



SEND Information Report 2025 - 2026

This SEND Report has been written in accordance with the requirements set out in the Special Educational Needs and Disability Regulations 2014.

This SEND Report includes:

- The kinds of SEND which are provided for in school
- The SEND Report links to the SEND Policy
- Arrangements for consulting parents of children with SEND and involving them in their child's education
- Arrangements for consulting pupils with SEND and involving them in their education
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- Arrangements for supporting children in moving between phases of education and in preparing for adulthood
- Belfield's approach to teaching children with SEND
- The administration of medicines
- How adaptations are made to the curriculum and the learning environment of children and young people with SEND
- The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- How we evaluate the effectiveness of the provision made for children and young people with SEND
- How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- How Belfield involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
- Arrangements for handling complaints from parents of children with SEND about the provision made at the school

- How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
- A link to the Local Offer is on the school website

The name of the school SEND leader in school is: Mrs Howarth to contact Mrs Howarth please email: chowarth@belfield.rochdale.sch.uk or call 01706363341

Mrs Howarth has completed the National Award for SEND Co-ordinator

Mrs Welbourne helps support children with SEND in Belfield's EYFS.

We have a large number of staff highly qualified in school to best identify and meet the needs of pupils with special educational needs.

At Belfield we value all our pupils equally whilst promoting an inclusive ethos and our objectives are as follows:

- To secure a comprehensive timetable of highly effective support for SEND
- To ensure all internal inclusive provision is used effectively to support the most vulnerable pupils
- To continue to enhance transition arrangements for children with SEND
- To further develop and nurture relationships between school and the parents of children on the SEND register and therefore improve attendance
- To ensure teaching and intervention considers the targets/advice stated on EHCP's and APDR's in order for all children on the SEND register to make progress
- To capture the voice of all stakeholders to inform how to further develop the school's SEND offer.

The school follows the guidance contained in the SEND Code of Practice (January 2015). The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are: -

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

Identification

Teacher assessments are completed on a termly basis and discussed with the Team Leaders during a Pupil Progress Meeting. Children who are below peer and/or national averages are highlighted and the concerns are discussed alongside those children who have made minimal progress. This is one strategy we use to identify potential SEN.

Everyday teacher judgements and formative assessments are also used to provide an insight into a child's potential SEND needs. If these concerns continue then a teacher will look to the 'Graduated Reponse' to start the process for accessing support. This process is detailed below:

Initial Concern identified -SENDCO notified, logged on CPOMS, possible TAPS

Parents informed

Teacher to identify current strengths and areas of concern

If SEN concern, complete **Assess, Plan, Do, Review Cycle Sheet stating how progress is being measured**

Consider **Early Help Assessment** and/or outside agency referrals (**referral process linked forms**)

Inclusion passport to be completed if necessary

Teacher/SENDCO to share concerns with parents

Teacher to set short term SMART targets under 4 categories (see below) using the **Inclusion Toolkit** strategies

Set review date

Inclusion Assessment Pack to be completed by adult carrying out support

Review with SENDCO after half termly (or sooner if agreed)

At first review

Review progress made

Adequate progress made – cease APDR

Minimal progress made or high levels of support needed – continue to next cycle

Set review date

Initiate **costed provision map**

Meet with parents

Consider placing on SEN Register K (**Parental consent for SEN register**)

Review external agency support

At next review

As above

If costed provision map showing high levels of funding, initiate **EHCP process**
Involve parents and other professionals

At next review

If three cycles have been completed **and** costed provision map shows over £6000 initiate
request for Statutory Assessment (EHCP)

Provision

We aim to provide our children with exceptional provision by:

- Being calm, kind and consistent.
- Providing a welcoming, safe and fun-loving environment.
- Promoting active learning within the school and local community, where every child can thrive.
- Providing a sensitive and child-centred learning environment with communication at the forefront.
- Promoting professional and respectful attitudes from all.
- Providing support for parents and the wider school community.
- Providing relevant and sometime bespoke training to our staff members to ensure they are empowered to best meet the needs of our children.

Our vision is that Belfield Community Primary School will provide a learning environment that is professional and caring, encouraging continuous improvement for all children with SEND. We aim to enable all children to achieve their individual potential, raise their self-confidence and to provide them with learning experiences which are child-centred, stimulating, enjoyable and challenging. Our school is calm and welcoming, safe and secure and committed to adapting to meet individual needs.

We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS), Rochdale Additional

Needs Service (RANS) and Social Services. Further information can be gained from the Local Offer from Rochdale LA.

For those children who require more support, teachers create 'Inclusion Passports'. These detail how the child accesses the curriculum and how they are supported through school's 'Internal Inclusive Provision'.

We have five additional spaces at Belfield that cater for the context of our school and the needs children present with. If needed, children can access these rooms – the details of each one is detailed below:

The Acorn Room

At Belfield Community Primary School, The Acorn Room is part of our internal inclusive provision and is used to support children with SEND with a particular focus on sensory issues, children requiring flexible breaks from class and those children who are working towards specific targets on their APDR's. Mrs Welbourne sets up and manages The Acorn Room provision.

The Acorn Room is a space in which sensory circuits can be completed, children can engage in messy/water based play, children can access sensory touch and light based areas and where adults can support children through shared attention, modelling and high quality interaction and play.

The children using The Acorn Room will be identified through professional discussion between unit leaders and staff (with support and input from the Inclusion Team).

Once identified, children will have dedicated slots planned in on The Acorn Room timetable or, will be added to the list of children who require the room on a more flexible basis, such as when they are distressed or in crisis or as a de-escalation technique before this happens.

Each child will have their Inclusion Assessment Pack in The Acorn Room when they are accessing the provision. The APDR and 1:1 record sheets are to be annotated by staff during/after Acorn Room sessions in order to show steps of progress and measure impact.

When a child is accessing The Acorn Room, they will be accompanied by an adult from their own unit unless otherwise arranged and agreed. This adult will be responsible for supporting the child to make progress towards their APDR target and will feedback to the class teacher using annotations on the document.

The timetable and list of children will be revisited on a regular basis through MLT/Inclusion Team meetings and any changes can be discussed and made at these opportunities.

The Leaf Room

At Belfield Community Primary School, The Leaf Room is part of our internal inclusive provision and is used to support children with SEND with a particular focus on speech and language and

continuous provision using intensive interaction. We realise that our children need to be able to communicate their wants and needs and that expressive language and receptive language, underpin learning in all areas.

The Leaf Room is a space in which adults can support children on a 1:1 basis and in small groups. SALT Care Plans are used for individuals and WellComm assessments help set targets and next steps for others.

The children using The Leaf Room will be identified through initial concern forms, SALT Care Plans and WellComm assessment results

Once identified, children will have dedicated slots planned in on The Leaf Room timetable or staff will liaise with class teachers to plan times for visits and work in classes.

Leaf Room staff will liaise with SALT, class-based staff and parents to ensure a rounded and consistent approach to supporting children.

Maple

At Belfield Community Primary School, Maple is part of our internal inclusive provision and is used to support children with SEND with a particular focus on social, emotional and mental health complexities, sensory issues, children requiring flexible breaks from class and those children who are working towards specific targets on their APDR's.

Maple is a space in which sensory circuits can be completed, children can develop both their gross and fine motor skills and where adults can support children through shared attention, modelling and high quality interaction and play. Maple will provide a sensory breakout space for children from KS2 to access, with children from KS1 accessing if previously discussed.

The children using Maple will be identified through professional discussion between unit leaders and staff (with support and input from the Inclusion Team).

Once identified, children will have dedicated slots planned in on Maple timetable or, will be added to the list of children who require the room on a more flexible basis, such as when they are distressed or in crisis or as a de-escalation technique before this happens. These children will have a visual timetable detailing activities, learning opportunities and staff.

Each child will have their Inclusion Assessment Pack in Maple. The APDR and 1:1 record sheets are to be annotated by staff during/after Maple sessions in order to show steps of progress and measure impact.

When a child is accessing Maple, they will be accompanied by an adult from their own unit unless otherwise arranged and agreed. This adult will be responsible for supporting the child to make progress towards their APDR target and will feedback to the class teacher using annotations on the document.

The timetable and list of children will be revisited on a regular basis through MLT/Inclusion Team meetings and any changes can be discussed and made at these opportunities.

When children need to support to reintegrate back into their classes and build peer relationships, groups can work together in the Library to underpin this before expectations of completing more work in class are set.

The Oak Room

At Belfield Community Primary School, The Oak Room is part of our internal inclusive provision and is used to support children who find it challenging to remain in class and take part in whole class learning at different points throughout the day.

The Oak Room is a space in which children from Year 2 – Year 6 can work on a 1:1 or small group basis within a low stimulus environment with a focus on academic progress. Independence building and resilience will also be addressed through the use of task boxes.

The children using The Oak Room will be identified through professional discussion between unit leaders and staff (with support and input from the Inclusion Team). Children can be combined from across different classes if needs are similar.

Once identified, children will have dedicated slots planned in on The Oak Room timetable. Staff must consider why a child needs to access this provision, when is the most appropriate time, which member of staff will support them when accessing this provision and how long sessions will be as well as how many sessions are required.

Each child will have their Inclusion Assessment Pack in The Oak Room. The APDR and 1:1 record sheets are to be annotated by staff during/after Oak Room sessions in order to show steps of progress and measure impact.

When a child is accessing The Oak Room, they will be accompanied by an adult from their own unit unless otherwise arranged and agreed. This adult will be responsible for supporting the child to make progress towards their APDR target and will feedback to the class teacher using annotations on the document.

The timetable and list of children will be revisited on a regular basis through MLT/Inclusion Team meetings and any changes can be discussed and made at these opportunities.

Children using the Task Boxes will use a visual timetable and the activity cards to develop independence – this can be the singular purpose of the visit, or in addition to specific learning activities set by the class staff.

The Willow Room

At Belfield Community Primary School, The Willow Room is part of our internal inclusive provision used to support children with SEND with a particular focus on social, emotional and mental health complexities, children requiring additional nurture-based support and those children who are working towards specific targets on their APDR's. Mrs Harper uses The Willow Room provision to deliver Play Therapy with Miss McIntyre also using the space for the ELSA sessions.

The Willow Room is a space in which adults can support children through shared attention, modelling and high-quality interaction and play. Play Therapy sessions are delivered (6 x children) where an intensive therapy approach is used to help children who have suffered trauma, bereavement and/or other adverse experiences to work through and process their emotions.

The children using The Willow Room will be identified through initial concern forms, SDQ results and professional discussion between unit leaders, Mrs Harper, Miss McIntyre, SLT and wider staff (with support and input from the Inclusion Team).

Once identified, children will have dedicated slots planned in on The Willow Room timetable or, will be added to the list of children who require the room on a more flexible basis, such as when they are distressed or in crisis or as a de-escalation technique before this happens.

When a child is accessing The Willow Room, they will be accompanied by Mrs Harper, Miss McIntyre or an adult from their own unit unless otherwise arranged and agreed and detailed on the provision overview.

The timetable and list of children will be revisited on a regular basis through MLT/ Inclusion Team meetings and any changes can be discussed and made at these opportunities.

Each child accessing The Willow Room will have an SDQ completed and reviewed at regular intervals to monitor impact and progress.

September 2025

From September 2025, 10 children with incredibly complex needs are now accessing school's IIP for all of their time at school. This is the initial stage in the plan for reintegrating them with their classes and peers. Claire Howarth (SENCO and AHT) is responsible for planning the provision for these children and leads the team of teaching assistants who support them on a daily basis. Claire Howarth spends time with child individually each day to ensure they are getting high quality teaching and to support and model the staff involved.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-

school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school website contains details of our policy for special educational needs, and the arrangements made for these children in our school. It also has a link to the Local Offer. A named governor takes a particular interest in special needs and is always willing to talk to parents.

We have regular meetings, both formal and informal, to share the progress of children with SEND with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Parents are informed and consulted at every step of any SEND related process and the SEND team and SLT are always visible and available for parent who have any concerns or questions.

School has hosted the Autism In Schools Parent workshops for the last and current academic years. This is a monthly meeting for any parents who have a concern about their child's interaction and communication to come along for advice with a brew and cake. Experts from outside organisations are on hand to direct to support as well as members of school staff to give a familiar face or two to the parents.

This year, school have put on 6 SEND Parent Voice sessions and have invited all parents with a child on the SEN Register to each one. We have hosted RANS NOTES, The Neurodiversity Hub, School Nursing Team and Rochdale PCV and these sessions have been a great success.

Assessment and reviewing progress

Children in mainstream primary schools, such as Belfield, have their progress measured against the educational benchmarks of 'age-related expectations'. These expectations follow the National Curriculum and are based on what the average child of that age (or stage) should be able to do or should have learned by the end of each school year.

Some children with SEND work at a level which is below the age-related expectations for their year group. Here at Belfield we aim to get the best possible outcomes from all children, no matter their starting point.

To start to do this, we ask ourselves the following questions:

- What outcomes are we aiming for each individual child?
- What will we need to measure?
- How will we capture and analyse data?
- Who will we report this data to and when?

Role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo)

- To advise and support teachers and support staff to meet the specific educational needs for children with SEND
- To monitor the individual progress of pupils with SEND as well as monitoring the overall progress of children with SEND as a group within school and analyse this to make further improvements
- To advocate on behalf of children with SEND to enhance the provision they are able to access
- To ensure all adults at school have high aspirations for children with SEND

Each child with SEND has a different starting point and different goals/targets/outcomes that they are aiming for and being supported towards. At Belfield, we strive to have a clear picture of the pupil’s baseline and think particularly about the following areas:

- Cognition and Learning
- Speech, Language and Communication
- Specific Learning Difficulties
- Social, Emotional and Mental Health Needs
- Physical and Medical Needs
- Sensory Needs

Without this initial baseline being comprehensive and accurate, it is difficult to effectively and purposefully track progress. Children with SEND often need a support and intervention plan which is bespoke to their individual needs – at Belfield, all of this information is stored within the child’s ‘Inclusion Assessment Pack’. Within this document, EHCPs, SALT Care Plans, Cherry Garden Branch Maps and APDRs are used to set clear outcomes and the small steps needed to achieve these are detailed and reviewed at timely intervals. The child’s progress and the impact of teaching and interventions is then tracked against these outcomes. At Belfield, we understand that quality first teaching is the vital first step in meeting the needs and achieving the outcomes for all children with SEND in our setting. Staff are aspirational and know that good planning, assessment and support contribute to children with SEND successfully meeting outcomes and securing the best possible progress. The SENDCO collates and monitors this information using a Provision Map.

Progress Measures Available for Children with SEND at Belfield

These are in addition our universal offer as detailed in ‘Assessment at Belfield – What we do and Why’.

Progress Measure	Who for?	Frequency of Assessment/Review
EHCP (Education Health Care Plan)	Children with complex needs and a statutory entitlement –	Formal annual review (1 x per year) Outcomes should feed in to

	applications for EHCP completed by CH or CWe	APDR targets and be reviewed as below
APDR (Assess Plan Do Review)	Children at SEN Support or with an EHCP or those being considered for SEN Support who are not making progress (in line with the graduated response document)	Formally 3 x per year as set by SENDCo Continuous review of targets is recommended with CT adapting when required
SALT Care Plan	Children with complex speech and language needs	Date set by SALT – detailed on individual plans Outcomes should feed in to APDR targets and be reviewed as above
Cherry Garden Branch Map	Children unable to access the National Curriculum in one or more areas	Continuous review – working document used daily
IHCP (Individual Health Care Plan)	Children with long-term medical needs	Formal annual review completed with parents and any updated medical information to be added (with parents' consent) as and when required
SDQ (Strengths and Difficulties Questionnaire)	Children with SEMH needs. All children will have an initial SDQ once per year.	Termly for those accessing Willow Room provision As and when required by external agencies

Children with SEND may also be able to access the relevant assessment papers for their year group, or the year group prior. These scores will be tracked using Insight where appropriate different

Capturing Progress and Recording Data

Progress Measure	Capturing Progress	Recording Data
EHCP (Education Health Care Plan)	<p>Inclusion Assessment Pack to be used daily as a working document in any area of school that the child accesses. Intervention records to be filled out, annotations made on EHCP and on APDR. Photographs can be taken and a 'scrapbook' with dates and captions used for those who are not accessing the National Curriculum.</p>	<p>Detailed analysis of the progress made towards each outcome is recorded at the annual review and any proposed amendments are submitted to the EHC Team (including all summative and formative data collected throughout the year).</p> <p>Please see below for what should be done throughout the year for these children on the documents that will run alongside the EHCP.</p>
APDR (Assess Plan Do Review)	<p>Inclusion Assessment Pack to be used daily as a working document in any area of school that the child accesses.</p> <p>Intervention records to be filled out, annotations made on APDR.</p> <p>Photographs can be taken and a 'scrapbook' with dates and captions used for those who are not accessing the National Curriculum.</p>	<p>Intervention feedback sheets and annotations on APDR document to record ongoing formative data.</p> <p>Summative data can be recorded using Insight and standardised scores if applicable, if not, please see Cherry Garden Branch Maps below.</p>
SALT Care Plan	<p>Inclusion Assessment Pack to be used daily as a working document in any area of school that the child accesses.</p> <p>Intervention records to be filled out, annotations made on SALT Care Plan.</p> <p>WellComm assessments and the assessment reports can be used to capture progress.</p>	<p>Intervention feedback sheets and annotations on APDR document to record ongoing formative data.</p> <p>WellComm assessments to be used to provide summative data.</p>
Cherry Garden Branch Map	<p>Inclusion Assessment Pack to be used daily as a working document in any area of school that the child accesses.</p>	<p>Intervention feedback sheets and annotations on APDR document to record ongoing formative data.</p>

	<p>Intervention records to be filled out, date of achievement to be added to individual branch maps.</p> <p>Photographs can be taken and a 'scrapbook' with dates and captions used.</p>	<p>Children using the Cherry Garden Branch Maps will be given an initial 'score' in each area in which they use the maps. These will be continually assessed and the total 'score' revisited at each assessment point. This will be recorded as their summative data.</p>
IHCP (Individual Health Care Plan)	<p>Discussions with parents and, where appropriate, medical professionals will be used to capture progress/setbacks and updates in terms of the health of the child.</p>	<p>All information recorded on IHCP and logged on CPOMS.</p>
SDQ (Strengths and Difficulties Questionnaire)	<p>Teacher and parent asked to fill out an initial SDQ when a child enters a nurture/SEMH based intervention. This is then analysed using an online tool and the areas of concern identified. The SDQ is repeated when required (at least termly).</p>	<p>All SDQ reports are saved and the scores logged on CPOMS and on the Willow Room Provision Map. They can then be tracked throughout the length of any given interventions.</p>

Reporting Data

Progress Measure	Reporting
EHCP (Education Health Care Plan)	Annual review document filled in and reported to the EHC Team within two weeks of the meeting being held.
APDR (Assess Plan Do Review)	APDR review completed at least 1 x per term and reported to parents and SENDCo on this document.
SALT Care Plan	Results of assessment by SALT reported to school and parents on Care Plan. WellComm results reported to class teacher and SENDCo. Outcomes feed into APDR targets (see above).
Cherry Garden Branch Map	Data to reported to SENDCo on APDR document and collated by SENDCo. Parents to be informed and data reported to EHC Team if

	child has and EHCP (see above).
IHCP (Individual Health Care Plan)	Document completed and shared with parents and all staff working with that child – SENDCo oversees this.
SDQ (Strengths and Difficulties Questionnaire)	Scores shared with staff delivering interventions, any relevant external agencies (e.g. CSC) Scores reported to Inclusion Team.

How is this Monitored?

The SENDCo is responsible for monitoring the progress of children with SEND at Belfield – this will be in conjunction with other members of the Senior Leadership and Middle Leadership Team.

Monitoring will take the following forms over the course of an academic year:

- Initial visits to each class to monitor and support with the provision and offer for each child with on SEN Support or with and EHCP. These visits will be followed by discussions with teachers so the findings can immediately be fed into the classroom.
- In Autumn 1, the SENDCo will check that all staff are aware of the starting point for their children with SEND and the relevant documents and provision are in place.
- Inclusion Assessment Packs will be sampled half-termly, along with the children’s books and any other evidence (such as photograph scrap books). Targets will be checked to ensure they are appropriate for each individual child.
- SEND Staff Meetings (3 x per year) will give staff time to review APDR documents with the SENDCo present to monitor and support.
- The SENDCo will create a provision map which gives an overview of each child’s starting point and progress throughout the year – this will be bespoke to each child and detail each individual journey. Progress which is less than good can then be identified and the appropriate support put in place.
- The SENDCo will spend time (each term) in each class working alongside staff and children to monitor teaching and learning in a supportive way.

Learning Mentor and ELSA

The ELSA (Emotional Literacy Support Assistant) intervention was originally designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. Miss McIntyre is the ELSA at Belfield. Miss McIntyre meets with the SENCO to identify children needing ELSA support. The progress and impact of this support is tracked using SDQ’s. From January 2024, school has employed Miss McIntyre as a Learning Mentor so the support she can offer can reach more of our children. She will focus on those needing additional help with managing their behaviour and identifying the underlying cause for this so we are able to put in the right support in an effective

and timely manner. School has recently invested in training another member of staff to be an ELSA. This is because of the increasing number of children we have with social, emotional and mental health needs and the amount of support they need to be emotionally available to learn.

Family Worker and Attendance Officer

School's Family Worker is Mrs Kemp. She will mainly be based within the school building during her working day. Mrs Kemp offers ongoing support and advice, specifically to the children who attend the school and their families. This might include meeting with pupils at home or in school and giving them one-to-one support to improve their behaviour, attitude to learning, or general wellbeing. Mrs Kemp's role might also include meeting with parents and giving them advice on how to improve the child's well-being at home. A family support worker in a school will also be on hand for families who need support to complete paperwork, such as housing or benefit forms, and they may support parents who are communicating with external services, like Children's Social Care.

Play Therapist

Play therapy is one of the most effective methods in helping children deal with difficult experiences in their lives. School employs Mrs Harper from Rainbow Fish Therapy. Rainbowfish Therapy is a Rochdale based therapeutic service established by Rebecca Harper, a PTUK registered Play Therapist working in the Rochdale area. Rebecca has worked in primary school education for 20 years supporting children with mild to moderate behaviour and mental health difficulties - primarily those at risk of exclusion.

This type of therapy is designed to help children explore their feelings and experiences in a safe and confidential space. They do this through play and creativity. Many children do not have the language to explain or understand their experiences. Language is limiting, especially for children and young people who have experienced trauma.

Words cannot describe or explain the deep pain of their experiences. In the same way that an image can reflect it or role play can depict it. Play therapy is designed to help children understand and explore their thoughts, feelings and behaviours. The therapist is trained to guide your child through their experiences and feelings and help them understand and connect them to their behaviours or difficulties in their wider life. Children's most natural way to express themselves is through play.

Administration of medicines

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day, this must be administered by parents. We have a book which parents must sign after noting the time and dosage.
- Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown.
- A health care plan must be carried out if a child has a serious medical condition and their needs must be outlined in depth and shared with relevant staff.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations

- Staff in each unit hold first aid qualifications, which are updated regularly.

Continuing Professional Development (CPD)

Through the monitoring and evaluating of our provision the SENDCo, with the headteacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's development plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings or team meetings. The effectiveness of such professional development will be monitored and evaluated by the SENDCo, and information provided during the annual evaluation of the school's overall SEN provision.

Admissions

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

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

Accessibility

- Our school has an adopted accessibility policy
- Almost all areas of the school are accessible by wheelchair.
- Disabled parking bays are available in the staff car park.
- Accessible toilet facilities are available by the office

If you have specific access queries or concerns please speak with us.

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher/tutor. If this proves unsuccessful the matter should be referred to the SENDCo and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority. The school Complaints Policy has a clear process and this should be followed.

This report was compiled during the spring term 2025. It is the result of consultation with staff, parents of children with SEND (Special Educational Needs) & governors.

The Governing Board ratified this document for publication during.....

This policy is due for renewal in September 2027