



Learning Together,
Growing Together



Bywell CE (C) Junior School

SEND Policy

2023

Policy for Special Educational Need and Disability Policy

School Name: Bywell Church of England Junior School

Headteacher: Zaheda Adam

Headteacher	Mrs Z Adam
SENDCo	Mrs R Walker
SEN governor	Mrs Kirsty Asquith
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Introduction

This policy makes reference to, and complies with the statutory requirements in the SEND Code of Practice 0-25 (2014) and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The school's SEN information on the school website (SEND Information Report)
- The LA Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

Aims

At Bywell Church of England Junior School, we are committed to providing teaching and learning for every pupil at the highest possible standard. We adopt a pupil-centred approach, working in partnership with pupils, families and other professionals in planning for and implementing high quality, needs led provision throughout the school. We adopt a holistic approach to the development of our children, remaining ambitious for all pupils, whilst nurturing their well-being.

As previously stated this Special Educational Needs and Disability (SEND) policy reflects the principles of the 0-25 SEND Code of practice (2014). The aims of this SEND policy are to:

- Ensure the Equality Act of 2010 duties for students with disabilities are met.
- To enable students with SEND to have their needs met.
- To consider and value the views of pupils with SEND.
- To encourage good communication and genuine partnerships with parents/carers of children with SEND.
- To facilitate a broad and balance curriculum for pupils with SEND.
- To outline arrangements to support students with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- To implement a "**Graduated Approach**" in meeting the needs of students using the Assess, Plan, Do, Review process.
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods and scaffolding.
- Employ a collaborative approach with learners with SEND, their families, staff within school and other external agencies including those from Health and Social Care.
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
- 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 SEND.
- Have regard to guidance detailed by Kirklees Education Authority.

In accordance with the overarching principle of the SEN Code of Practice (CoP), this policy has been co-produced with the Headteacher, SENDCO, Senior Leadership Team, Governing body, SEND Governor, and shared with parents and children.

Contacts

Special Educational Needs Coordinator - Mrs R Walker (Assistant Headteacher)

Identification of SEND

Children and young people are identified as having SEND if they do not make adequate progress through Quality First Teaching (QFT). All teachers are teachers of children with special educational needs and class teachers are responsible for monitoring the progress that children are making and planning any support that your child may need. They provide high quality classroom teaching and a range of support and intervention which meets the needs of children in their class. Support and intervention may also be delivered by other members of staff. Your child's class teacher should be the first person with whom you discuss any concerns either in person or by telephone.

Staff use a multisensory approach to learning in order to make it engaging and accessible for all children. This practice is adopted throughout school with all learners.

Additional support is through group work, either in the classroom or outside. The adult running the group may or may not be a teacher, but will have received training on running the group and the sessions will be planned by the class teacher.

Learning objectives are set for each session to fill gaps in children's learning. Groups are closely monitored to make sure that they allow children to make progress. Sessions aim to help children to catch-up with other children in their class and work is scaffolded to ensure pupils are able to access similar topics.

Sometimes it is necessary to target specific support to individual pupils and this is often in partnership with outside agencies such as Speech and Language Therapy, an Educational Psychologist, Inclusion Support Workers, Outreach Services or a Physiotherapist. Referrals to these agencies will only be done with your permission. Children receiving this support are not expected to 'catch up' with their peers as a result of it.

Progress data for all children is tracked termly. Any concerns that teachers have regarding a child's progress are discussed with Mrs Walker and Ms Adam. Where children with additional needs are unable to access the formative assessment for their age group, B-Squared is used to assess them. B Squared allows small steps of progress to be tracked and this accumulates each term. In addition to this, where the Class Teacher deems it appropriate, earlier year-group assessment activities may also be used. The Engagement Model is used for children who have the most complex needs and who are not able to access the subject specific learning.

Assessment trackers for children with SEND are kept to ensure that attainment and progress is regularly reviewed.

Broad Areas of Need

The SEND Code of Practice specifies four broad areas of need:

- Communication and Interaction needs (SLCN)
- Cognition and Learning needs
- Social Emotional and Mental health difficulties (SEMH)
- Sensory and Physical

Communication and Interaction needs

Children with speech language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty with their expressive or receptive language, difficulty with their pronunciation of sounds and/or challenges with understanding and using 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 aspects of speech, language or social communication at different times of their lives. Children with Developmental Language Delay (DLD) and Autism (ASC) are likely to have particular challenges with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning needs

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 a result of other special educational needs or disabilities.

Children with a Specific Learning Difficulty (SpLD) may have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a broad range of needs. These can be categorised as moderate learning difficulties (MLD) where children have greater difficulty than their peers with acquiring academic skills and/or a difficulty with speech and language and social skills; Severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication; Profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social Emotional and Mental Health Needs

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn, isolated or anxious, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability and this 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 a visual impairment (VI), a hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with a MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Bywell CE Junior School we recognise that other factors also impact upon children's learning and the Code of Practice states progress and learning may be affected by poor punctuality and attendance, being a looked after child (LAC), low prior attainment or being in receipt of pupil Premium, Disability (the equality Act and Code of Practice state that schools and settings have a duty to make "reasonable adjustments"- these alone do not qualify as SEND)

The code no longer allows behaviour to be considered as a special need or disability. Any concerns you may have about a child/young person with behavioural needs would form an underlying part of a wider need. As part of the school Positive Behaviour Policy, due care is taken to support those with additional needs whilst ensuring inappropriate behaviour is dealt with on an individual basis, making 'reasonable adjustments' where necessary and adjusting our behaviour policy to take account of SEND. School works in partnership with parents and carers to ensure a consistent approach and there are other external agencies who may need to become involved.

A Graduated Whole School Approach to SEND Support

At Bywell C of E (C) Junior School, class teachers are accountable for the progress and development of children and young people in their classes. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Planning takes additional adult support into account and is discussed so that these additional adults know how they are supporting children within the classroom.

Teaching and Learning Reviews are carried out regularly by senior leaders and all groups of learners are considered. The Wider Leadership Team review work through 'Book Looks' in all year groups, including for children with SEND. Data analysis is carried out termly to check progress and attainment and staff training is delivered so that all teachers are aware of their responsibilities towards all pupils including those with SEND. Information and support is provided by the SENDCO as required.

The school may decide to place a pupil on the SEND register at any time. In most cases, the child will firstly be put onto an 'initial concern' whereby the class teacher will meet with the parents and SENDCO to set specific targets relating to the child's area of challenge. This will then be reviewed within 6-8 weeks and will form part of the decision as to whether the child is added to the SEN register. Placing a pupil on the SEND register is a supportive measure that allows school to target support, resources and if needed a personalised approach outside of what other pupils in the class are receiving. It also ensures support for pupils if needed in their next setting.

One Page Profile (OPP)

A One Page Profile is used for children with identified SEN, but who are able to manage in school with reasonable adjustments. The child is included in the creation of the OPP.

I-APDR/My Support Plan

From September 2023, Kirklees Local Authority released a new format of their support plans called an I-APDR, Individual Assess, Plan Do Review. These plans can be used in place of the My Support Plans (MSP) to identify and target the children who are on the SEND register at SEN Support level. At Bywell, the children currently on a Personalised Plan or MSP will move onto an I-APDR, but this will be over a period of transition until the end of the Spring Term 2024. Both the MSP and the I-APDR detail the needs and provision for children who struggle with any of the four main areas of need and set targets for the children to achieve throughout the year. These targets are reviewed **at least** three times per year, but this can be more frequent where needed. Creating an I-APDR/MSP can also be the starting point for additional support from outside agencies and may provide valuable evidence for to an Education Health and Care Plan (EHCP). Many external outreach services will not see a child unless they have a support plan which has been reviewed by the school.

Education, Health and Care Plan (EHCP)

Where significant, additional support is required to meet the needs of a child, an assessment may be requested by a parent/carer or the school. If it is decided that your child's needs are **severe and complex**, requiring additional funded support, Kirklees will write an Education, Health and Care Plan (EHCP) outlining the funding and support in place. The EHCP outlines the amount of funding that your child will receive, how this should be used and what strategies and support must be put in place to meet long and short-term goals for the child. SENDACT are responsible for overseeing this process.

SEN Pathway



Quality First Teaching (QFT)

All children access Quality First Teaching. Through access to high quality inclusive teaching they should be able to access their learning effectively and make progress.

If struggling
move to a...

Initial Concerns

Parents/Carers, Class Teacher and, where possible, the SENDCo meet to identify challenges that the child is having and agree targets to work on intensively over the following 6-8 weeks. After 6-8 weeks, the targets are reviewed and, at this point, the child may be added to the SEN register and staff may form support plan. Alternatively, they may continue on an Initial Concerns for another 6-8 weeks and then review it. It may be agreed that no further action is needed as the targets have been achieved.

If
struggling...

One Page Profile

Children on a One Page Profile (OPP) will need a number of reasonable adjustments. These children may also access an intervention run by the Learning Mentor Team and may also have a diagnosis. The child, alongside Parents/Carers and school staff, co-produce the document to reflect the needs and how best the child can be supported.

If struggles
increase...

I-APDR/My Support Plan

The Class Teacher meets with Parents/Carers to create a support plan for a child. The child will have an identified need or needs that require provision and support above and beyond Quality First Teaching (QFT). The needs are outlined on an I-APDR or MSP and targets are set. These targets are reviewed by the Class Teacher, Parents/Carer and child each term. The reviews can take place more regularly when needed. Outreach support such as the CCI Team or SaLT etc can be accessed when a child has a MSP or I-APDR.

If still
struggling...

EHCP

An EHCP is used for a child with complex and severe needs who may have multi-agency involvement. This plan is likely to have a number of detailed targets and a more in-depth detail about the needs of the child and how best they can be supported. In the production of this plan, assessment and advice will have been sought from Educational Psychology alongside various outreach services. This is reviewed annually by the SENDCo alongside the daily Teaching Staff and Parents/Carers.

Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns raised by teachers, parents/carers or other agencies are addressed by the class teacher through appropriate differentiation, scaffolding and support within the classroom. If concerns still remain it may be necessary to involve others e.g. SENDCo.

How we identify and support students with SEND

All students' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual students. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Adequate progress could:

- Be similar to that of peers;
- Match or better the students' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the gap growing wider

Where students continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. A pupil's prior learning (KS1 results) needs to be considered, however, low prior attainment is not always an indicator of SEND.

In some cases, it may be necessary to seek assessment by or advice from an external agency or professional for example the Speech and Language Team (SALT) or Outreach Services such as the Complex Communication and Interaction (CCI) Team or the Learning and Cognition Team etc. This should always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which have previously resulted in poor attainment;
- Persistent emotional or behavioural difficulties which are not reduced by appropriate behaviour management strategies or requires repeated support in small groups or 1:1;

- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and or social interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme/plan
- Has SEND, sensory and or physical needs that require additional specialist equipment or regular advice or visits by a specialist service e.g. Visual Impairment team, Physiotherapist, Nurse etc
- Has a communication and or 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, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND 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 (APDR)**.

For students with low level special needs, the cycle of **Assess, Plan, Do and Review** will fit into the regular termly assessment and planning cycle for all students. For students with more complex needs or for whom a more frequent cycle needs to be employed, additional meeting dates will be set and will include the termly meeting with child and parent/carer. When assessing pupils using B Squared, this takes place over a period of time to establish success at the smaller steps which make up an objective or outcome.

Assess

- In identifying a pupil as needing support the class teacher, working with the SENDCO should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment inclusive of early years and infant school. (This could involve standardised test results)

- Where possible, information and records are received from the relevant infant school and discussions both between Class Teachers and SENDCOs will take place prior to starting junior school.
- If there are no records available, Bywell will begin to gather information.
- The pupil's development in comparison to their peers and national data should be considered along with the parent's views and experience, the pupil's views and, if relevant advice from external agencies including those from Health and social Care. 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 of developing a more accurate picture of need will be the way in which is developed. (With some areas of SEND the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention).

Plan

- Parents/Carers, may meet with the SENDCO and the teacher/ professionals that may have been involved to discuss the interventions and support put in place as well as the expected impact on progress and development.
- Any objectives on a My Support Plan/I-APDR Plan, need to be SMART (Specific, Measurable, Action, Realistic and Timely).
- The plan will clearly identify the areas of need(s) the desired outcome(s), the approaches that support and resources provided, including any teaching strategies or approaches that are required and when the plan will be reviewed. This plan is stored by the SENDCO and Class Teachers (in line with GDPR guidelines). The support and intervention will be selected to match the pupil's needs and carried out by staff with appropriate skills and knowledge.
- Parents will also have a role to play - sharing a book daily with their child, supporting with times tables and homework and this will be noted on the Support Plan.
- If necessary any outside agency involvement will also be noted on the Support Plan
- If it is agreed that a pupil requires further support, parents/carers will be contacted.

Do

- 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 to assess the impact of the support and interventions.

- The SENDCo will support the Class Teacher in the further assessment of the pupil's needs and advise on the effective implementation of support.
- The class teacher is responsible for the daily implementation of the plan and will contribute to the next stage of the cycle
- The SENDCo will involve any additional agencies needed to further support pupils.

Review

- The support plans will be reviewed at least three times each academic year by the class teacher. The review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parent/Carers will learn about the effectiveness of any intervention and discuss the next steps. If appropriate other agencies may attend or contribute to the review
- Pupils with complex needs may need reviews to be greater in frequency and specialists may need to attend the actual review.
- The review then feeds back into an analysis of the pupil's needs and supports the decision-making process regarding the next steps. The class teacher and SENDCO will revise the support plan taking into account progress and views of pupils, parents/carers and professionals.
- Where there is a sustained lack of progress, the school may seek support and advice from external agencies. Parents will be consulted before an outside agency is involved and need to give permission.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any 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 seen as requiring support. At this point with the agreement of all parties the pupil will be removed from the SEND register.

Statutory Assessment of Needs (EHCP)

Where, despite the school having taken appropriate actions (best endeavours) to identify, assess and meet the special educational needs and or disabilities of the child s/he has not made the progress expected, the school or parents/carers should consider requesting an Education Health and Care Plan (EHCP) needs assessment. The evidence gathered through the previous My Support Plans and reviews will help the Local Authority (LA) in the decision-making process when undertaking a statutory assessment of the pupil's educational needs. (Health needs are taken into account where they impact upon a pupil's ability to learn).

Where a pupil has an Education Health Care plan (EHP) the Local Authority must review the plan every twelve months as a minimum. The SENDCo will set up the meeting and ensure the necessary paperwork is submitted to the Local Authority, parents and other professionals.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all the students including those with SEND follows the school's calendar of assessment and monitoring. In addition, the cycle of Assess, Plan Do and Review ensures that students with SEND have their individual provision reviewed regularly, and at least termly. 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 half-termly (or using B-Squared termly) and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Students and Families

At Bywell C of E (C) Junior School, we value the positive role parents/carers can make to their child's education. We make every effort to work in full co-operation with parents/carers recognising and respecting their roles and responsibilities. We encourage parents to support school in working with us and other professionals to ensure that their child's needs are identified correctly and met as early as possible.

To support parents' ability to play an active part in their child's development we endeavour to provide parents/carers with the relevant information so they can re-enforce learning in the home.

Thus, we support parents to do the following:

- Feel fully supported 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 how their child is educated.
- Have access to information, advice and support during assessment and any related decision making process about special educational provision.

Parents/Carers of a child with SEND will have the opportunity to speak with the Class Teacher and SENDCO if needed. This can be through a phone conversation or a face-

to-face meeting. Parents/Carers are encouraged to seek help and advice from independent information advice and support services if required.

Ms Bancroft (Learning Mentor) is available to support parents with Family Support referrals, referrals to CAMHs for social and emotional support and also to the Mental Health Trailblazer project for emotional support.

Pupil Voice

Bywell C of E (C) Junior School places high importance on gaining genuine pupil views to promote the best pupil outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of their reviews, and as part of or at the end of a targeted intervention. Where appropriate, students may be asked to contribute to the setting of their own outcomes on their individual plans.

Partnership with External Agencies

The school is supported by a wide range of outside agencies and the school's SEND Report details which agencies the school works with. This report is regularly updated.

Transition

A change of school can be both an exciting and anxious time for children, it can be challenging for pupils with SEND. We endeavour to ensure that these periods of change are managed sensitively, with a carefully planned transition programme where needed. We work closely with feeder schools to ensure transition information is always communicated both through conversations, meetings in person and a transfer of electronic files. Within school, information is always passed on to new teachers, including successful strategies and resources to support pupils. This ensures consistency for our children at a time that can potentially be unsettling. **Training and Resources**

Allocation of Resources

- Resources are allocated to support children with identified needs.
- The school allocates resources by mapping provision across the school. This support can change during the year based upon the changing SEND needs within the school.
- This support may take a number of forms from differentiated or scaffolded learning to focused intervention work to additional adult support for some aspects of learning.
- Learning Mentors focus on pupils who may have social and emotional and mental health (SEMH) difficulties and lead small groups to support friendships, self-esteem, anxieties, self-regulation, respect and boundaries. Learning Mentors also

support some children on a 1:1 basis. There are times when an ETA may carry out a pastoral intervention with materials provided by Learning Mentors.

- Specialist equipment such as modified pens, writing slopes or exercise books are purchased as required. Some equipment may be loaned to school by outside agencies e.g. the team for pupils with Visual Impairment.

Continuing Professional Development for (CPD) for SEND

- All staff at the school engage in regular training sessions.
- The SLT and SENDCo provide regular in-service training regarding fulfilling responsibilities towards SEND pupils and meet to offer support and advice.
- All staff have regular CPD meetings and during appraisal, student progress, including those students with SEND, is a core part of the target setting process.
- Teaching Assistants receive CPD which supports them to carry out their role in school.
- External trainers are periodically engaged to provide staff with training which enables them to carry out their role effectively e.g. supporting pupils with medical or physical disabilities.
- Peer support and guidance is available to all staff on a daily basis and some of the most useful training takes place during professional dialogue between colleagues.

Funding

Funding for SEND in mainstream schools is calculated within the school budget. Schools are expected to meet the needs of SEND pupils from this budget. Where a pupil requires a high level of support, school may apply for additional resources. This additional "Top up" funding is paid from the Local Authority's high needs money into the school's budget. Even the highest level of funding provided with an ECHP does not provide sufficient for 1:1 support full time. School is required to show how it has spent the SEND budget and be accountable for the impact it has had upon pupil progress.

Personal Budgets

Personal budgets are only available to students with an Education, Health and Care Plan (EHCP) or students who are undergoing a needs assessment plan. Parents may, under very specific conditions, be able to commission their own provision for their child. SENDACT should be consulted if required.

Governing Body

The Governing Body endeavours to follow the guidelines set down in the SEND Code of Practice 2014 to:

- Make sure that a child with SEND gets the support they need.
- Ensure that there is equal access where appropriate to school activities alongside their peers who do not have SEND.
- Designate a teacher to be responsible for co-ordinating the SEND provision - the SEND coordinator or SENDCO.
- Ensure that the SEND Information Report shows the arrangement for the admission of disabled children and any steps taken to ensure that such children are not treated unfavourably in comparison to their more able peers.

Headteacher

The Headteacher has responsibility for the overall day to day management of all aspects of the school including SEND. The Headteacher will keep the Governing Body updated on all aspects of SEND. The Headteacher will liaise closely with the SENDCo and Governor with responsibility for SEND.

SENDCo

In collaboration with the Headteacher, SLT and the Governing Body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievements of students with SEND.

The SENDCO has responsibility for carrying out the SEND policy and coordinating provision by teachers for individual pupils, liaising closely with parents and external agencies. The SENDCo also, where appropriate offers guidance to colleagues with the aim of securing high quality provision for pupils with SEND.

Through ongoing analysis of needs and monitoring interventions and outcomes, the SENDCo is able to support the SLT in setting challenging but achievable targets. The SENDCo supports the school in finding effective ways to overcome barriers to learning. The SENDCo liaises and collaborates with Class Teachers so that learning for all children is given equal priority.

The principal responsibilities of the SENDCO include;

- Over-seeing the day to day operation of the SEND Policy.
- Coordinating provision for SEND students and reporting on progress.
- Advising on the Graduated Approach to providing SEND support - Assess -Plan-Do-Review.
- Advising on the deployment of the SEND budget.
- Monitoring and organising where appropriate relevant SEND CPD for all staff.
- Ensuring the records for all pupils are properly kept and that all records are up to date.
- Supporting class teachers to liaise with parents of children with SEND.

- Being a point of contact for external agencies.
- Liaising with other schools, Educational Psychologists, Social Services and others.
- Monitoring impact of SEND interventions.
- To lead on the high-quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

All Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for SEND pupils.
- Class Teachers are engaged in high quality provision for SEND pupils. This includes reviewing, and where necessary, improving their understanding of strategies to identify and support vulnerable students and knowledge of the types of SEND most frequently encountered.
- Class Teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove any "potential" barriers to learning.
- Teaching Assistants liaise with the class teacher and SENDCO on planning, pupil response and progress in order to contribute effectively to the graduated response.

Meeting Medical Needs

The Children and Families Act of 2014 places a duty on schools to make arrangements to support students with medical conditions.

Where children also have SEND, their provision should be planned and coordinated. For students with an EHCP this will be used as it brings together health and social care needs as well as their special education provision. For other pupils a Healthcare Plan would need to be completed.

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 pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Children in Hospital

The member of staff responsible for ensuring that students with health needs have proper access to education will liaise with other agencies and professionals as well as parents/carers to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

SEND Information Report

School will ensure SEND information is accessible on the school website. The information will be published annually and any changes during the year will be updated as soon as is possible.

Behaviour Policy

The school will ensure that reasonable adjustments are made for students with SEND as outlined in the school's behaviour policy.

Monitoring and Accountability

Accessibility

The school is compliant with the equality act 2010 and accessibility legislation.

Storing and managing information

Pupil SEND records will be kept in accordance with the DfE guidance contained in "statutory policies for schools" (February 2014).

Responding to complaints

In the first instance, parent 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. This includes access to mediation before tribunal. Parents/Carers have the right to appeal to a SEND tribunal at any stage.