



Bleak Hill Primary School

SEND POLICY
AUTUMN 2025

1. Legislation

This policy is a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Data Protection Act 2018
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Education Act 2002
- Mental Capacity Act 2005
- Education and Inspections Act 2006
- The Tribunals, Courts and Enforcement Act 2007
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Tribunal Procedure (First-tier Tribunal) (Health, Education and Social Care Chamber) Rules 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Working Together to Safeguard Children (2013) (DfE)
- Equality Act 2010: Advice for Schools (DfE)

- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are aware that the Brexit transition period ended on 31 December 2020 and, therefore, UK organisations that process personal data must now comply with the:

- DPA (Data Protection Act) 2018 and UK GDPR (General Data Protection Regulation) if they process only domestic personal data;

DPA 2018 and UK GDPR, and the EU GDPR if they process domestic personal data and offer goods and services to, or monitor the behaviour of, EU residents.

We comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years, the Statutory Guidance for Organisations Who Work with and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

2. Introduction

Our duty is to provide appropriate SEND provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEND provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

It is our responsibility to publish all details of the SEND provision that we have available in the Information Report and to work with the local authority in compiling and reviewing the Local Offer.

We believe that ... 'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision is 'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 1996)

When organising additional support, it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We believe we provide high quality teaching that is differentiated and personalised and that meets the needs of children and young people. We have high ambitions, set challenging targets, and track the progress of all pupils.

We will ensure that teachers and learning support assistants (LSAs) are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom.

We are aware that depending upon their age and understanding we must discuss with pupils with SEND any decision that might affect them.

It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

The school has provision for pupils who are disabled.

We strongly endorse both the Equality Act 2010 and the School Admissions Code of Practice by ensuring that all applications to this school from parents of children who have SEND will be considered and treated fairly and in line with current guidance.

We are aware that current statistics clearly show that children with SEN or with a disability have a significantly high risk of being verbally abused or physically assaulted on either a daily or weekly basis by other children as they appear to be an easy target.

We work hard to create and maintain a school environment of positivity where all children are taught to embrace and value difference.

We realise that in many cases that pupils with SEND do not realise they are being bullied; so therefore, we have in place bullying and awareness support for these vulnerable children. We may need to teach some children how to realise when they are being bullied and how they can deal with it.

We recognise school personnel need to be made aware of what constitutes bullying, how to detect bullying behaviour and to have a greater knowledge of pupils with SEND.

We recognise the SEND Code of Practice is clear that SEND is everybody's responsibility that is headteachers, teachers, governors and other stake holders.

We ensure that every teacher is a teacher of SEND and should not rely on the SENDCO or a Learning Support Assistant to be responsible for pupils with SEND. Teachers are responsible for the progress and attainment of every pupil in their class.

We ensure the SENDCO coordinates provision and is a source of more specialist advice and guidance. Whereas the SEND governor ensures that SEND remains a strategic priority.

We support the aims of the Children and Families Act 2014 to ensure that services consistently place learners with SEND and their families at the centre of the decision-making process.

We have in place a clear approach that involves the participation of children and young people and their parents/carers in making decisions about how best to support their SEND.

We believe for SEND provision to be effective it is important that we ensure the responsibility for SEND is shared equally among the SENDCO, headteacher, senior leaders, teachers, parents/carers and governors.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

3. Aims & Objectives

Our school's approach to supporting children with SEND

At Bleak Hill Primary School, we believe in inclusion for all. We want all children to take part in all learning experiences, and we celebrate each member of our community. We want to create an inclusive culture in our school, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners (Quality First Teaching as mentioned in the SEND Policy) and actively monitor the teaching and learning taking place in the school. We aim to create a learning

environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners, and staff carry out assessments to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, we follow a graduated programme of review, Assess, Plan and Do which underpins our provision.

We aim:

- To have due regard to the Special Educational Needs and Disability Code of Practice.
- To identify pupils with special educational needs and disabilities as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To have high ambitions and expectations for pupils with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, local authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To create and maintain a school environment of positivity where all children are taught to embrace and value difference.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

4. Funding

- Where appropriate the school will make an application to the local authority (TESSA) for additional funding to support a child/children in school, through either a costed provision map or a provision agreement for 2 terms of funding (the latter which must be made through TESSA after a TESSA referral to TESSA Triage). Should the school be successful in its application, any funding received will be used in the best interest of the child/children deemed appropriate by school. This could include, using funding for additional resources and equipment for educational purposes, to cover the cost of assessments and paying for external professionals to support the child/children. Funding may be used for direct and indirect staff support, which may include working with individual and/or small groups of children. One-to-one support staff will only be considered if there is a clear and evident need and if funding allows, i.e. a child with complex medical needs; often this is explicit in the EHCP and funding agreement.

5. Responsibilities

The Governing Body has:

- appointed a member of staff to be the Special Needs Co-ordinator;
- responsibility for ensuring the Special Needs Co-ordinator will hold a 'National Award in Special Educational Needs Co-ordination'; if applicable
- responsibility for ensuring the Special Needs Co-ordinator is allocated time to undertake the demanding role of SENCO;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- responsibility for ensuring pupils with SEND have access to all activities;

- responsibility for ensuring pupils with SEND have access to all school facilities;
- due regard to comply with the SEN Code of Practice when undertaking its responsibilities;
- responsibility for having in place an admissions policy;
- responsibility for admitting any child whose statement names the school;
- responsibility for publishing a SEND information report;
- responsibility for having in place an accessibility plan outlining what improvements need to be made to the school facilities so that disabled pupils can access the curriculum;
- responsibility for regularly reviewing funding for resources;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

The nominated link governor is to:

- visit the school regularly;
- work closely with the Headteacher and the SENDCO;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- with the SENDCO, the link governor and the teaching and support staff;
- ensure the SENDCO coordinates provision and is a source of more specialist advice and guidance;
- ensure the SENDCO has an appropriate allocation of time to undertake their role;
- have ensure that the daily management of SEND provision is effective;
- ensure the responsibility for SEND is shared equally among the SENCO, headteacher, senior leaders, teachers, parents/carers and governors;
- ensure that every teacher is a teacher of SEND and do not rely on the SENDCO or a teaching assistant to be responsible for pupils with SEND;
- ensure that teachers are responsible for the progress and attainment of every pupil in their class;
- work closely in place a SENDCO succession plan by appointing a deputy SENDCO to work with the senior SENDCO and distributing the excess workload;
- regularly review the workload of the SENDCO in order to free up more time for the SENDCO to concentrate on the most important aspects of their role;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
- ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with SEND;
- have in place a clear approach that involves the participation of children and young people and their parents/carers in making decisions about how best to support their SEND;

- inform parents when SEND provision has been made for their child;
- be responsible for supervising the statutory assessment, statementing and annual review process for pupils with SEND;
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;
- monitor the quality of teaching for pupils with SEND;
- monitor the progress made by pupils with SEND;
- agree with the Local Authority the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
- publish SEND information report on the school's website updating stakeholders of how the school's offer is administered;
- ensure risk assessments are:
 - in place and cover all aspects of this policy;
 - accurate and suitable;
 - reviewed annually;
 - easily available for all school personnel
- organise a series of safeguarding and child protection workshops to ensure parents are aware of:
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - the Safeguarding and Child Protection policy
 - safeguarding procedures in place;
 - all safeguarding policies;
 - their role in safeguarding and child protection
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by checking to see if:
 - pupils with SEND are making sufficient progress appropriate to their ability
 - school personnel have high expectations of pupils with SEND
 - appropriate provision is in place
 - differentiation is put into practice
 - the pupil tracking system is effective
- annually report to the Governing Body on the success and development of this policy.

The Local Authority (LA) will:

The LA has a statutory duty to develop and publish a Local Offer which gives '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.'

The SENDCO will:

- have the 'National Professional Qualification (NPQ) for Special Educational Needs Co-ordination' qualification or relevant experience;
- ensure the detailed implementation of support for children with SEND;
- ensure the implementation of this policy;
- ensure all school personnel understand their responsibilities to children with SEND;

- work with the Headteacher to oversee the day-to-day provision for pupils with SEND within the school including those with education, health and care (EHC) plans;
- ask the Local Authority, if necessary, to conduct an education, health and care needs assessment for a child with the parents' permission;
- identify the barriers to learning and what special educational needs provision that a pupil requires;
- provide advice and teaching strategies to teachers and support staff;
- inform parents of their child's special educational needs;
- provide awareness training for parents;
- arrange meetings for parents with the school nurse, external support teachers or the educational psychologist;
- organise in-house and external support for a pupil with SEND;
- monitor this support;
- keep parents up to date with the special educational needs provision for their child;
- ensure pupils with SEND have full access to the curriculum;
- ensure pupils with SEND are included in all school activities and events;
- ensure pupils with SEND take part in extra-curricular activities;
- arrange for key workers to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have;
- lead the development of SEND throughout the school;
- arrange in-service training for school personnel and governors;
- help select, train, organise and manage a team of learning support assistants (LSAs);
- prepare and keep up to date Individual Education Plans (IEPs);
- undertake classroom observations;
- ensure differentiated teaching methods are being used;
- track the progress of children with SEND;
- maintain records of all children with SEND;
- use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
- keep up to date with new developments and resources;
- make effective use of relevant research and information to improve this policy;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools before a child moves into another setting to plan and prepare for transition;
- provide information for the SEND Information Report;
- review and monitor;
- annually report to the Governing Body on the success and development of SEND.

Class teachers will:

- be responsible and accountable for the progress and development of the pupils they teach;
- have high expectations of pupils with SEND;
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- work closely with the SENDCO;
- be well informed of the special needs, medical conditions and the Education, Health and Care needs of the pupils that they teach;
- implement any advice and teaching strategies given by the SENDCO;
- provide high quality teaching for all pupils;
- deliver the individual programme for each SEND pupil;

- include pupils with SEND in all class activities;
- ensure their planning includes differentiation;
- set challenging targets;
- track and monitor the progress of all pupils;
- inform the SENDCO of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- undertake appropriate training on induction;
- identify any additional training needs they require.

Learning Support Assistants will:

- work closely with the SENDCO and class teachers;
- provide support for individual or groups of pupils with SEND;
- provide in- class and out of class catch up literacy and numeracy support for pupils;
- assist in the preparation of lessons;
- monitor pupils' progress;
- provide feedback to teachers and the SENDCO;
- attend appropriate training;
- suggest training needs.

External support agencies may provide support teachers who will:

- be line managed by the SENDCO;
- work closely with the SENDCO, class teachers and LSAs;
- work with statemented pupils to meet the objectives of their statements;
- develop planning for teachers and LSAs;
- undertake continuous pupil assessment;
- keep up to date pupil records;
- develop support materials;
- provide in-house training on specific topics;
- meet regularly with the SENDCO, teaching staff and parents.

External Specialists:

We will seek the advice and support from the following external specialists if a pupil continues to make less than expected progress:

- educational psychologists
- Child and Young People's Mental Health Services (CYPMHS)
- hearing impairment
- vision impairment
- multi-sensory impairment
- speech and language therapists
- occupational therapists
- physiotherapists

The LA Inclusion Officer will:

- provide advice and practical support to early years providers about:

- approaches to identification
 - assessment
 - intervention
- provide support for SENDCOs;
- strengthen support between parents, school, social care and the health services;
- share good practice
- provide training;
- create and develop area networks for SENDCOs;
- ensure smooth transition between phases;
- work with parents by providing impartial information about available support services.

We encourage parents to:

- work closely with the school in order to develop a partnership that will support special educational needs pupils. (see Partnerships)
- be aware of their child's targets and their progress towards them;
- take part in the review of SEND Support Plans;
- attend and take part in annual reviews;
- consider requesting an Education, Health and Care needs assessment;
- be aware of the Local Authority's Information, Advice and Support Service.

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs;
- setting learning targets;
- the annual review

6. Graduated Approach

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and to work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the SENDCO and using the following four stages of action: **Assess, Plan, Do and Review.**

Parents will be kept well informed of and involved in all four stages.

Assess

- Working with the SENDCO and the child's parents an analysis of the child's needs will be undertaken by the Early Years practitioner when trying to identify what SEND support is required.
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the child's progress.
- This will be organised by the SENDCO with the agreement of the parents.

Plan

- When it has been decided to provide SEND support all parties will decide:
 - the expected outcomes
 - what interventions and support that is required
 - the expected impact on progress, development or behaviour
 - on a review date
- Plans will take into account the views of the child.
- Parents will reinforce the provision by contributing to progress at home.

Do

- The SENDCO and the early years practitioner oversee the implementation of the interventions as part of the agreed SEND support.
- The early years practitioner supported by the SENDCO assesses the child's response to the action taken.
- The SENDCO offers continuous advice on the effective implementation of support.

Review

- The effectiveness of the support and its impact on the child's progress is discussed at the review meeting, which is attended by the SENDCO, the early years practitioner and the child's parents
- The views of the child are also taken into consideration at this meeting.
- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress.
- All parties will agree to any specialist involvement if a child continues to make less than expected progress.
- An Education, Health and Care assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that has been given.
- If a child has an Education, Health Care Plan the Local Authority must undertake a review annually.
- Detail records will be maintained by the SENDCO which will be available to the child's parents.

We follow the graduated response and general timelines can be assumed as within the table below:

Stage	Stage Name	Key Actions	Estimated Timeline
1	Universal Support	<ul style="list-style-type: none">- High-quality, inclusive teaching- Early concerns recorded by class teacher- Initial parent discussion and concerns form completed	Ongoing (reviewed termly)
2	SEN Support (Targeted)	<ul style="list-style-type: none">- Complete assessments- Create & implement SEN support plan- Use interventions- Begin monitoring period for ASD/ADHD/Dysl (if relevant)- implement the seedlings programme, if appropriate- Parents will be signposted to support from Advanced Solutions, Invest in Play/PPP	1 full term (approx. 6–12 weeks monitoring)
3	Specialist Support (Referral)	<ul style="list-style-type: none">- Meet with parent/carer, gain consent, including consent for various plans- Refer to TESSA triage for local authority specialist support	Referral submission within 1–2 weeks after decision

		<ul style="list-style-type: none"> - Submit referral to St Helens Neurodevelopment Pathway/Developmental Pead - For dyslexia, refer parent to orthoptics for a visual stress assessment / then signpost to recognised dyslexia assessment (NOT FUNDED BY SCHOOL) - referral to occupational therapy once seedlings are complete and relevant - Include school evidence 	Triage typically occurs within 4–6 weeks
4	Assessment & Diagnosis	<ul style="list-style-type: none"> - Child seen by external agency professionals, pediatrician or other professionals - Further assessments (ADOS, SALT, OT, EP) if needed 	Varies depending on capacity and complexity
6	Statutory (Post-Diagnosis or EHCP)	<ul style="list-style-type: none"> - Review diagnosis with family - Update SEN Support Plan - Submit request for ESS Funding via TESSA, if needed - Submit EHCNA if needed - Assessment carried out by the LA to assess children's needs and placement 	EHCP process: 20-week statutory period Annual EHCP reviews thereafter
7	Application for Funding	<ul style="list-style-type: none"> - Review draft EHCP and/or child's needs - Complete and apply for additional funding via Local Authority 	6-12 weeks

7. Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual education healthcare plans (EHC) will state the type and level of support required to meet their medical needs.

8. Record Keeping

Accurate and up to date records will be kept that provide:

- evidence tracking data of pupil progress
- evidence of outcomes and planned next steps
- details of additional support or different provision made under SEND support
- details of the involvement of specialists
- evidence of involvement with parents
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEND support provided

9. Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or learning support assistants;
- withdrawal support either individually or in small groups with specialist teachers or LSAs
- sensory room
- movement breaks
- medical support/physical support

10. Equality and Inclusion

We have the responsibility to:

- prevent discrimination;
- promote to equality of opportunity;
- promote disability equality;
- foster good relations;
- regularly review and evaluate the breadth and impact of the support that we offer or have access to;
- cooperate with the Local Authority in reviewing the provision that is available locally and in developing the Local Offer;
- work with other local authorities to investigate how different needs can be met more effectively;
- include pupils with SEND into all school activities;
- monitor the number of extra-curricular activities that they take part in.

11. Partnerships

We believe that a close partnership with parents/carers will enable children to progress. Parents/carers have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support.

We feel that the provision for special educational needs in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

12. Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with SEND;
- admit those children with special educational needs but who do not have a statement;
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support;
- consider all applications that do not have an EHC plan;
- not refuse to admit a child who has SEND but does not have an EHC plan because we feel that we will be unable to provide the necessary support;
- not refuse to admit a child on the grounds that they do not have an EHC plan.

13. Curriculum

The school aims to provide for pupils:

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs

14. Celebration of Achievements

We will regularly celebrate the achievements of all children not just in the Core subjects, but in all curriculum areas and in all aspects of school life.

15. Complaints Procedures

Parents who have a grievance or complaint about the nature or number of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEND Code of Practice)

16. SEND Information Report

Annually we will publish information about the implementation of the policy for pupils with SEN which will be set out in clear and straightforward language and easily accessible to parents and young people. The information must include:

- the kinds of SEND that are provided for
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of the assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which should include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEND
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
 - how the school involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
 - arrangements for handling complaints from parents of children and young people with SEND about the provision made at the school
 - arrangements for supporting children and young people who are looked after by the Local Authority and have SEND
 - details of the school's contribution to the Local Offer including information on where the Local Authority's Local Offer is published
 - details of the broad and balanced curriculum provided in each year
 - admission arrangements for disabled pupils
 - accessibility plans
- (Special Educational Needs and Disability Code of Practice: 0 to 25 Years)

17. Raising Awareness of this Policy

We will raise awareness of this policy via:

- | | |
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| <ul style="list-style-type: none"> ▪ School Handbook/Prospectus; ▪ School website; ▪ Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops; ▪ School events; ▪ Meetings with school personnel; ▪ Written communications with home such as weekly newsletters; | <ul style="list-style-type: none"> ▪ Headteacher reports to the Governing Body; ▪ School Spider App messages ▪ Email |
|--|---|

18. Training

We ensure:

- all school personnel:
 - have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider;
 - are familiar with the following documentation:
 - Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work with and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
 - Children and Families Act 2014
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - are aware of the following linked policies:

- Assessment
 - Complaints Procedure
 - Curriculum
 - Accessibility Plan
 - Inclusion
 - Looked After Children
 - Behaviour
 - Safeguarding and Child Protection
- the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
 - that we have in place data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Microsoft Forms
 - highlights the knowledge gaps in the training;
 - shows how those knowledge gaps were corrected
 - all school personnel understand and undertake their role in safeguarding and child protection effectively

19. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

20. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed, and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

21. Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

22. Monitoring the Implementation and Effectiveness of this Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

23. Linked Policies

- Admissions
- Assessment
- Complaints Procedure
- Curriculum
- Accessibility Plan for Pupils
- Inclusion
- Looked After Children
- Pupil Behaviour and Discipline
- Safeguarding and Child Protection

We believe this policy:

- has been reviewed thoroughly by the safeguarding governor and the Designated Safeguarding Lead has been questioned on it to make sure it stands up to scrutiny;
- flows and is easy to follow;
- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings;
- has been received by all school personnel via appropriate safeguarding training;
- is provided to all school personnel and a hard copy can be found in the staffroom reference.