



Sutton in Craven C of E VC Primary School

SEND Policy

2021- 2022



Flourish together, in the love of God, to live life in all its fullness.

Document Status	
Date of Next Review	Autumn 2022

OUR VISION AND VALUES

Flourish together, in the love of God, to live life in all its fullness.

Our vision is to support every child to flourish into compassionate, confident and resilient young people who have a delight in learning and do so in the love of God.

We focus on three core Christian Values, **LOVE, COURAGE and PEACE** which underpin all we do in school.

We will advocate for each and every child to achieve their very best and uphold high aspirations for them all, through our creative, meaningful and inspiring approach to teaching and learning. We are educating every child to live life in all its fullness.

We value the abilities and achievements of all our children and are committed to providing the best possible environment for learning for every child.

All teachers are teachers of children with SEND and are committed to identifying and providing for the needs of **ALL** children within an inclusive environment. We recognise the entitlement for **ALL** children to access a balanced, broadly based curriculum. It is encompassed in teachers' planning and in curriculum area documents that all teachers will deliver this curriculum and that further detailed reasonable adjustments, interventions and provisions are outlined in class planning and class provision maps.

LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation, guidance and documents:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHCP) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- The Local Offer made by the Local Authority
- Statutory guidance on supporting children at school with medical conditions updates December 2015
- Keeping Children Safe in Education September 2020
- Working Together to Safeguard Children
- Children's Act 1989
- Equality Act 2010 subsequent updates and DfE advice for schools, February 2013



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DEFINITIONS (section 20 of the Children and Families Act 2014)

A child has SEND if they have a learning difficulty or disability which calls for special educational provision and/or reasonable adjustments to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools (many children and young people who have SEN may have a disability under the Equality Act 2010 – that is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities (SEND CoP 2014)

A child under compulsory school age 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.

Children must 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

Special Education Provision means:

For children of two or over, educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

FUNDAMENTAL PRINCIPLES

- Children with SEND should have their needs met.
- The SEN of children will normally be met in mainstream schools or settings.
- The views of the child should be taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the Foundation Stage and the National Curriculum.

AIMS

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for children with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEND

Access to the curriculum

- All children have an entitlement to a broad and balanced curriculum which is differentiated (made more or less demanding according to the ability of the child) so that children can understand the relevance and



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purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

- Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately and assessment is used to inform the next stage of learning.
- Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation. There are times though when, to maximise learning, children are asked to work in small groups, or in a one-to-one situation outside the classroom.

As a school we will endeavour to address the educational, social, physical and emotional needs of all children whilst they are pupils at this school.

1. We will aim for each child to achieve the very best of which they are capable.
2. We will aim for children with SEND to be fully included in the activities of the school.
3. Within the school framework we will aim for all teachers to be equipped to identify and meet the needs of individual children.
4. We will make strong effort to work in partnership with parents, with NYCC, with Enhanced Mainstream Provisions, with health services and other local schools to ensure special educational provision.
5. We will have regard to the revised SEN code of practice (September 2014), the SEND tool kit, Primary Inclusion Quality Mark and the Inclusive schooling structure, which is flexible to enable us to carry out our duties towards all pupils with Special Educational Needs.

OBJECTIVES

To enable children to achieve the very best of which they are capable we will:

- Ensure the identification of all pupils requiring SEND provision is as early as possible in their school career.
- Ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- Ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- Ensure that all pupils have access to a broad and balanced curriculum.
- Ensure that all learners make the best possible progress.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure that SEND pupils take as full a part as possible in all school activities.
- Promote effective partnerships and involve outside agencies when and where appropriate.
- Provide high quality learning opportunities and materials
- Use positive and supportive language with children
- Provide a secure and caring environment
- Make use of assessment information (baseline, observational, parental views) to identify needs early.
- Monitor and evaluate interventions adjusting them until they become effective
- Involve parents at all levels. Our Local Offer and the Local Authority Local offer, published on our website will detail what parents and children can expect from the school in regards to high quality SEND provision.

To enable teachers to be equipped to identify and meet the needs of individual children we will:

- Provide access to specialised equipment as required



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- Provide access to specialised support and information through SENCO and NYCC staff
- Provide access to HLTA, GTA or ATA support where this is deemed to be appropriate.
- Ensure children are making sufficient progress, as measured against end of year National Curriculum expectations in reading, writing and maths.

To work with children we will:

- Gather children's views regarding their specific learning needs and how they feel these needs are being met in school
- Work together to ensure children have their voice heard in relation to what reasonable adjustments work well for them

To work with parents we will:

- Inform parents of any concerns we may have regarding the needs of their child
- Inform parents of how we are supporting their children including specialist support
- Discuss ways in which parents can support the needs of their child at home
- Listen to and learn from views and specialist knowledge of parents about their children.

To work with local schools, NYCC, Health services and the enhanced mainstream provisions we will:

- Attend network cluster meetings and any appropriate training
- Liaise with the enhanced mainstream provisions and health services - seeking help and following suggested programmes
- Provide information about children to the relevant groups and support NYCC Policy for SEND

To make full use of the current legislative documents we will:

- Read, absorb and act on the information provided in the SEND code of practice and related documents
- Attend relevant training and keep up to date with initiatives
- Monitor and evaluate our SEND practice with regard to these documents

ROLES AND RESPONSIBILITIES

The SENDCo

The SENDCo is **Mrs Orla Gibbons**

She will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in Sutton CE.
- Have day-to-day responsibility for the operation of this SEND policy and the co- ordination of specific provision made to support individual pupils with SEND, including those who have EHCP



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plans

- Co-ordinate and evaluate the provision for pupils with SEND
- Monitor pupils' progress and overseeing record keeping
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Contribute to INSET as appropriate
- Advise on the deployment of the each school's delegated budget and other resources to meet children's' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date, SEND register, Register of Vulnerable Children and Medical Register

The SEND governor

The SEND governor is **Rev. Helen Collins**

The SEND governor will:

- Take a special interest in SEND
- Help to raise awareness of SEND issues at Governing Board meetings
- Monitor the quality and effectiveness of SEND provision within school and update the Governing Board on this
- Ensuring that provision of a high standard is made for SEND pupils
- Work with the Headteacher and SENDCo to determine the strategic development and reviewing of the SEND policy and provision in school.
- Ensuring that a 'responsible person' is identified to inform other staff about all areas of SEND and all those involved with teaching and supporting children in receipt of an EHCP.
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities



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- Being fully involved in developing, monitoring and subsequently reviewing SEND policy

The Headteacher

The Headteacher is: **Mrs Orla Gibbons**

The Headteacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in Sutton CE.
- Have overall responsibility for the provision and progress of learners with SEND

Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class (Quality First Teaching, universal WAVE 1 provision for ALL)
- Informing and communicate with parents/carers of concerns in a timely manner and record a short note appropriately
- Adhere to the graduated approach for supporting children with SEND.
- Write and implement support plans and chronologies for children at the SEND Support Stage (with support from the SENCO if required)
- Working with the SENDCO to review each child's progress and development and decide on any changes to provision
- Ensuring that other staff in the classroom and where necessary, are aware of the SEND of those children and the provision and adjustments that are in place for these children.
- Communicating with the SENDCo about children who may need require assessing for an Education Healthcare Plan.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Ensuring they follow this SEND policy and SEND information report.

Support Staff/Teaching Assistants

We employ TAs, Advanced Teaching Assistants (ATAs) and Higher Level Teaching Assistants (HLTAs) where appropriate and these assist with the provision for children with SEND.



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Teaching Assistants, with support and guidance from the class teacher and SENDCo, are responsible for:

- Assisting children with tasks detailed on their support plan
- Feedback to class teacher and/or the SENDCo
- Being aware of the needs of the children they support in the class
- In the absence of the class teacher, informing replacement staff of any special needs/practices that are important for children with SEND

Teaching Assistants are employed to support individual children, groups and classes. Children are predominantly supported to enable them to learn in class alongside their peers. Sometimes teaching assistants work individually with children who have been withdrawn from a lesson to follow an individual programme or Intervention plan to accelerate learning in a particular area.

The management and training of TAs in SEND and inclusive practice is the responsibility of the SENDCo and the Headteacher. They are under the direction of the Headteacher and class teacher with whom they are working. The Headteacher manages the professional development and training for the TA's.

Lunchtime Supervisors, with support from Class Teacher and the SENCO, should:

- Be aware of the needs and adjustments need for children with SEND over lunchtimes
- Follow any procedures detailed in children's support plans
- Feedback to appropriate staff

Parents are responsible for:

- Supporting children with work at home
- Attending parent's evenings and regular reviews meetings to discuss children's progress
- Making the school aware of any concerns or problems that might affect children's learning and/or behaviour

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Communication and interaction difficulties and Speech and Language Difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia, Dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties
- Please see the school's SEND Information Report.



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Identifying children with SEND and assessing their needs

A child may need additional support when:

- The child asks for support.
- Concerns are raised by parents/carers teachers, TAs, external agencies or the child's previous school/Early Years provider regarding progress or inclusion.
- Whole school tracking of attainment outcomes indicate the child is not making expected levels of progress.
- Screening and/or diagnostic assessments indicate gaps in knowledge, skills and/or development.

The SEND Code of Practice 2014 describes four broad categories of need for which we will plan:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical/sensory

The SEND Code of Practice makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs, emotional and mental health.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

All teachers are responsible for identifying children with SEND and in collaboration with the SENDCo/Headteacher will ensure children requiring additional and/or different provision are identified



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at an early stage. High quality teaching, differentiated for individual children, is the first step of responding to children who may have SEND. Any child having significant needs which require additional and/or different provision will be placed on the SEND register. Children requiring catch up intervention (below age related expectations) do not necessarily have special educational needs. It is the responsibility of individual class teachers to identify children in need of catch-up intervention, reasonable adjustments or personalised provision. These programmes should be time limited with a clear focus and with set targets. Parents/carers will be informed that interventions are taking place.

Placing children on the school's register of Special Education Needs

When a child is identified as having SEN the class teacher, with the support of the SENDCo, will:

- Discuss the concerns with the child's parents / carers and seek their consent for SEND provision to be made.
- Ensure that parents are kept informed from the start of any SEND provision and notify any changes.
- Devise a support plan specifying 2 or 3 key individual targets and begin a chronology.
- Ensure that ongoing observation and assessment informs future planning and that achievements are shared with parents/carers.
- Involve parents/carers in a joint learning approach at home and in school using the home/school book where appropriate.
- Inform the SENDCo/Headteacher of any immediate concerns regarding pupils which require the involvement of outside agencies.

Deciding to place a child on the SEN register

The triggers for early intervention could be the teacher's or other's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities, effective provision and reasonable adjustments:

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

When a class teacher or the SENDCo identifies a child with SEND the class teacher should provide interventions that are **additional to or different from** those provided as part of the school's usual differentiated curriculum.

What is adequate progress for children with SEND?



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Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their year group.
- Prevents the attainment gap growing wider.
- Is similar to that of children starting from the same attainment baseline, but less than that of the majority of children.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.
- Demonstrates that a higher level of independence is achieved.

ARRANGMENTS

Allocation of Resources

All schools in NYCC LA receive funding for pupils with SEND in these main ways:

1. The base budget covers teaching and curriculum expenses for all pupils
2. The delegated SEND budget (based on an LA 'funding formula', and generated in part by numbers on the SEND Register) covers the additional support required
3. Specific funds allocated to pupils with statements / Education Health Care Plans.

This funding is then used to allocate resources – both human and otherwise – to support children with SEND.

If parents/carers wish to discuss the options available to their child, they are welcome to make an appointment to see the Class teacher, SENDCo or Headteacher.

Request for Statutory assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEND
- The pupil's support plans and chronologies
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- English and Mathematics attainments and progress
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Children's services reports



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- Any other involvement by professionals

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP).

An Education Health Care plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. A request for a Statutory Assessment does not inevitably lead to an Education Health Care Plan.

Further information can be found on the LA website at <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>.

An Education Health Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Plan
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Inclusion Passport
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews

Education Health Care Plans must be reviewed annually. The LA will inform the Headteacher at the beginning of each school year of the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENDCo
- A representative of the LA



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- Any other person the LA considers appropriate
- Any other person the Headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the targets
- Review the provision made for the pupil in the context of the curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Education Health Care Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year
- Year 5 reviews will indicate the provision required in Secondary school.

At Year 6 reviews, the SENDCo of the Secondary school will be invited to attend. The Educational Psychologist recommends that transfer arrangements be discussed at the end of Y5, the beginning of Y6. This would enable the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

With due regard for the time limits set out in the Code, the SENDCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an Education Health Care Plan

Consulting and involving children and parents

We will have an early discussion with the child and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the child's record and given to their parents. We will formally notify parents when it is decided that a child will receive SEND support.

Assessing and reviewing children's' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant



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- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress

Supporting children moving between phases and preparing for adulthood

The SENDCo liaises with secondary schools to enable planned provision to be made for pupils with SEND. The SENDCo facilitates both Year 6 Transition Reviews for pupils with Statements of SEND/EHCPs to enable a planned transition and also children that are transitioning from one Key Stage to another and one year group to another, where appropriate.

Our approach to teaching children with SEND

ALL Teachers are responsible and accountable for the progress and development of all the children in their class. All teachers are responsible for identifying children with SEND and in collaboration with the SENDCo/ Executive Headteacher will ensure children requiring additional and/or different provision are identified at an early stage. High quality first teaching, differentiated for individual children, is the first step of responding to children who may have SEND. This will be personalised and differentiated for individual or groups of children.

Any child having significant needs which require additional and/or different provision will be placed on the SEND register. Children requiring catch up intervention (below age related expectations) do not necessarily have special educational needs. It is the responsibility of individual class teachers to identify children in need of catch-up/same day intervention or personalised provision. These programmes should be time limited with a clear focus and with set targets. Parents/carers will be informed that will interventions are taking place.

If there is evidence that all children is making insufficient progress despite significant support and interventions, further advice and support may be sought from external agencies in order to best meet the needs of the child. Permission will be obtained from parents/carers and they will be fully informed and update.

These agencies include the;

- Education Psychology Service
- Healthy Child Team
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy Service (SaLT)
- Autism Support Service



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- Prevent Team (Social Care)
- NYCC SEND Hub
- Minority Ethnic Achievement (MEA) Team
- SENDIASS – Parent support service
- Compass Buzz
- NHS
- Pupil Referral Service (PRS)

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all child's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. ALL children are entitled to Quality First Teaching and Provision whereby teachers make appropriate and personalised reasonable adjustments for a child with SEND. This is integral to a child's progress, achievement and self-worth.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENDCO related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny
- Focused monitoring by the SENDCO, SIA, SEND governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and OfSTED
- Local authority analysis of information and data about the school

Evaluating the effectiveness of SEND provision



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We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's' individual progress towards their goals each term
- Reviewing the impact of interventions during and on completion of the intervention
- Focused learning walks (some in collaboration with SEND Governor, Executive Head teacher or other as appropriate)
- Using child questionnaires
- Using staff questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for children with EHCP plans

Enabling children with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.
- All children are encouraged to go on our residential trip(s)
- All children are encouraged to take part in sports day/school plays/special workshops, etc.
- No child is ever excluded from taking part in these activities because of their SEND.

Support for improving emotional and social development

We provide support for children to improve their emotional and social development in the following ways:

- Children with SEND are encouraged to be part of the school council or pupil voice groups
- Children with SEND are also encouraged to be part of clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

Admissions

The Governing Body ensures that admissions criteria will not discriminate against children with SEND. Admission arrangements for children with SEND are in accordance with Local Authority regulations.

Complaints about SEND provision



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Any complaints about special educational needs provision for a particular child, should be made in the first instance to the class teacher. If the problem is not resolved, the matter should be referred to the Executive Head teacher and/or SENDCo.

Should concerns remain, they will be discussed with the SEND Governor. Parents/carers of children with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution/mediation. The school or the Local Authority SEND Information, Advice and Support Service can make further information about this process available on request.

Contact details of support services for parents of pupils with SEND

In the Federation we recognise that parents/carers hold key information and have a critical role to play in their child's education. The schools seeks the involvement of the parents and carers of children with SEND. Parents/carers are kept informed of the progress of their children. We will collaborate with and listen to the views of parents/carers to work together to meet their child's needs. School regularly evaluate provision at given periods, and at the end of a period of intervention.

The school can provide information about the LA SEND Information Advice and Support Service (SENDIASS) to all parents/carers of students with SEND. Parents of any pupil identified with SEND may contact this service for independent support and advice.

Monitoring arrangements

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.

The success of the policy will be reviewed against its aims stated at the beginning of the document.