Richmond Methodist Primary and Nursery School

Policy for special educational needs and disabilities (SEND)

Date: September 2026

Review date: September 2027

SENCo: Mrs Lucy Coates
Date of NASENCo Award 13th June 2018

The SENCo is a member of the senior leadership team

SEND Governor: Awaiting appointment (until appointment, our chair of governors will maintain oversight – Kathleen Bradley.

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Current teachers' standards
- Current teaching assistant standards
- School's Accessibility Plan

Agreed by governors

Contents

School Ethos p.3
Objectives and aims p.4
How Do Teachers Identify Pupils with SEND p.5-8
There are 4 broad areas of need p.9
Special Educational Provision p.9-10
Monitoring Progress and Attainment of Pupils with SEND p.10
Use of the North Yorkshire's Inclusive Mainstream Toolkit p.10
Access to Cultural Capital and Enrichment Opportunities p.11
Involving Specialists p.11
Transition p.11-12
Admissions p.12
Education, Health and Care Plans (EHCP) p.12-13
Confidentiality p.13-14
Safeguarding Children with SEND p.14
Accessibility Statutory Responsibilities p. 15
Funding and Resource Allocation p. 15
Roles and Responsibilities p.15
Role of the Governors p.15-16
Role of the SEND Governor p.16-17
Role of the Headteacher p.17
Role of the SENCo p.17-18
Role of class teachers/subject teachers/form tutors p.18-19
Role of all support staff (including MSAs and admin where appropriate) p.19
Complaints Process p.19

Abbreviations used:

CoP	Code of Practice
SEND	Special Educational Needs and/or Disabilities
IM	Inclusion Manager
SENDCo	Special educational needs and/or disabilities coordinator
TA	Teaching Assistant
CT	Class Teacher
CYP	Child or Young Person

Our definition of Special Educational Needs

The definition of SEND that we have used is taken from The Special Educational Needs and Disability Code of Practice, January 2015

A child or young person has SEN if they have a learning difficulty or disability 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 has a significantly greater difficulty in learning than the majority of others of the same age, or 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.

Richmond Methodist School's aims and values statement

Richmond Methodist Primary School is very proud of its inclusive ethos. This is reflected in every classroom and throughout our school day.
At Richmond Methodist Primary and Nursery School we believe that all children and young people are entitled to an education that enables them to make maximum progress so they achieve their best. We feel that providing a nurturing, happy and trusting environment is essential to enhance the children's learning experience. We want all of our children to feel that they can actively engage in activities across the curriculum as well as extra- curricular activities. *Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.* (Foreward of CoP)

Our Philosophy

The Richmond Methodist School community believes that:

- All pupils are equally valued and the school has high aspirations for all.
- All pupils are the shared responsibility of all staff. In line with the Code of Practice January 2015, Class Teachers have responsibility for the progress and attainment of every child in their class, including those with SEND.
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.
- Early and accurate identification is essential.
- There will be a flexible continuum of provision for pupils with SEND.
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.
- Staff will be given appropriate training to allow them to meet a wide range of needs.
- Ensure that all learners make the best possible progress.
- Ensure that learners express their views and are fully involved in decisions that affect their education.

- Promote effective partnership and involve outside agencies, when appropriate, ensuring that all partners are aware of their responsibilities.
- Parents will be fully involved as partners in their child's education and that there is effective communication between parents/carers and schools.
- Pupils will be encouraged to give their views on what learning is like for them.
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

Objectives of the policy

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures, and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use **'must'** when referring to a statutory requirement.
All items in italics are taken directly from the SEND Code of Practice 2015

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:
• *achieve their best*

• *become confident individuals living fulfilled lives, and*

• *make a successful transition into adulthood, whether into employment, further or higher education or training*

Things we **must** do:
• Use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND.
• Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
• Designate a teacher to be responsible for co-ordinating SEND provision – the Special Educational Needs co-ordinator, or SENCo.
• Inform parents when we are making special educational provision for their child.
• Prepare a SEN information report, which we publish on our school website.
• State our arrangements for the admission of disabled children.
• State the steps being taken to prevent disabled children from being treated less favourably than others.
• Provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time.
• Have due regard to the general duties to promote disability equality.

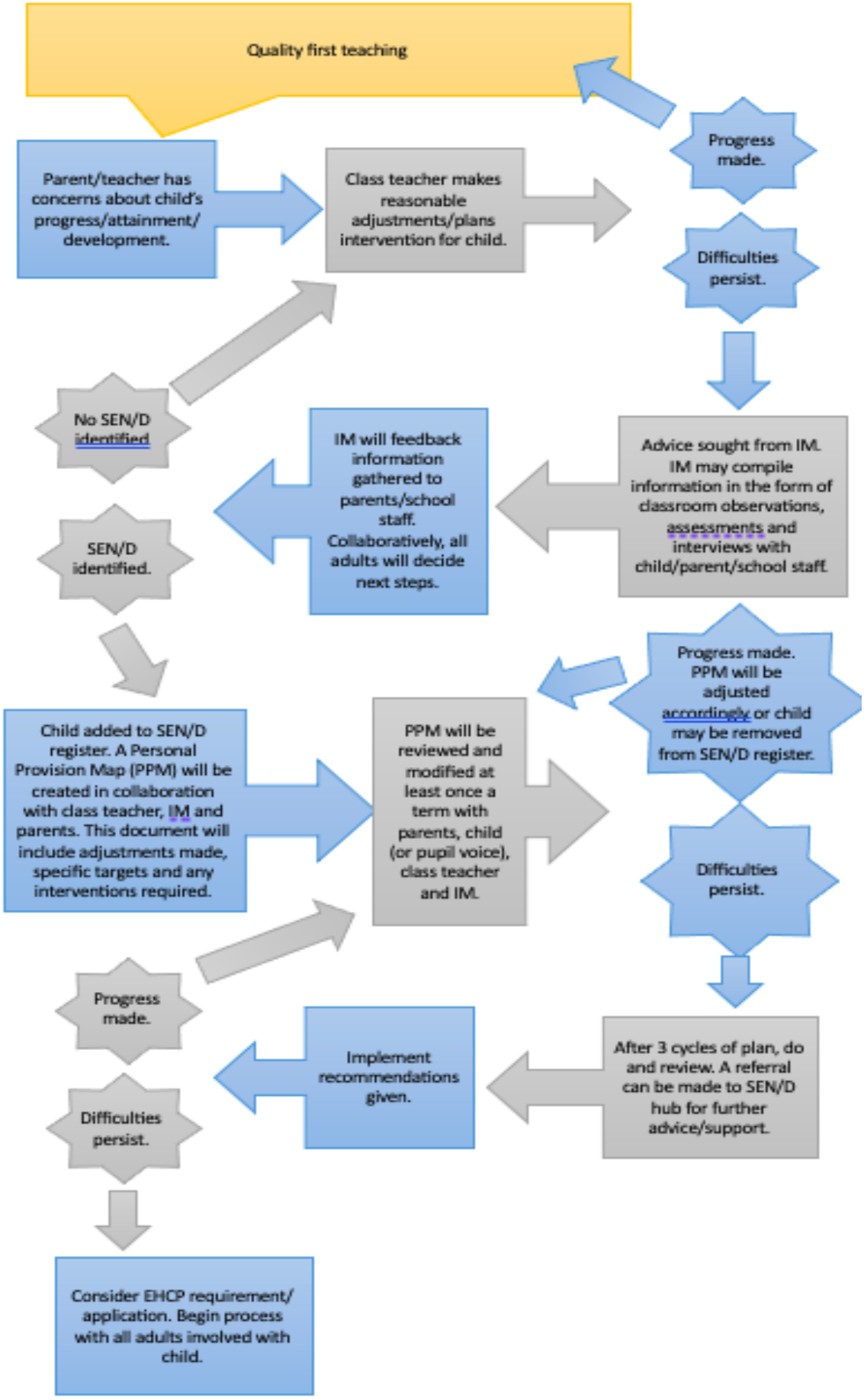
A member of our governing body has specific oversight of the school's arrangements for SEN and disability. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by pupils with SEND is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

The SEND policy promotes a graduated and inclusive approach through both universal and targeted provision. Universal provision ensures that all pupils benefit from high-quality teaching, adaptive practice, inclusive classroom environments, and access to a broad and balanced curriculum that meets diverse learning needs. Where pupils require additional support, targeted provision is implemented through evidence-based interventions, personalised strategies, and specialist input designed to address identified barriers to learning and participation. This approach reflects the DfE's vision of providing the right support, in the right place, at the right time, enabling early identification, effective intervention, and improved outcomes while ensuring that children and young people with SEND are fully included in school life and supported to achieve their potential.

How Do Teachers Identify Pupils with SEND?

The flowchart below details the process of identification and the graduated approach.


Quality first teaching
Parent/teacher has concerns about child's progress/attainment/ development.
Class teacher makes reasonable adjustments/plans intervention for child.
Progress made.
Difficulties persist.
Advice sought from IM. IM may compile information in the form of classroom observations, assessments and interviews with child/parent/school staff.
IM will feedback information gathered to parents/school staff. Collaboratively, all adults will decide next steps.
No SEN/D identified
SEN/D identified.
Child added to SEN/D register. A Personal Provision Map (PPM) will be created in collaboration with class teacher, IM and parents. This document will include adjustments made, specific targets and any interventions required.
PPM will be reviewed and modified at least once a term with parents, child (or pupil voice), class teacher and IM.
Progress made. PPM will be adjusted accordingly or child may be removed from SEN/D register.
Difficulties persist.
After 3 cycles of plan, do and review. A referral can be made to SEN/D hub for further advice/support.
Implement recommendations given.
Progress made.
Difficulties persist.
Consider EHCP requirement/ application. Begin process with all adults involved with child.

6.2 Every school is required to identify and address the SEN of the pupils that they support.

6.36 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.

The identification of SEN is built into our overall approach to monitoring the progress and development of all our pupils.

The steps below outline the process that you as a teacher will follow to identify pupils with SEN.

1. Any child who gives you a concern, whether it is due to a lack of academic progress, development or social need, will be noted and dated in the SENDCo's monitoring record on our secure SharePoint System. This is referred to as a ***'short note'*** in the SEND CoP. It is imperative that your initial concern is logged and dated. Inform SENDCo of your concern within 2 working days (If there is a child protection issue then our school's safeguarding procedures **MUST** be followed).

2. If a parent or pupil raises a concern, this must be taken seriously, and we must listen to these concerns. These will be noted and dated on the monitoring record, as above. Again, inform SENDCo of their concern within 2 working days and log as above. (If there is a child protection issue then our school's safeguarding procedures **MUST** be followed)

3. N.B. At this point the child is not regarded as having SEN. How well the child responds or otherwise to the adjustments will determine if s/he has SEN.

4. CT will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Our SENCo will support you, if required. You will make any reasonable adjustments to your teaching that are required and report at the next pupil progress meeting on the impact of your adjustments (or at the next agreed time – this will be a maximum period of one term).

   6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEN. Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENCo, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.

   If appropriate, the SENCo may approach others such as Early Help as per the guidance in North Yorkshire Council's (NYC) Inclusive Mainstream Toolkit. Any child in our school with SEND will not be discriminated against, sanctioned, or disciplined due to their special educational need.

   6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
   • is significantly slower than that of their peers starting from the same baseline
   • fails to match or better the child's previous rate of progress

- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap*

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

A child is defined as having Special Educational Needs (SEND) if they have a learning or developmental difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.
A learning difficulty means that the child either:

a) has significantly greater difficulty in learning than the majority of children of the same age.

b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

5. At this point, a decision as to whether the child has SEN will be made in conjunction with the SENCo. The child or young person (CYP) is now described as being at 'SEN Support'. They will appear as Code K on our school census. If required, we can seek advice from the local SEND Hub manager to clarify our decision. This will be undertaken by the SENCo.

6. Our SENCo will maintain a list of pupils who have been identified as having SEN on our SEN list. All teachers can access this list, through Arbor, to see the records for the pupils they teach. This is password protected. Anyone accessing this list must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). Each CYPs documents can be accessed in SharePoint. It is the responsibility of the class/subject teacher to look regularly at the content for their pupils for any updates. All information such as SEN support plans, communications, reports, EHCPs, annual reviews etc. are shared securely with appropriate staff members. Teachers are required to share with the SENDCo any information and plans associated with the SEND child so that these can be filed securely.

There are 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28- 6.35 or discuss with our SENCo. To assist us, NYC has banding descriptors for each area of need.
https://cyps.northyorks.gov.uk/sites/default/files/SEND/SEND%20Assessment%20and%20Review/Banding%20process%20descriptors/Banding%20Process%20and%20Descriptors.docx

Special Educational Provision

High-quality inclusive teaching is the first response to meeting the needs of pupils with SEND. Universal provision, adaptive teaching, and reasonable adjustments form the foundation of our graduated approach. Targeted and specialist provision is implemented where additional support is required.

Once the CYP has been identified as having SEN then the formal process begins. The aim of formally identifying a pupil with SEND is to help staff ensure that effective provision is put in place and so remove barriers to learning. This is called SEND support. We **must** take action to remove barriers to learning and put effective special educational provision in place.
This is called the **Graduated Response**. It is a 4-part cycle: Assess, Plan, Do and Review. Parents **must** be informed that their child has SEN, and that additional and different provision is being provided for their child. Parents will be signposted to NYC special educational needs and disabilities advisory and support service (SENDIASS) and the local offer . A link to this can also be found on our school website.

The graduated response is outlined below:

1. **Assess.** Assess CYPs needs – this happens each term to ensure we obtain a clear analysis of the CYP's need. The SENCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.

2. **Plan.** This will be undertaken at least termly with the parents and CYP. The views of parents and pupils are of paramount importance. This will be recorded on the Individual Provision Map (IPM)

   The plan is written by the class teacher and SENDCo. An agreed date to review the plan with the parents will be made prior to the next meeting. Teachers are advised to refer to our whole school provision maps to help plan any adjustments, approaches, resources, or interventions required. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The class teacher is responsible for monitoring the impact, supported by the SENCo. The additional adult support is someone who must be suitably trained to undertake the intervention.

The plans will be uploaded onto our SharePoint server within 5 working days of the meeting and a copy given to the parent. The date of the next meeting will be shared with parents. The class teacher is responsible for monitoring the impact, supported by the SENDCo.

The Autumn plans will be written in the first half of Autumn term; the Spring plans will be written in the first half of Spring term; the Summer plans will be written within the final half of Summer half term. The SENDCo will monitor the quality of the plans.

3. **Do.** The class teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child to plan and assess the impact of any adjustments support or interventions. The SENCo will support the class teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENCo will monitor this provision.

4. **Review** The class teacher will review the plan with the parents and CYP on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. If a child makes good progress s/he can be removed from the SEND register, if it is agreed by all parties involved with the child. If a child is removed from the register, we will continue to closely monitor their progress.

Monitoring Progress and Attainment of Pupils with SEND

The SENDCO maintains a rigorous system for tracking the progress and attainment of all pupils with SEND, ensuring that each child's development is measured from their individual starting points. This includes regular analysis of assessment data, review of SEND Support Plans, and collaboration with teaching staff to evaluate the effectiveness of interventions. Progress is monitored not only in academic outcomes but also in broader areas such as social, emotional, and communication development. Attainment is reviewed in line with age-related expectations and personalised targets, with findings used to inform planning, provision, and strategic decision-making.

Use of the North Yorkshire's Inclusive Mainstream Toolkit

Our school actively uses the North Yorkshire's Inclusive Mainstream Toolkit (Inclusive Mainstream Toolkit | NYES Info) to guide and enhance provision for children and young people with SEND. This framework outlines the expectations for inclusive practice and reasonable adjustments that should be available in all mainstream settings. A formal diagnosis is not required for reasonable adjustments to be implemented; support will be provided whenever a pupil's needs indicate that adjustments are necessary.
The Inclusive Mainstream Toolkit supports staff in delivering high-quality teaching and targeted support through clear descriptors across the four broad areas of need. The SENDCO ensures that the framework is embedded in classroom practice by supporting staff to use it when planning interventions, adapting teaching strategies, and reviewing individual support plans. To evaluate its impact, we monitor pupil progress through the

graduated response cycle, gather pupil, and parent voice, and conduct regular audits of provision against the framework's standards. Findings are reported to the senior leadership team and SEND Governor and inform ongoing staff CPD and school improvement planning.

Access to Cultural Capital and Enrichment Opportunities

Pupils with SEND are actively supported to access a wide range of cultural capital experiences, including educational visits, enrichment activities, and extracurricular clubs. These opportunities are planned inclusively, with reasonable adjustments made to ensure full participation. The school closely monitors engagement and access through pupil voice, attendance records, and staff feedback, ensuring that pupils with SEND benefit equitably from experiences that enhance their personal development and broaden their horizons.

Involving Specialists

If at any point the class teacher, in consultation with the SENCo, feel they need additional advice and support from an outside agency, then the consent of the parent **must** be obtained first.

This would be undertaken by the SENCo, in consultation with parents and teachers when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The class teacher will be asked to support the completion of the application. Class teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

Transition

Transition from Nursery settings into the school will be carefully arranged to reassure the child and their family. The Nursery and Reception teachers will meet with parents and outside agencies to discuss aspirations, outcomes and practical arrangements for the child as he/she enters the final year of their transition. If a child attends a local nursery we work as a team with nursery staff to aid a smooth transition. This can involve joint meetings with professionals, extra visits and our teaching staff and assistants spending time at the nursery so that the child feels comfortable with them. All children entering Reception, are offered a home visit (door-step hello) from their new class teacher.

Whether transferring from one class to the next, or from one Key Stage to the next, teaching staff, support staff, parents and the pupil themselves will be involved in close liaison to ensure that the needs of each individual are discussed and fully understood by the receiving teacher. It is essential to plan ahead so there is no delay in providing the appropriate support for that child's needs. A meeting will be held in the Summer term to enable this. Parents, children, IM, TAs (if the child has an EHCP) and new teachers will be invited.

The Class Teacher will ensure that the child's Individual Provision Map is fully completed, up to date and made available to the receiving class teacher and support staff. Specific staff meetings are allocated to ensure that effective information sharing has taken place and clear notes are made on a child's map (SEN children) or on Arbor (non-SEN children). This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENCo will support the class teacher.

When pupils with SEND transfer to Key Stage 3, there will be a meeting between the parents, child, Year 6 Class Teacher, the IM and staff from the SEND Department of the receiving school will be invited. The purpose of this meeting will be to discuss specific needs and strategies that have proved to be successful along with handing over any other relevant information needed to ensure a smooth and successful transition to Secondary School. There may be the opportunity to arrange additional bespoke visits if parents and carers feel this will be beneficial.

For children who we have identified as having high needs at phase transitions (key stage and between different settings) and where the student requires additional support over and above the notional SEND allocation in order to successfully make that transition, a request for SEND support funding can be made. The success of this application allows the two settings to plan for and provide a higher level of support during the transition phase.

We recognise that certain transition phases (EYFS to KS1; KS1 to KS2; KS2 to KS3) can be more challenging and unsettling than others. Therefore, we begin each new phase with activities, resources and approaches to teaching and learning that the children are familiar with from their previous phase. We then gradually build upon this throughout the year to give children the learning skills required to continue to succeed and engage with teaching and learning. An example of this is the use of continuous provision in lower KS2.

Admissions (also see Admissions Policy)

Applications to the school are made through the local authority admissions. If you are thinking of sending your child to Richmond Methodist Primary and Nursery School and would like more information you can contact our admin team (admin@richmondmethodist.n-yorks.sch.uk). Neither a child's ability, learning need or disability feature in the admission process unless the child has an Education Health and Care Plan, and the school has been named on the plan. If your child has special educational needs you may wish to contact Mrs Lucy Coates (SENDCo), to discuss how the school could meet your child's needs.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties that cannot be met within the school's Element 2 funding, then there may be a requirement to request an Education and Health Care plan (EHCP), following at least 3 cycles of assess, plan, do and review. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents or carers
- Teachers
- IM
- Social Care
- Health professionals
- Any other outside agencies involved with the child

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set so that an Educational, Health and Care Assessment Request (EHCAR) can be submitted. The Local Authority will then arrange an EHCAR decision meeting where school, parents and other professionals will be invited to discuss whether they think an assessment for an EHCP is appropriate. If successful, an assessment will take place by an allocated Educational Psychologist who will then inform the Local Authority of their findings. Following this, a decision will be made at a Local Authority level by a team of people from education, health and social care about whether or not the school requires additional funding in order to meet the needs of the child.
Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:
https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/education-health-and-care-plans-ehcp

Education, Health and Care Plans (EHCP)

Where a child is in in receipt of an EHCP, the provision in Section F of the EHCP **must** be provided**.** Our teachers remain responsible for the CYP's progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an 'Annual Review' held each year. This **must** be before the date of the anniversary of the plan being issued. A statutory review should also be called should there be any significant changes outside of this review period. The SENCo will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENCo.

Confidentiality

Staff may have access to personal data about pupils and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a CYP or her/his family for their own, or others advantage (including that of partners, friends, relatives, or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the CYP's identity does not need to be disclosed the

information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

Exclusion and suspension decisions will not be based on behaviours that are a direct consequence of a pupil's special educational needs or disability (SEND). The school is committed to identifying and addressing the underlying needs that may contribute to behaviour difficulties and will ensure that appropriate support, reasonable adjustments, and interventions are considered and implemented before exclusion is contemplated. Where behavioural concerns arise, the school will take account of its duties under the Equality Act 2010 and will carefully consider whether a pupil's SEND has contributed to the incident. Exclusion or suspension will only be considered as a last resort, following a thorough assessment of the circumstances and after all reasonable steps have been taken to support the pupil and remove barriers to their successful inclusion in school.

Our Designated Safeguarding Lead is Mr Rob Campbell (Headteacher). Our Deputy Designated Safeguarding Leads are Mr David Fenn (Deputy Head) and Mrs Julie Swinbank (Early Years Lead). The Governor with responsibility for safeguarding in our school is Nicola Hebb and the Co-Link Governor for Safeguarding is Jan Linsley (Chair of Governors).

Accessibility Statutory Responsibilities

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. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided, and
- Improving the availability of accessible information to disabled pupils and their families.

Funding and Resource Allocation

The school receives delegated funding to meet the needs of pupils with SEND. Resources are allocated in accordance with identified needs and provision required. The school publishes an annual Inclusion Strategy which outlines how Inclusion Mainstream Funding (IMF) and SEND resources are used to improve outcomes, remove barriers to learning and strengthen inclusive practice. The impact of expenditure is monitored through pupil progress data, attendance, engagement, SEND Support Plan reviews, quality assurance activities, and governor scrutiny.

Roles and Responsibilities

Our school leaders and teaching staff, including the SENCo, will analyse data to identify any patterns in the identification of SEN, within the school and in comparison, with local and national data. We will then use this information to reflect on and improve the quality of education. The SENCo will use the data dashboards to compare our school with local and national data annually and report to our senior leadership team. (The January census is used, and the data is supplied by NYC at the end of the summer term or early autumn term each year).

Role of the Governors

Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the Children & Families Act 2014 particularly section 66 regarding using their best endeavours and Equality Act 2010.
Our Governors **must** have regard to the SEND Code of Practice.
Our Governors **must** ensure that a Special Educational Needs Coordinator (SENCo) is appointed and that they are qualified, i.e., they are a qualified teacher and have the national award for special educational needs and disabilities (NASENCo). If our SENCo does not have this award on the day, they are appointed then our Governing Body **must** ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENCo.

- *6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should*

regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

- *6.97 They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.*

  In our school, this means that a SEN Governor is appointed to work directly with the SENCo and other members of the senior leadership team and report to the governing body about matters related to SEND.

  *The Governors **must** publish at least annually a **SEN Information report.***

*6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*

The report **must** contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting CYP who are looked after by the local authority and have SEN. Therefore, we will produce this annually and it will be uploaded onto our school website in the SEND section.

*School governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.*

Role of the SEN Governor

Our SEN Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6.
- be a critical friend to our SENCo by visiting at least once a term.
- be aware of the numbers of CYP at our school with SEN and disabilities.
- be aware of our SEND action plan.

Monitor:

- the progress and attainment of our CYP with SEND.
- attendance rates of our CYP with SEND.
- fixed term and permanent exclusion rates of our CYP with SEND.
- any internal exclusions including the frequency and length of time our CYP with SEND are sent out of lessons as a behaviour management strategy.
- that our CYP are not being unfairly treated due to their SEND, for example being disproportionally being sent out of lessons, or excluded from taking part in wider educational experiences.
- that our CYP receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities, and break times in order to access additional support.
- that all policies are non-discriminatory regarding pupils with SEND.

Investigate:

- the gaps or differences in our performance, attendance, or exclusion (including internal exclusions) levels between our CYP with and without SEND
- our strengths and areas for development regarding SEND provision
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents of CYP with SEND, about their experience of the school's SEN provision
- obtain the views of our CYP with SEND including their enjoyment and experience of learning
- obtain the views of our teachers, about their ability to implement the SEND plan

Report:

- each term to our full governing board on their findings.

Role of the Headteacher

The Headteacher is responsible for the strategic development, policy, and provision in our school.
They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.
The Headteacher along with other members of our senior leadership team and SENCo will publish a clear picture of the resources (e.g., a whole school provision map) that are available to the school.
Our Headteacher will ensure that any member of staff working with any CYP who SEND has is aware of their needs and have arrangements in place to meet them.

Role of the SENCo

A qualified SENDCO is empowered, through their leadership status within the school to lead whole-school improvement for pupils with SEND.
6.87 The SENCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.
6.88 The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
6.89 The SENCo provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.
6.90 The key responsibilities of the SENCo will *include:*
• Overseeing the day-to-day operation of the school's SEN policy.
• Co-ordinating provision for children with SEND.
• Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
• Advising on the graduated approach to providing SEN support.
• Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
• Liaising with parents of pupils with SEN.
• Liaising with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies.

• Being a key point of contact with external agencies, especially the local authority and its support services.
• Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
• Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
• Ensuring that the school keeps the records of all pupils with SEN up to date.

Our school will ensure that the SENCo has sufficient time and resources to carry out these functions. We will provide our SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The monitoring of SEND provision in our school is an essential role of our SENCo, as it will inform any areas for development.
This will be undertaken in a variety of ways such as, but not limited to:

- Classroom observation with a focus on: SEND provision, resources, and environment.
- Scrutiny of all SEND support plans content, implementation, and impact.
- Quality assure the delivery of any interventions.
- Ongoing assessment of progress and impact made by intervention groups.
- Work sampling of pupils with SEND at least termly via book scrutiny.
- Attendance at pupil progress meetings.
- CYP questionnaires/discussions: after interventions, about support/provision in class and homework.
- Staff voice.
- Effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills.
- Informal/formal feedback from staff, parents and CYP.
- CYP progress tracking, using assessment data (whole-school processes).
- Attendance records of pupils with SEND.
- Whole school provision map.
- Pupil premium scrutiny and impact (similarly for Covid catch-up funding if appropriate).
- Supporting CYP and staff with effective transition.
- Consider examination/test access arrangements.
- Support CPD with a focus on SEND in school.
- Termly meeting with our SEN Governor and report to our senior leadership team.

In the absence of the school SENDCo, the Headteacher and/or Deputy headteacher can be contacted regarding any concerns raised by staff, parental or CYP. This information will be shared with the SENDCo later, using appropriate communication channels.

Role of class teachers

6.36 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.

The role of the class teachers is to:

- Support the SENCo and our senior leadership team to implement this policy and have due regard to the SEND CoP.

- Support and engage with the SENCo in regard to the SEND monitoring role.
- Identify pupils with SEND.
- Write effective SEN support plans, and implement and review them, as set out in this policy.
- Set high expectations for every CYP including those with SEND.
- Liaise effectively with parents and listen and act upon their concerns.
- Use appropriate assessments to identify barriers to learning and set targets that are ambitious for all CYP.
- Plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- Use their best endeavours to meet the needs of CYP with SEND.
- Make reasonable adjustments to overcome barriers to learning.
- Remain responsible for working with the CYP with SEN on a daily basis.
- Keep abreast of SEND initiatives and CPD.
- Ensure Quality First Teaching meets the needs of all learners and their starting points.

Role of all support staff (including MSAs and admin staff where appropriate)

The role of the support staff is to:

- Ensure CYP become independent, resilient learners.
- Promote self-esteem and social inclusion.
- Develop their knowledge of the curriculum.
- Work collaboratively with class/subject teachers to overcome any barriers to learning.
- Report any observations about the CYP they are supporting to the class/subject teacher.
- Contribute to reports for reviews of CYP with SEND.
- Attend CPD and keep abreast of initiatives.
- Follow the TA Standards (if appropriate).
- Liaise closely with the Class Teacher and IM concerning the interventions and/or targeted in class support that they are leading.
- Liaise closely with Class Teachers at all times to promote high quality teaching and learning.
- Carry out assessments, under the guidance of the subject leaders, prior to commencing an intervention programme, and on exit from the programme so that the effectiveness and impact of the intervention can be effectively monitored.
- Deliver interventions with fidelity to the programme and in line with their training.

Complaints Process

Parents who have concerns regarding SEND provision should initially discuss these with the class teacher or SENDCo. If concerns remain unresolved, they may be addressed through the school's complaints procedure, which is available on the school website.