

Special Educational Needs and Disabilities POLICY



ACHIEVING EXCELLENCE TOGETHER

Inspiring independent learners with Jesus by our side

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SEND POLICY 2025

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Principles and Objectives of St. Bede's

St Bede's is a Catholic school primarily concerned with developing learning in a Christian, caring environment and promoting the Catholic faith - this is at the heart of all we do. The development of all children; spiritually, socially and academically is of great importance to Governors and Staff and as such it is our aim to ensure that all children have the opportunity to achieve their full potential. Through careful monitoring and the provision of additional support, where appropriate, we seek to identify, support and break down barriers to learning.

Every teacher is a teacher of SEND. Every teacher in our school understands and recognises the importance of identifying, assessing, understanding and personalising a teaching approach in order to meet the needs of those children with SEND.

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people..."

Special educational provision is underpinned by high quality teaching and is compromised by anything less."

(Code of Practice 1.24 2014)

Special Educational Needs Code of Practice (DFES 2014)

The school draws upon the Special Educational Needs Code of Practice (DFES 2014) for guidance and the statutory duties introduced by the Special Educational Needs and Disability Act 2014 as well as Local Authority Policy and Guidelines. This policy should be read alongside other School specific policies including: Curriculum, Behaviour and Anti-bullying, Safeguarding, Managing Medical Conditions, Equal Opportunities and Admissions.

SECTION 1: COMPLIANCE

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2012

SECTION 2: AIMS

At St Bede's we are committed to offering an inclusive curriculum to ensure all children are supported in order that they may work confidently towards reaching their full potential. We provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. We have introduced and are developing systems and procedures that provide a focus on outcomes for children and young people and not just hours of provision/support.

Our policy and practice reflects the philosophy and fundamental principles within the SEND Code 2014:

"These principles are designed to support:

- *The participation of children, their parents and young people in decision- making*
- *The early identification of children and young people's needs and early intervention to support them*
- *Greater choice and control for young people and parents over support*
- *Collaboration between education, health and social care services to provide support*

- *High quality provision to meet the needs of children and young people with SEND*
- *A focus on inclusive practice and removing barriers to learning*
- *Successful preparation for adulthood, including independent living and employment.”*
(Code of Practice 1.2 2014)

To achieve our aims we will:

- Work within the guidance of the 2014 Code of Practice.
- Identify need as early as possible and provide effective support.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide support, advice and continuing professional development for all staff
- View our special needs provision as an on-going, developing process.
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum 2014 and Early Years Foundation Stage.
- Develop an effective partnership between school, parents and outside agencies.
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs.
- Ensure that assessment and record-keeping systems provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage.
- Ensure transition from one setting to another for our children with SEND is smooth and consistent.
- Ensure all those involved with children with special educational needs work as a team to support the child’s learning.
- Track and monitor and amend provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through the school.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The 2014 SEND Code of Practice defines Special Educational Needs as follows:

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

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.’

Reference: 2014 SEND Code of Practice: 0 to 25 Years: introduction xiii and xiv

In Part 6.27 of the Code of Practice it clearly states that there are four clear areas of need:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical Needs**

Procedure for Identifying SEND:

At St Bede’s we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

We also consider other factors that may impact on progress and attainment that are **NOT** considered **SEND** and these may include:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We also recognise that any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which we as a school will recognise and identify and not categorise as an SEND need itself.

The Graduated Approach

"All schools should have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person."

(Code of Practice 2014 6.14)

The SEND Code of Practice sets out a graduated response to meeting children's special educational needs. Children within the Early Years Foundation Stage are identified, assessed and provided for through foundation stage assessments. Children in Key Stages 1 and 2 are identified, assessed and provided for through the Graduated Approach of **ASSESS – PLAN – DO - REVIEW**

The Class Teacher will have recognised through class work and termly assessments that a child is failing to reach their potential or make expected progress. Our data tracking system will support a teacher in making these judgements. These difficulties will be met by Quality First Teaching Strategies– using a range of multi-sensory approaches in order to help a child access the curriculum.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Interventions may be offered by the teacher themselves as part of a personalised and individual approach. As the teacher is the professional best placed to meet the needs of our children they will employ all the possible strategies in order to 'close the gap'.

Parents will be informed at the earliest possible time that a child is not making expected progress. We communicate termly with parents informing them of a child's progress. Class teachers inform parents in the first instance. If further assessment is required, then the SENDCo may become involved. The class teacher is the main point of contact at all times.

In recording pupils needs on the SEND register, our criteria for "entering" a pupil on this record will include:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- Continues working at levels significantly below those expected for children of a similar age in certain areas.
- Presents persistent emotional, social or mental health difficulties, which are not supported by the behaviour management techniques usually employed in our setting.
- Has sensory or physical needs, and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

The process of ASSESS – PLAN – DO – REVIEW is followed several times in order to fully understand a child's difficulties:

- **ASSESS** – Teacher assessments/Specialist assessments/ External agency advice
- **PLAN** – Teacher plans differentiated/personalised approach/applies appropriate interventions/liases and gets advice from SENDCo
- **DO** - Teacher implements differentiation/personalised approaches/teacher/TA class based interventions are employed
- **REVIEW** – Teacher/TA review of provision/SENDCo consults with teacher to advise on different strategies.

After identifying areas of need for the child, in discussions with the parents, the child will be placed on the SEND support register. They will receive an episode of care to narrow gaps and monitor their needs. Further referrals to external agencies eg. Autism Team, Speech and Language Specialists, Community Paediatrics etc. may be made.

The decision to place a child on this register will take into account the pupils progress alongside national data and expectations of progress.

SECTION 4: MANAGING PUPILS NEEDS ON THE SEND REGISTER

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.”

(Code of Practice 2014 6.36)

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.”

(Code of Practice 2014 6.37)

ASSESS

- If concern is raised that a child is not making expected progress the class teacher will carry out an assessment of the child's needs. The Class Teacher will seek advice of the school SENDCo at this point.
- In some cases an external assessor may be deployed by the school to ascertain specific guidance or diagnosis for an individual child.
- If a concern about a child is raised by a parent we will take the concerns seriously and investigate.
- Assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.
- In some cases, outside professionals from health or social services may already be involved with the child. These professionals' opinions will help inform our internal assessments. Where professionals are not already working with school staff the SENDCo will contact them if the parents agree.

PLAN

- Where it is decided to provide a pupil with SEND support, the parents will be formally notified, although parents will have already been involved in forming the assessment of needs as outlined above
- Additional and on-going training for all staff to help them meet the needs of all learners will be organised by the school SENDCo. External professionals will be encouraged to help train staff where appropriate e.g. Autism Team, Educational Psychologists, SALT etc.
- The teacher, with advice and support from the SENDCo, will select and introduce a programme of support and intervention to meet the outcomes identified for the pupil.

- Parents will be informed of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

DO

- The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they will still retain responsibility for the pupil.
- Smart Targets, Pupil Profiles and the school tracking system will be used to monitor and track any child on an EHCP or SEND Support.
- Smart Targets, Pupil Profiles, the school tracking system and provision maps will help a class teacher and SLT to track and monitor the 'outcomes' and progress of each individual child.
- The SENDCo will monitor the completion of Smart Targets and Pupil Profiles, ensuring all staff are adequately meeting the needs of all SEND children.
- The SENDCo will liaise with external professionals regarding the provision and support in place for any child with an EHCP or is on the SEND Support Register.
- The SENDCo will be responsible for ensuring all applications for additional funding are completed to ensure children's needs are fully met.
- The SENDCo will liaise with the Local Authority to ensure reviews take place annually and where necessary as an interim review and high quality provision is in place for all our SEND children.
- The SENDCo will publish the schools SEND Information on the website and ensure it is kept up to date.

REVIEW

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.
- Where a pupil has an EHC plan, the SENDCo will liaise with the local authority and school will review the plan as a minimum every twelve months. (Annual Review for EHCP)

Writing Smart Targets and Pupil Profiles for children:

Smart Targets and Pupil Profiles are written and reviewed at the end of each term. Pupil profiles include:

- Three short-term targets relating to addressing the key barriers to learning for the child.
- Information about the child's difficulties/barriers to learning.
- Success criteria.
- Pupil (where appropriate) and parental comments.
- The teaching strategies to be used.
- The provision to be put into place
- Timescales to achieve targets.
- Outcomes to be recorded when the Pupil Profile is reviewed.

Conducting Smart Target Reviews

There will be three opportunities a year for Smart Targets to be reviewed and discussed with parents.

"Where a pupil is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the

responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year."

(Code of Practice 2014 6.65)

At the Pupil Profile review meeting the child's progress towards meeting the targets set is discussed and new targets identified. The meeting should consider the following questions:

- What are the child's current levels of attainment relating to Smart targets?
- What progress has the child made towards meeting the overall objectives set out in the Pupil Profile?
- What are the parents'/carers' views of the child's progress?
- What are the child's views of their progress?
- Is the current provision appropriate to the child's needs?
- What targets should be set?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs and therefore do they need to move within the graduated stage?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?

Statutory Annual Reviews

For a child who has an Education Health Care Plan, the Local Authority has a statutory duty to formally review his/her EHCP annually. Annual Review Meetings are organised in school by the SENDCo.

The Review Aims to:

- Assess the child's progress towards meeting the objectives within the statement/ EHCP
- Discuss appropriate Outcomes for the child.
- Review the educational progress made by the child.
- Consider the effectiveness of the statement/EHCP in light of the child's progress.
- Set new targets for the coming year, or determine whether amendments to the statement/EHCP are necessary.
- Record information which the school and other professionals can use to plan provision and support for the child.
- Close attention is paid to the SEND Code of Practice 2014 and CWAC procedures.

Annual Review Procedure

The SENDCo

- Maintains a calendar of review dates.
- Determines who should be invited to attend each meeting (at a minimum this would include the SENDCo and parent/carers).
- Seeks the views of the child and invites him/her to all or part of the meeting.
- Plans Annual Review Meetings in advance and contacts professionals.
- Seeks written advice on the child's progress from all invited to the meeting, including the parents/carers.
- Sends out formal invitation to parents/carers via the Hub, giving a minimum of 6 weeks notice.
- Advises parents/carers and children that they may bring a friend or relative to the meeting.
- Makes a request for relevant reports from agencies involved in the care of the child. All report requests will be made with a minimum of 6 weeks notice, via the hub.

The Annual Review Meeting

- The meeting should consider the following questions:
- What are the child's current levels of attainment in literacy and numeracy?
- What progress has the child made towards meeting the overall objectives set out in the EHCP?
- What progress has the child made over the past year, especially in relation to each SEND?
- What are the parents'/carers' views of the past year's progress?
- What are the child's views of the past year's progress?
- How successful has the child been in meeting the targets in the Pupil Profile?
- Is the current provision appropriate to the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the EHCP necessary?
- Should the LA recommend ceasing or maintaining the EHCP?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

Reporting of the Annual Review Meeting

During and after the meeting the views of the parents/carers in terms of the aims for the child and provision to be made are recorded and the SENDCo records the outcomes of the meeting on the Statutory Assessment Review Record Form on the Hub. Copies of all reports and any additional materials including the most recent Provision Map are uploaded to the Hub;

Local Authority Review

The Local Authority review the EHCP in the light of the Head Teacher's/SENDCo's report of the review meeting report, and decides whether to amend the EHCP or cease to maintain it.

SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

- If a child who is on the SEND Support Register makes progress and 'closes the gap' in line with national and local expectations then a review meeting may be held in school to discuss a child being taken off the SEND Support Register.
- Parents will be included in any discussion and fully informed of the schools actions.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

"What is the Local Offer?"

*4.1 Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.*

4.2 The Local Offer has two key purposes:

- *To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it*

To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review

(Code of Practice 2014 4.1/4.2)

- The SENDCo will guide parents towards the LA local offer (Regulation 53, Part 4)
- The SENDCo will ensure the school's SEND Information Report is up to date (Regulation 51, Part 3, section 69(3)(a) of the Act) See website.
- The SENDCo will be responsible for ensuring links with other agencies are used to best effect to support the family and pupil.
- The schools admission arrangements are published on the website.
- The SENDCo and Class Teacher ensure Access Arrangements for children requiring them are implemented consistently and fairly and in line with National (SATS) expectations.
- The Head Teacher and SENDCo are responsible for ensuring that the needs of children with SEND are consistently met and especially during class to class transition, across Key Stages and from one school to another. (Including secondary transition)

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed

SECTION 8: MONITORING AND EVALUATION OF SEND

The school regularly monitors and evaluates the quality of provision of SEND.

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

(SEND Code of Practice 2014 xiii.)

- The SENDCo is responsible for ensuring all staff receive relevant training.
- The SENDCo meets with the SEND designated governor to ensure effective monitoring and evaluation occurs.
- These evaluations form an important part of the SEND Action Plan which is revised annually by the SENDCo.
- Observations of Teacher and TA interventions and provision for SEND are completed.
- The SENDCo will complete an audit of Staff, SEND Pupils' and Parents' views.

SECTION 9: TRAINING AND RESOURCES

- SEND provision is funded by a Notional SEND Budget provided by CWAC based on a pre-determined formula.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- The SENDCo plans staff training in consultation with the SLT.

- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCo attends relevant training and network meetings in order to keep up to date with local and national updates in SEND.

"The quality of teaching for pupils with SEND, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. "
(Code of Practice 2014 6.4)

SECTION 10: ROLES AND RESPONSIBILITIES

The Governing Body

The named SEND co-ordinator for the school is Mrs L Mullins. Mrs J Waters is the designated member of the Governing Body for SEND, but the full Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work. The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any child with SEND.
- Ensure all children; including those with SEND have access to a broad, balanced and appropriately differentiated curriculum.
- Ensure that pupils with SEND are fully involved with school activities.
- Appoints a representative of the Governing Body to oversee SEND provision.
- Ensure they are involved in developing and reviewing SEND Policy.

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs and disability.

The role of The Head Teacher involves:

- Keeping the Governing Body informed of all developments with regard to SEND.
- Ensuring an appropriate budget allocation to meet SEND.
- Managing all SEND staff including Specialist TA's and SEND Class based TA's.

SENDCo

The role of the SENDCo involves:

- Overseeing the day-to-day operation of the school's SEND policy.
- Informing parents of the fact that SEND provision has been made for their child.
- Interpreting legal requirements for staff, parents and governors.
- Monitoring the progress of children with SEND alongside the class teacher.
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Liaising with and advising teachers whenever necessary.
- Monitoring and evaluating the quality of provision.
- Overseeing the records of all children with SEND.
- Maintenance of the SEND Support register.
- Liaising with parents of children with SEND.
- Organising and/or delivering training in order to meet the needs of staff.
- Liaising with external agencies including the Local Authority support and educational psychology services, health and social services, and voluntary bodies.

- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated.
- Overseeing the pupil profile, provision map and review process for both EHCP and SEND Support Children.
- Reporting to Headteacher and Governing Body once a year on summary/update of SEND Department.

Teachers

They will:

- Understand that they are responsible for meeting the needs of ALL learners in their class. They must be able to identify, assess and provide for those children with SEND in their classrooms.
- Identify and assess, and provide subsequent provision for, pupils with SEND.
- Work with the SENDCo to decide the action required to assist the pupil to make progress.
- Work with the SENDCo to collect all available information on the pupil.
- Develop and review Provision Maps/Pupil Profiles for pupils with additional needs or who require SEND Support.
- Plan for and work with SEND pupils on a daily basis to deliver the individual programme set out in the Provision Map/Pupil Profile.
- Develop effective relationships with SEND pupils, parents and support assistants.
- Take responsibility for ensuring parents of children with SEND are communicated to and involved effectively.
- Encourage pupils to participate in decision-making.
- Be involved in the development and review of the school's SEND policy.
- Continuously assess pupil progress and identify the next steps to learning.
- To keep parents informed of pupil progress.
- Work with the SENDCo to identify their own training needs around SEND.

Teaching Assistants

The TAs work under the direction of the class teachers. They:

- Work with EHCP pupils, attend annual reviews, assess progress and contribute to the planning of the Provision Map, One Page Profile, Smart Targets and Pupil Profiles.
- They plan the individual additional work needed to work towards 'Outcomes' agreed and differentiate and moderate class planning as agreed with the Class teacher to enable full access to the curriculum.
- Work closely with the class teacher, SENDCo and other outside agencies to meet the child's needs.
- Support individual and small groups of pupils towards attaining targets identified in their Provision Map's/Pupil Profiles.
- Work with the class teachers to assess and write provision maps and annual reports for pupils that they support.
- Continuously assess pupil progress and identify the next steps to learning.
- Are aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND.
- Complete termly assessments on identified SEND pupils.

Liaison between Teaching Assistants and Class Teachers

Teachers are responsible for planning learning objectives and sharing with Teaching Assistants. Teachers need to deploy Teaching Assistants in the most effective way to meet the needs of the children in their classes. Teachers with the help of Teaching Assistants are responsible for recording assessment data and sharing with the school and the SENDCo as appropriate.

Pupil Participation

The school actively encourages the involvement of children in their education. With reference to all children requiring SEND Support, we:

- Involve the child in decision making regarding the methods by which their individual needs will be met.
- Invite the child to attend all or part of review meetings.
- Encourage the child to comment on his or her SEND provision through an appropriate medium.
- Involve the child in the implementation of the Provision Map/One Page Profile and Pupil Profile.
- Aim to further develop the child's self-confidence, self-esteem and independence as a learner to the extent the child is able.

Parent/Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We:

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met.
- Invite the parent/carers to attend all review meetings and communicate regularly with the class teacher, support assistant, SENDCo or Head Teacher to alert any concerns about their child's learning or provision.
- Discuss the purpose of assessment arrangements and the implications of the Pupil Profile with the parent/carers providing them with a copy of the Provision Map where appropriate.
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set.
- Encourage the parent/carers to comment verbally and/or in writing on their child's SEND provision.
- Ensure the parent/carers are aware of their rights to appeal regarding aspects of their child's SEND provision.
- Provide details of the Information Advice and Support Service (formerly the Parent Partnership Service) who provide free advice and guidance and training to parents of children with SEND.

SECTION 11: STORING AND MANAGING INFORMATION

SEND Related Documents are stored on the Staff Share section of the schools network. SEND children's files are stored on CPOMS and in locked filing cabinets.

Transition

Copies of SEND files will be transferred securely to the receiving school when a pupil leaves. The SENDCo will make contact with the SENDCo of the new school if further information is needed.

When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENDCo will liaise with the SENDCo of the secondary school to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school, their records are transferred safely to the receiving school within 15 days of the pupil ceasing to be registered. When pupils move to our school the SENDCo will contact the previous school and request the transfer of any relevant records.

The school records will be stored in line with the Retention Schedule for 25 years.

SECTION 12: REVIEWING THE POLICY

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs.

SECTION 13: ACCESSIBILITY

The school is aware that the DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

SECTION 14: DEALING WITH COMPLAINTS

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure. The school's complaints procedure is outlined on the school website. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

SECTION 15: BULLYING

- Please refer to the schools' Anti Bullying Policy and Behaviour Policy.
- We fully understand our duty to safeguard the needs of pupils with SENDs, promote independence and build resilience in their learning.