



ST KEYNA PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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

- **Equality Act 2010: advice for schools DfE Feb 2013**
- **SEND Code of Practice 0-25 (July 2014)**
- **Schools SEN information Report Regulations (2014)**
- **Part 3 of the Children and Families Act 2014 and associated regulations**
- **Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)**
- **Safeguarding Policy**
- **Accessibility Plan**
- **Teachers Standard 2012**

In the spirit of current reform, this policy has been created by the school's Inclusion Leader and the SEND Governor, in liaison with the School Leadership Team, all staff and parents of pupils with SEND.

Governor responsible for SEN:

Chris Jorgensen

Headteacher:

Steven Gumm

Inclusion Leader:

Daniel Jones

RATIONALE

This policy is in line with our teaching and learning policy and equality of opportunity policy and it aims to support the inclusion of all of our children. The overall responsibility for the management of this policy falls to the Headteacher and the day-to-day operation of the policy is the responsibility of the Inclusion Leader who carries the responsibility of Special Educational Needs and Disability Coordinator (SENDCO). The Governing Body, Headteacher and the Inclusion Leader will work together closely to ensure that this policy is carried out effectively.

High quality teaching is that which is skilfully differentiated to meet the needs of the majority of our pupils. Some pupils will need provision that is **additional to** and **different from** that which is provided for the majority of children: this is special educational provision. It is our aim to ensure that the necessary and appropriate provision is made for any pupil who has special educational needs and/or disabilities (SEND). We will ensure that all staff members are able to identify and provide for those pupils who have special educational needs or disabilities at the earliest opportunity so that all children are able to participate as fully as possible and to make expected (or better) progress. We will also endeavour to support children to transfer successfully between educational establishments at points of transition.

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of pupils with SEND. With this as an underlying principle, we believe that:

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access additional support or interventions from Teaching Assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved - Local Authority (LA), school, parents/carers, pupils, children's services and all other relevant agencies.

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision and will continuously monitor the wellbeing and progress of our pupils.

Aims

- To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school.
- To ensure that all of our pupils are able to access the same opportunities for learning and social development, thus enabling them to achieve maximum progress and fulfil their potential, and to promote their well-being.

Objectives

This SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2014).

The aims of this special educational needs policy are:

- To ensure the Equality Act 2010 duties for pupils with disabilities are met
- To enable pupils with special educational needs to have their needs met
- To take into account the views of pupils with special educational needs
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs
- To facilitate full access to a broad, balanced and relevant education, including an appropriately differentiated curriculum for pupils with special educational needs
- In conjunction with the Policy for Supporting Pupils with Medical Conditions, to have regard to statutory guidance for supporting pupils at school with medical conditions
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process
- To develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods
- To employ a collaborative approach with pupils with SEN and/or disability, and also with their parents/carers, all involved school staff and other external agencies including those from Health and Social Care
- To actively pursue collaboration with other agencies in the interests of our pupils
- Set appropriate individual learning outcomes and targets based on prior achievement, high aspirations and the views of the pupil, parents / carers and other professionals
- Share expertise and good practice across the school and local learning community
- Make efficient and effective use of school resources
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs
- Work within the guidance provided by Bath and North East Somerset Council.

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEN

Pupils are considered to have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them, namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum. This includes:

- a) Pupils who have a significantly greater difficulty in learning than the majority of pupils of the same age

- b) Pupils who have a disability which prevents or hinders them from making use of resources and facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age who has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

St Keyna Primary School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school about the SEND provision is being made for their child.

There may be times in a pupil's school career when he / she is identified as having a Special Educational Need. Interventions and/or support that is 'additional to or different from' the normal differentiated curriculum will be provided. This may be on a long term basis or for a limited time.

Many pupils with sensory and/or physical disabilities may require adaptations, and such reasonable adjustments (Equality Act 2010) will be made.

Areas of Special Educational Need

As described in the SEND Code of Practice 2014 pupils identified as having a special educational need and/or disability (SEND) will be considered within one or more of the following categories of need:

Cognition and Learning (CL)

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a **specific learning difficulty (SpLD)** will have difficulties related to one or more of the following: **dyslexia** (reading and spelling), **dyscalculia** (maths), **dyspraxia** (co-ordination) and **dysgraphia** (writing).

Learning difficulties cover a wide range of needs, including **moderate learning difficulties (MLD)** and **severe learning difficulties (SLD)**. Children may need support in all areas of the curriculum and have associated difficulties with mobility and communication. Some children may have **profound and multiple learning difficulties (PMLD)**, where severe and complex learning difficulties may co-occur with a physical disability or sensory impairment.

Communication and Interaction needs (CI)

Children with **speech, language and communication needs (SLCN)** have difficulty in communicating with others. This may be because they have difficulty with receptive and/or expressive language, or because they do not understand or easily use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with **Autistic Spectrum Condition (ASC)**, including **Asperger's Syndrome**, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, all of which can impact on how they relate to others.

Social, Emotional and Mental Health Difficulties (SEMH)

Some children may experience a wide range of **social and emotional difficulties** which manifest in different ways, such as becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing

behaviour. These behaviours may reflect underlying mental health difficulties and the experience of trauma.

Children may have conditions such as **attention deficit disorder**, **attention deficit hyperactive disorder** or **attachment disorder**.

Physical and/or Sensory needs (PS)

Some children require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with **vision impairment (VI)**, **hearing impairment (HI)** or a **multi-sensory impairment (MSI)** will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a **physical disability (PD)** require additional ongoing support and equipment to access the activities available to their peers.

It should be noted that some children with more complex needs may have a number of difficulties across the different categories above, e.g. a child with Autistic Spectrum Disorder is likely to have sensory and physical needs as well as speech, language and communication needs, and may also have cognition and learning needs.

A Graduated Response to SEND

Early Identification

The progress made by all pupils is regularly monitored and reviewed through Pupil Progress Reviews. Parents / carers may also express concerns and discuss these with class teachers. Every effort is made to address identified needs with appropriate differentiation and extra support within the classroom.

Where a pupil's progress continues to be a concern, additional support will be provided under the guidance of the class teacher and a Personal Learning Plan will be put into place. This will be done in discussion with parents / carers and the pupil, as well as the school Inclusion Leader. Specific interventions and targeted support will be set up and reviewed at least 3 times yearly.

Where pupils continue to make inadequate progress despite additional support and carefully differentiated teaching, the class teacher will work with parents and the Inclusion Leader to assess a pupil's needs with the advice of an external professional, e.g. Educational Psychologist, Specialist Learning Support teacher, Speech and Language Therapist or Occupational Therapist. Assessments and advice will be used to inform the provision and support that is put in place for the pupil.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

The reasons for considering whether a pupil may have special educational needs include:

- Little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Signs of difficulty in developing literacy or mathematics skills
- Persistent emotional or behavioural difficulties which are not improved by appropriate behaviour management strategies or individualised behaviour support
- Sensory or physical problems that affect progress despite the provision of specialist equipment
- Communication and /or interaction difficulties with little or no progress despite the provision of an appropriate differentiated curriculum
- Physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, action will be taken to support effective learning by removing barriers to learning and putting effective special educational provision in place. This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

Assess

In identifying a pupil as needing **SEND support** the class teacher, working with the Inclusion Leader or other school-based professional, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil and their previous progress and attainment, as well as information gathered from parents / carers and other staff supporting the pupil.

The pupil's attainment in comparison to their peers and national data will also be considered along with the parents'/carers' views and experience, the pupil's views and, if relevant, advice from external support services. This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is monitored.

Plan

Parents/carers, with their child, will initially meet with the class teacher to decide on the interventions and support to be put in place as well as the expected impact on progress and development. Meetings with the Inclusion Leader and other professionals will also take place if the level of need requires it. Outcomes and strategies will be recorded on a Personal Learning Plan which will be reviewed at least 3 times yearly. For children with significant levels of need reviews may be more frequent. For pupils who have more complex needs a One Page Profile will also be drawn up collaboratively with pupil, parents and school staff.

The plans will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the plan will be reviewed. A copy of this will also be attached to the pupil's profile on the school tracking systems.

The support and intervention provided will be tailored to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with appropriate skills and knowledge. The plans will usually involve a contribution by parents/carers to reinforce learning at home.

Where appropriate, the plan will detail the support from other agencies and how this will help the pupil in achieving the desired outcomes. Parents/carers will be kept informed of the support provided for their child through any of the following: informal meetings with class teachers, parents'/carers' evenings, Personal Learning Plan reviews or review meetings with the Inclusion Leader and other relevant staff or professionals. The annual review process will be followed for pupils with an Education and Health Care Plan; these meetings provide an opportunity for pupil and parents / carers and all those working with the pupil to review their needs and provision.

The class teacher remains responsible for working with the pupil on a daily basis and 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 Inclusion Leader or other school-based professionals will support the class teacher in the further assessment of a pupil's needs and advising on the effective implementation of appropriate support.

Review

There will be regular reviews of the Personal Learning Plan; these will take place at least 3x yearly. These reviews will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

Parents/carers will be given information about their child's progress towards set targets and the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

Where a pupil has complex needs involving more than one agency it will depend on the pupil's needs and the frequency of the educational reviews as to whether external agencies attend each educational review. The aim is to work together with all professionals to inform reviews, but this may be through submitted reports and assessments.

The reviews will provide informed feedback into the analysis of the pupil's needs. The class teacher, working with the Inclusion Leader or other school-based professionals, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain further involvement and advice from a specialist or external agency. The school will always consult with parents/carers before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require provision that is *different from* or *additional to* that which is normally available as part of high quality and differentiated teaching they will no longer be regarded as requiring SEND Support. At this point, through discussion and agreement with parents/carers, the pupil will be removed from the school's SEND Support register.

Statutory Assessment of Needs and Education and Health Care Plans (EHCP)

In some cases, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, a pupil may still not make expected progress and may require a higher level of support. When this happens, the school and/or parents/carers will consider requesting an Education, Health and Care Plan (EHCP) needs assessment. The evidence gathered through the regular review of the Personal Learning Plans and progress reviews with relevant professionals will be submitted along with a completed EHCP assessment request form to the Local Authority (LA). The LA SEND Panel will decide whether statutory assessment is appropriate and, if so, will begin the statutory assessment process. The LA SEND Panel will consider the evidence and the draft EHCP and make a decision as to whether the pupil's needs are significant enough for an EHCP to be set up.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty, within the LA's guidelines, to hold Annual Review meetings with pupil, parents and other professionals and to submit the paperwork to the LA.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring procedures. Together with the cycle of Assess, Plan, Do and Review this ensures that pupils with SEND have their individual provision reviewed regularly, formally at least 3x yearly, and through discussion and data review, every term.

Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress is tracked each term and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities.

Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

It is our aim that parents/carers are able to:

- Feel fully supported and that they are taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about their child's needs and provision
- Have access to information, advice and support during assessment and any related decision making process about special educational provision.

Parents/carers are encouraged to seek help, advice and support from Bath and North East Somerset's SEND Partnership Service 01225 394382 (previously Parent Partnership). SEND Partnership Service can provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit Bath and North East Somerset Council's Local Offer website www.bathnes.gov.uk/localoffer. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information. Information about the school's SEND offer can be found on the school website: www.stkeynaprimary.co.uk/#!parents-information/cllp

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff for Looked after Children.

Pupil Voice

At St Keyna we believe the views of pupils are very important and we recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability, e.g. when requesting support from other agencies, through the One Page Profiles and when reviewing Personal Learning Plans, and preparation for an Annual Review meeting. Pupils are also invited to attend Annual Review and other relevant meetings.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams and regards this multi-agency working as vital in ensuring effective and appropriate provision is put in place for pupils.

Other agencies may include:

Educational Psychologist
Speech and Language Therapist
School Nurse
Occupational Therapist
Paediatrician
Behaviour Support Specialist
Children and Adolescent Mental Health (CAMHS)
Counsellors
Play, Art, Drama or Theraplay Therapists
Social Care

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these transitions are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

Training and Resources

Allocation of resources

At the beginning of each academic year decisions are made as to how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.

SEND support may take the form of differentiated work in class and/or support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.

The school's SEND Teaching Assistants provide more specialised support through specific intervention programmes and they work most often with children who have very specific or complex needs. The work they do is reviewed each term and the progress of children recorded. Informed decisions can then be made with regard to further support, next steps of learning and future interventions. Pupil Progress meetings, held termly, are also used to make decisions as to which pupils may need this support.

Specialist equipment, books or other resources that may help pupils with SEND are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

The Inclusion Leader and other SLT members may provide CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND.

- The progress of all pupils including those with SEND is a core aspect of the staff appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching Assistants are provided with training opportunities that enhance their skills in meeting the needs of pupils with SEND.
- External trainers may be periodically invited to provide training on more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

The school budget, received from the Local Authority, includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs of the children currently in school.

The Headteacher and Inclusion Leader will discuss all the information they have about SEND in the school, including:

- o The children getting support already
- o The children needing additional support
- o The children who have been identified as not making as much progress as would be expected

and make decisions about what resources, training and support should be put in place.

All support, resources and training are reviewed regularly and changes made as needed.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Care Plan (EHCP). Agreed funding can be made available to parents/carers, through the Local Authority, as a personal budget for them to commission their own provision for their child under certain conditions.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and Inclusion Leader, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEND gets the support they need
- 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 coordinating SEND provision - the SEND coordinator. At St Keyna, the Inclusion Leader has the role of SENDCO.
- inform parents/carers when they are making special educational provision for a child
- prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the Deputy Head (Inclusion) and the Governor with responsibility for SEND.

Inclusion Leader, whose duties include the role of SENDCO:

In collaboration with the Headteacher and governing body, the SENDCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCO takes day-to-day responsibility for the operation of the SEND policy supported by other school-based professionals and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs and/or disability.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCO include:

- Overseeing the day-to-day operation of the SEND policy alongside other school-based professionals
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support - Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring and facilitating relevant SEND CPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan

- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.

Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge and skills in providing for the SEND needs of their pupils. Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with parents/carers and with the SENDCO and other school-based professionals to carry out a clear analysis of the pupil's needs, drawing on teacher assessment and knowledge of the pupil as well as previous progress and attainment.

Teaching Assistants will work under the direction of the class teacher or SENDCO and will liaise with the class teacher and SENDCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual Health Care plans will specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way, in consultation with parents/carers, pupil, and specialist professionals.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may have other disabilities and where this is the case the school will comply with its duties under the Equality Act 2010. Please see the school's Policy for Supporting Children with Medical Conditions for further details.

SEND Information Report (School's Local Offer)

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The SEND information report can be found on the school website.

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users and has disabled toilet facilities. We work hard to improve accessibility as needed and the schools' accessibility plan detailing how this is being developed can be accessed from the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_school_policies.pdf)

Responding to Complaints

In the first instance, parent/carer complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. Once part of the statutory process this includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

- This policy was written in April 2017.
- This policy will be reviewed in November 2019.

If you require this policy in another form, e.g. Braille, audio tape or another home language, please contact the School Office.