justonenorfolk.nhs.uk
- norfolksendpartnershiassi.org.uk
- family-action.org.uk
- sensationalfamilies.org.uk

There are also local updates, newsletters and events under the parent information section of the SEND

Norfolk's local offer can also signpost parents to a variety of support services. The link for this is at the end of the information report.

5.17 Contact details for raising concerns

In the first instance any concerns should be discussed with the class teacher. You may also want to raise your concerns with the SENCo, Deputy and HeadTeacher by contacting the school office.

If you are worried your child is being bullied:
Children with SEND can be vulnerable to bullying.

Flourish Federation takes all incidents of bullying seriously and we have a specific anti-bullying policy which includes our responses and strategies. In the first instance any bullying concerns should be discussed with the class teacher.

www.flourishfed.com/policies/

Below are listed some useful websites for further information about bullying:

www.childline.org.uk/Bullying

www.kidscape.org.uk

www.anti-bullyingallegiance.org.uk

www.kidpower.org

5.18 The local authority local offer

Norfolk Local Offer <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs A Otty (SENCo) and Ms A J Woodward (SEND Governor) every year.

It will also be updated if any changes to the information are made during the year.

The views of parents and feedback from pupils will be used in order to improve and make changes to the policy.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Provision map
- SEN profile
- Behaviour (relationships) policy
- Supporting pupils with medical conditions policy
- Intimate care policy
- Educational visits policy
- Equality objectives