



# THE FEDERATION OF ST. EDMUND'S AND ST. PATRICK'S R.C. PRIMARY SCHOOLS

## SEND POLICY

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## SEND POLICY

We come to a Roman Catholic School and so believe that Jesus was born, died and rose again for everyone. We aim to help, encourage and show God's way to our families, making sure that our Catholic traditions and faith are kept alive. Each year at school, we learn a little bit more about our faith so that we can grow to love God and each other more.

*At our schools, we seek at all times to be a witness to Jesus Christ. We remember this when putting our policies into practice. Therefore this policy will reflect the Catholic identity and mission of our schools and the values it proclaims.*

This policy sets out the steps that The Federation of St Edmund's & St Patrick's will take to ensure full access to learning for all children who have special educational needs and/or disability when attending our schools. The policy is also linked to our Safeguarding policy and Single Equality Scheme. This policy has been developed to ensure that all adults in the federation of St Edmund's & St Patrick's R.C. Primary Schools are working together to ensure all SEND children are accessing a full and rounded education. This policy has been reviewed by staff, presented & discussed by the governors in September 2025. This policy was published in September 2025 and will be reviewed annually.

The Federation of St Edmund's and St Patrick's has a named SEND Coordinator, Mrs Michelle Shaw and a named Governor responsible for SEND, Mrs Yvonne Kinsey. They ensure that the SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school

*It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We value all children in our school equally and we recognise the entitlement of each child to receive the best possible education. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014)*

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

### What are special educational needs?

'A child or young person has a special educational need if he or she has a learning difficulty and/or disability which calls for additional provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special education provision means educational or training provision that is additional to, or different from, that made generally to others of the same age in a mainstream setting in England. Health care or social care provision which educates or trains a child or young person is to be treated as special educational provision.' (Code of Practice 2014)

The Federation of St Edmund's and St Patrick's recognises that children have a special education need 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.
- Have a disability which prevents or hinders them from making use of the schools educational facilities.
- Many children who have SEND may have a disability under the Equality Act.

That is:

'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.'

This definition also includes students with long-term medical conditions. Children with such conditions do not necessarily have Special Educational Needs and Disability (SEND) but, where a child requires special education provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

This policy details how, at both schools we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities and that those needs are known to all those who will be working with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities.

### **Aims and Objectives**

The Federation of St Edmund's and St Patrick's SEND Policy has the principles outlined in the Code of Practice at its core.

#### **The aims of this policy are:**

- To secure access for all child with a Special Educational Need have access to a broad and balanced curriculum.
- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- to make clear the expectations of all partners by establishing a clear partnership where joint planning takes a graduated approach.
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- to ensure support for pupils with medical conditions are fully included in all school activities by ensuring consultation with health and social care professionals.
- to identify the roles and responsibilities of all staff in providing for children's special educational needs and disabilities.
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To build upon the strengths and achievements of the child.
- Create an environment in which all children are valued.
- Give equal access to all aspects of school life through academic, social and practical experiences.
- Ensure effective channels of communication are sustained so that all persons including parents and carers are aware of the pupils' progress.
- Ensure inclusive teaching and learning strategies are deployed.
- To focus support that enables children with SEND make successful transitions.
- To raise the esteem, contribution to school life and social awareness of children with SEND with a strong focus on high aspirations and on improving outcomes for children with SEND.
- During periods of full or partial school closure all children with SEND are able to access learning.

- to work in cooperation and productive partnerships with Salford Diocese, the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To request, monitor and respond to parent/carer views in order to evidence high levels of confidence and partnership.
- To ensure support for pupils with medical conditions have full inclusion in all school activities by ensuring consultation with health professionals.
- Create a school environment that meets the special educational needs of each child so that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To ensure that our federation fully implements national legislation and guidance regarding pupils with SEND.

### **Legislation and guidance**

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools/academy trusts which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

### **Equal Opportunities and Inclusion**

It is important that in each school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are provided with opportunity to reach their full potential. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have

equal access to succeeding in this subject. At the Federation of St Edmund's and St Patrick's we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum.

**Through appropriate curricular provision, we respect the fact that children:**

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

**Teachers respond to children's needs by:**

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

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school.

The Governing body, the school's Executive head teacher, the SEND Coordinator and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

**All teachers are teachers of children with special educational needs.**

The schools will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need and disability, this information may be transferred from other partners in their Early Years setting to the class teacher and SEND Coordinator and they will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

## **Pastoral Support**

Within the Federation of St Edmund's and St Patrick's all staff promote the emotional well-being of every child. Children that are identified as having additional needs will be provided with support through the whole school approach to building wellbeing and resilience. As a Federation we promote the six principals of nurture.

### **The six principles of nurture**

A child's welfare, well-being and safety is of the utmost importance to us. A child can't learn or make any progress in school if they don't feel safe or secure. We all know they need to be happy and we are here to ensure all of our children are nurtured to reach their full potential.

The six principles of nurture support us to do this by understanding:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children

### **The Role of The SENCO and what Provision looks like at The Federation of St. Edmund's and St. Patrick's.**

The SENDCO at our Federation is Mrs. Michelle Shaw.

The Special Educational Needs and Disability Co-ordinator's [SEND Coordinator] responsibilities include:

- To identify, assess, monitor and review the special education needs of the children.
  - Overseeing the day-to-day operation of the school's SEND policy
  - Co-ordinating provision for children with SEND
  - Liaising with and advising fellow teachers
  - Overseeing the records of all children with SEND
  - Liaising with parents of children with SEND
  - Contributing to the in-service training of staff
- To assist subject leaders in the development and use of adapted and flexible schemes of learning to support the SEND children.
  - Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer
  - Liaising with external agencies including support and educational psychology services, school health, CAMHS, health and social services and voluntary bodies
  - Co-ordinating and developing school based strategies for the identification and review of children with SEND
  - Making regular visits to classrooms to monitor the progress of children on the School Register
  - Ensure that all children can access learning remotely in the event of a whole school or partial school closure.
- Ensure that all pupils, including those with special or additional needs receive their full entitlement and have access to the whole curriculum.

## **The graduated approach to SEND support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, [name of MIS], and will be made accessible to staff in a [pupil passport / individual education plan / school-based support plan].

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. 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.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

## **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

Under these circumstances, teachers may need to consult the SEND Coordinator to consider what else might be done. The SEND Coordinator will use the Manchester matching provision to need tool kit to support identifying the needs of the children. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are below the expected level.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his/her peers from widening.
- Diminishes the difference between the child and his/her peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum both in school and at home.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

Where a child is identified as having SEND, we will take actions to remove barriers to learning and put effective special provision in place. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and our school's provision map and the SEND Coordinator will have responsibility for ensuring that records are kept and available when needed.

If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

The class teacher after discussion with the SEND Coordinator will then provide additional interventions that are additional to those provided as part of the school's adapted curriculum and the child will be given individual learning targets which will be applied within the classroom.

These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SEND Coordinator, parents and young person (if appropriate).

Reasons for a child being added to the SEND register may include the fact that he/she:

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

### **Partnership with parents**

We encourage parents to make an active contribution to their child's education and have regular meetings to share progress. Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. Where appropriate, they will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.



We encourage parents to make an active contribution to their child's education and have parent meetings three times a year to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents are welcome to make an appointment to speak with the SEND Coordinator should they have any concerns regarding their child's educational needs.

### **The Nature of Intervention**

It is recognised that where a child is unable to benefit fully from access to the curriculum as a result of an identified barrier, steps must be taken to overcome the barrier.

The SEND Coordinator and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments.

This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SEND Coordinator; or, with TA support or other Wave 3 intervention.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SEND Coordinator, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

The SEND Coordinator will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- If there is the need for an Early Help Assessment (EHA) which involves close liaison with external support services through multi-agency meetings.
- Despite having received intervention, the child continues to fall behind the level of his peers.

### **School Request for Education Health and Care Plans**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil
- Records of regular reviews and their outcomes. (Assess, Plan, Do, Review Cycles)
- Records of the child's health and medical history where appropriate
- Attainment and progress in Reading, Writing, Spellings & Maths (either teacher assessment or GL assessments)
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.
- Views of the child.
- Records of Team around the Child Meetings.

The parents of any child who is referred for statutory assessment/educational health and care plans will be kept fully informed of the progress of the referral.

Children with an Education, Health and Care Plans will be reviewed annually. When this coincides with transfer to high school, the SEND Coordinator from the high school will be invited into school for the Annual Review. When a child is in Year 5 the local authority will be invited to the annual review so that we can gain information on the child's and parent's views on their high school application.

### **Individual Education Plans**

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan which will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

## **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs.

Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

All children on the special needs register have an Individual Education Plan with individual targets. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation.

There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

All children on the special educational needs register will be encouraged to participate in extracurricular activities.

In the event of a school closure or partial closure all children are entitled to access home learning and this will be done through either a work pack or online learning activities on class dojo whichever is appropriate.

## **Allocation of resources**

The SEND Coordinator, alongside the Executive Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans of special educational needs and Education Health and Care plans.

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

The Executive Headteacher and the SEND Coordinator meet annually to agree on how to use funds directly related to Education, Health and Care Plans.

## **The role of the Governing body**

The Governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs.

They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

## **The SEND link governor**

The SEND link governor is Mrs. Yvonne Kinsey.

The SEND governor will:

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

### **Monitoring and evaluation**

The SEND Coordinator monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

They are involved in supporting teachers and in drawing up Individual Education Plans for children. The SEND Coordinator and the Headteacher hold regular meetings to review the work of the school in this area.

In addition, the SEND Coordinator and the named governor with responsibility meet to discuss special educational needs at The Federation of St Edmund's & St Patrick's every term.

The outcomes of the review of the SEND policy will inform the targets set and outlined in the SEND action plan and SEND audit.

### **Transition and Accessibility**

We encourage all new children and parents to visit the school prior to starting. They will be able to have a tour of the building, meet the class teachers and see the environment their child will be learning in. Parents will also be able to speak to a member of staff and any important information can be passed over at this point.

If your child is due to enter the EYFS they will be given a welcome pack with systems and routines. A home visit will also be arranged. If they are transferring from another setting the nursery staff will make contact with the other setting and arrange a visit to observe the child in their current setting and speak to the staff currently working with your child.

If a child is entering our school into Year 1 – 6 we will contact the previous school to gather information to support in year transitions from other schools. Meetings are held with the previous school if it is felt necessary.

When the children are preparing to move to high school visits to the school are arranged. For children with SEND additional visits are arranged. A synopsis of the child's needs is also sent up to the school for distribution amongst staff if parents are in agreement. We ensure all relevant paperwork is passed on and all needs are discussed and understood. If a child has an Education, Health and Care Plan the high school will be invited into our school to meet with parents, class teacher and SEND coordinator.

Transitions within school are carefully planned and opportunities to visit new classroom are arranged. We also have handover meeting where the specific needs, strategies and techniques to support children are discussed.

### **Medical Needs**

The Federation of St Edmund's and St Patrick's 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. The school's policy on medicines can be found on the school website.

Medical care plans are written in conjunction with the parent and the school nurse or LOIS outreach service.

### **Complaints procedures**

If a parent wishes to discuss their child's educational needs or are unhappy about something regarding their child's schooling in the first instance they should contact the class teacher. They will then be referred to the school's complaint's policy.

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

### **Attendance**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

### **Safeguarding**

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

### **Links with other policies and documents**

This policy links to the following documents [delete those that aren't relevant and add any others specific to your school, as well as links to web pages where each policy can be found, if available]:

- SEND information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy