



St Bartholomew's Church of England Primary School

SEN Policy 2025

Action	Date
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Reviewed By	Sarah Irvine
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St Bartholomew's C of E (VA) Primary School

Follow Jesus in all we do

School Vision

We seek to ensure that by following Jesus, each individual is inspired to shine in all areas of their educational and spiritual development.

'For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)

Mission Statement

Follow Jesus in all we do

'When Jesus spoke again to the people, he said, "I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life".' (John 8:12)

Core Values

Our school is underpinned by 6 core values;

Courage

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' (Joshua 1.9)

Friendship

'Love each other as I have loved you.' (John 15:12)

Service

'Serve one another in love' (Galatians 5.13)

Forgiveness

'Do not judge, and you will not be judged; Do not condemn, and you will not be condemned; Forgive, and you will be forgiven' (Luke 6:37)

Justice

'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.' (Micah 6:9)

Love

'Give thanks to the Lord, for he is good; his love endures forever.' (Chronicles 16:34)

SEND Policy

St Bartholomew's Aims

At St Bartholomew's, we aim to provide a safe, welcoming and caring environment in which great learning can take place and where each child is valued as an individual. Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy children who are able to achieve their very best.

Our SEN policy and information report aims to:

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

Strategic Vision

Quality of Education

Our teachers have excellent subject knowledge and deliver an ambitious curriculum that meets the needs of all learners where wider reading and language underpin and support creative and critical thinking across our school community.

Behaviour and Attitudes

Our pupils consistently demonstrate positive attitudes and are intrinsically motivated and persistent in the face of difficulties. Pupils behave consistently well and demonstrate high levels of self-control and positive attitudes to their education.

Personal Development

At St Bartholomew's, we strive to provide a variety of rich experiences where pupils contribute positively to the life of the school and the wider community. We equip our pupils with ambition and aspiration, so they become happy and successful members of society and lifelong independent learners.

Leadership and Management

Leaders have a clear and ambitious vision for providing high-quality education for all pupils. They enhance the delivery of the enriched curriculum where assessment is used to drive standards across school. Leaders are held to account by an effective and challenging Governing Board.

EYFS

Leaders adopt an ambitious curriculum so that children are highly motivated and eager to learn; showing self-control and respect to all. The language-rich curriculum strives to foster the social and emotional development of the unique child as well as laying a firm foundation for the best possible outcomes

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:

- Children and Families Act 2014;
- Health and Social Care Act 2012;
- Equality Act 2010;
- The Equality Act 2010 (Disability) Regulations 2010;
- Education Act 1996;
- Education Act 2002;
- Mental Capacity Act 2005;
- Children Act 1989;
- The Special Educational Needs and Disability (Amendment) Regulations 2015;
- The Special Educational Needs (Personal Budgets) Regulations 2014;
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015;
- Local Government Act 1974;
- Disabled Persons (Services, Consultation and Representation) Act 1986;
- Data Protection Act 2018;
- The UK General Data Protection Regulation (GDPR).

This policy has due regard to the most recent statutory and non-statutory guidance, including:

- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Supporting pupils at school with medical conditions'
- DfE 'Keeping children safe in education'
- DfE 'Working Together to Safeguard Children'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'School Admissions Code'

Objectives

To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'

To monitor the progress of all pupils to ensure the earliest possible identification of SEND.

Definitions

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision 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.

Special educational provision is educational or training provision that is additional to, or

different from, that made generally for other children or young people of the same age by mainstream schools.

The four areas of need are outlined below:

Communication and Interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication. We recognise that:

Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.

The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

Cognition and Learning

We understand that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning disabilities (PMLD).

Social, Emotional and Mental Health (SEMH)

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in different ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. We recognise that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and schools will support pupils with these difficulties.

Sensory or Physical Needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. We will ensure staff understand that some conditions can be age-related and can fluctuate over time.

Identifying SEND

St Bartholomew's Primary School has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils. With the support of the SENDCo, classroom teachers regularly assess progress for all pupils, with the aim of identifying pupils who are making less than expected progress. We believe that the early identification of SEND will enable us to plan a course of action for the child, rather than trying simply to fit a pupil into a category of need. We also acknowledge that pupils may have needs that are not just educational and we therefore consider the whole child and how we can ensure access to all aspects of the curriculum. We recognise that there are a range of factors that are not SEND but may impact on the progress and attainment of children:

- Disability the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEN);
- Attendance and Punctuality;

- Health and Welfare;
- English as an Additional language (EAL);
- Being a Pupil Premium child;
- Being a Looked After Child;

Roles & Responsibilities

The Governing Body

Our SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The school has a clearly defined policy document relating to the provision for pupils with SEND;
- The policy is being followed and the right provision is in place;
- That an appropriate member of staff is designated to be the SENDCo;
- The website is compliant by annually reviewing and publishing the *SEND Policy* and other relevant information;
- The Governors annual report details the effectiveness of the *SEND Policy* in the last year.

The Headteacher

Our Headteacher, Mrs Sarah Irvine will be responsible for ensuring:

- There is a culture of high expectations and pupils with SEND should be provided with the same opportunities that are available to others;
- The curriculum includes how it is made accessible for pupils with SEND;
- Teachers monitor and review pupils' progress throughout the year;
- That the SENDCo has sufficient time, resources, training and administrative support to carry out their functions and fulfil their responsibilities;
- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

The SENDCo

Our Special Educational Needs & Disabilities Coordinator, Miss S Haworth, will be responsible for:

- Managing the day-to-day operation of the Inclusion team;
- Collaborating with the Governing Body and the Headteacher to determine the strategic development of the SEND policy and provision in school;
- The day-to-day operation and implementation of the SEND policy;
- Maintaining the school's SEND register and overseeing the record keeping of all children with SEND;
- Coordinating the inclusive provision for the children on the SEND Register;
- Advising on a graduated approach and providing staff, pupils and parents with professional guidance and SEND support;
- Liaising with and being a key point of contact for parents and external agencies;

- Liaising with the potential future providers of education to ensure a smooth transition;
- Participating in regular CPD opportunities and provide updates and training to class teachers;
- Being familiar with the provision of the Local Offer and being able to work with professionals who are providing a supporting role to the family;
- Advising on the deployment of the school's budget to ensure needs are met across the school;
- In collaboration with the Headteacher, identify any SEND patterns for our school compared to national data;

The Designated Safeguarding Lead (DSL)

Our DSL, Mrs S Irvine, will be responsible for:

- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND;
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND;
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances;
- Working with relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements;
- Recognising the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

The Teachers

Our teaching team at St Bartholomew's will be responsible for:

- The progress and development of every pupil in their class;
- 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;
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision; this will include following guidance from specialist teachers and other professionals.
- At St Bartholomew's, Education Health and Care Plans and other educational reports from specialist professionals are treated as working documents and recommendations/targets are incorporated into Individual Education Plans (IEPs) which are shared with parents and carers.
- Ensuring they follow this SEND policy
- Complete reports and questionnaires as directed by the SENCO to inform other professionals/specialists.

Our Approach

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better their previous rate of progress;
- Fails to close the attainment gap between them and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching.

If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as family changes or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English. When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil 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.

At St Bartholomew's CE School, we use appropriate screening and assessment tools, and assess pupil's needs and progress through:

- Evidence obtained by teacher observation/ assessment;
- Pupil progress in relation to objectives in the English and Mathematics national expectations;
- Standardised screening or assessment tools;
- Evidence/observations/information from parents;
- Pupils' performance in Early Years Foundation Stage (Reception);
- Screening/ diagnostic tests;
- Information from outside agencies e.g. Speech and Language service, Specialist teachers, Educational Psychologist;
- Reports or observations;
- Records from previous schools/Early Years settings.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN;
- They are known to external agencies;
- They have an education, health and care plan (EHCP).

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible. We will ensure all staff who work with young children are alert to emerging difficulties and respond early. We will also ensure staff listen and understand when parent's express concerns about their child's development.

We will ensure:

- Children with SEND get the support that they need;
- Children with SEND engage in the activities that the school offers alongside children who do not have SEND;
- Parents are informed when the school makes special education provision for their child.

The Graduated Approach to SEND Support

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCo, whilst the class teacher is responsible for carrying out the process. Where external agencies are involved, the SENDCo will be responsible for liaising with those agencies and will provide advice, guidance and assessment throughout the process. The SENDCo will update all records of provision and the impact of it and the teacher will maintain the personalised plans and keep them updated.

Assess

A clear picture of the child's needs is drawn up. Performance data, parental comments, the pupil's views, class teacher notes and observations from professionals may all be used to analyse what support and intervention will be needed. Barriers to learning will be highlighted and discussed.

Plan

At all stages, intervention and support will be planned to maximise the impact on the child's learning. Adjustments may be made to plans and parents will be consulted about what they can do at home to support progress. Plans will be shared with all those adults working with the child.

Do

The class teacher will work closely with teaching assistants and parents to ensure that plans are followed and that appropriate learning opportunities are presented. The SENCO will support the class teacher where needed in finding ways to address targets in the classroom. The class teacher will build evidence of the child's strengths and weaknesses and will, with the support of the SENCO, continue to track progress to fully monitor the impact of any interventions.

Review

At all stages, planning for the child is subject to review. For children receiving additional funding, review dates will be set by the Local Authority in line with their review panel calendar. For children on IEPs, review dates will be printed onto the IEPs and communicated with parents. Additional parents' evening meetings and other meetings with parents and children may also be used to discuss support for the child.

Provision can be on an individual or small group basis and can be in any curriculum area, according to the child's needs. All children have full access to the National Curriculum. This may be delivered at a variety of levels, depending on a child's current levels of development. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. Provision for SEND pupils includes:

- Quality first teaching, with appropriate differentiation in place;
- Support staff deployed effectively during lessons;
- Personalised provision through time limited programmes;
- Personalised provision through adapted resources and interventions (1-1 or small group work);
- Interventions carried out by TA and class teachers;
- Personalised timetable and/or curriculum where required and agreed with parents;
- Peer support and opportunities for networking where appropriate;
- Specialist equipment/resources and reasonable adjustments made to suit the child's needs;
- Lessons have a focus on over-learning to support with retention;
- Support from external services such as Educational Psychologist, Speech and Language Therapist, behaviour specialists and Occupational Therapist;
- Equipment and supporting resources used when necessary such as concentration cushions, fidget, writing aids and laptops to record their work.

Education, Health & Care Plans (EHCP's)

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan. The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND Support and any action taken to deal with their needs, including any resources or special arrangements in place. This information may include:

- The child's Individual Education Plans (IEP's);
- Records of reviews with pupils and parents, and their outcomes;
- Common Assessment Framework (if applicable);
- Medical information (where relevant);
- National Curriculum attainment, and wider learning profile;
- Educational and other assessments, e.g. Educational Psychologist;
- Views of the parent and the child;
- Any further involvement of outside agencies.

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 and 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). Schools will fully cooperate with the local authority (LA) and will provide them with any information or evidence needed, and all relevant teachers will be involved in this. Where the LA provides a pupil with an EHCP, school will involve the parents and the pupil in discussions surrounding how to best implement the plan's provisions to help the pupil thrive in their education. The school will meet its duty to provide views within 15 days.

If the decision is taken not to issue an EHCP, the SENDCo will consider and implement the recommendations of feedback from the LA through existing provision. The parents of the pupil will be informed within a maximum of 16 weeks from the initial request of an EHC assessment. School will ensure that all those teaching or working with a pupil named in an EHCP are aware of the pupil's needs and that arrangements are in place to meet them. Each pupil's EHCP will be reviewed to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years'. If a pupil's needs significantly change, the school will request a re-assessment of an EHCP at least six months after an initial assessment. Thereafter, the Governors or Headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made. Steps will be taken to ensure that pupils and parents are actively supported in developing and reviewing EHC plans. Parents will be consistently kept involved throughout the implementation of an EHCP. The whole process of an EHC needs assessment and development will take no longer than 20 weeks from when the initial request was received. EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

Safeguarding

At St Bartholomew's, we recognise that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.

- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

We will ensure that the school's Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Restraint Policy. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

SEND Tribunal

All disagreements about an EHCP will be attempted to be resolved as quickly as possible, without the pupil's education suffering. In all cases, the *Complaints Policy* will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, a school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHCP is in place.

- Where necessary, the Headteacher will make the relevant parties aware of the disagreement resolution service.
- EYFS parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

We will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Staff Professional Development

Training will regularly be provided to teaching and support staff, both internally and externally. It will cover both the mental and physical needs of pupils with SEND and it will be delivered to ensure equality, diversity, understanding and tolerance. Mental health will be a key consideration for all training that the SENDCo participates in, along with any training that staff are given.

SLT will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Training will cover the following:

- Identifying SEND;
- Implementing support measures;
- De-escalation techniques;
- Engaging lessons for pupils with SEND;
- Emotional development;

- Liaising with the SENDCo;
- Monitoring the success of those support measures;
- Restraining techniques;
- Peaceful learning environments;
- Reasonable adjustments.

Promoting Mental Health & Wellbeing

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be available where a pupil requires it. Where appropriate, schools will support parents in the management and development of their child. When in-school intervention is not appropriate, referrals and commissioning will be used instead. For pupils with more complex problems, in-school support will include additional support, educational one-to-one, mental health recommendations and family support. The school will consider whether disruptive behaviour is a manifestation of SEMH needs. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Links with External Professional Agencies

The school will seek specialist written advice from external support services if, despite receiving targeted support and intervention, the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of children of a similar age;
- Continues to have difficulty in developing English and mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The SENDCo and Safeguarding & Family Liaison Officer will ensure that all appropriate referral forms are completed and forwarded to outside agencies such as the NHS Referral Team, Specialist Teachers, Educational Psychologists, School Nurse and Speech and Language Therapy.

The school has always had a policy of drawing on a range of expertise from external agencies, such as:

- Specialist teachers or support services;
- Educational psychologists;
- Occupational therapists, speech and language therapists or physiotherapists;
- General practitioners or paediatricians;
- School nurses;
- Child and adolescent mental health services (CAMHS);
- Education welfare officers;

- Social services.

Admission & Accessibility Arrangements

Admission Arrangements

The *Admission Policy* at St Bartholomew's School follows the guidelines recommended by the LA and the school is open to all children regardless of their abilities/disabilities. No pupil will be refused admission to school based on his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Facilities for Vulnerable Pupils

We publish our SEND information report on our school website, and any changes to provision of specialist facilities will be amended within this report.

Resources

Our resources are allocated to and amongst children with SEND according to their individual needs. Additional support may take the form of equipment, either purchased for sole use or borrowed on long term loan, the use of support teachers to enable the class teacher to give individual or small group tuition, or the provision of an extra teacher or TA to give daily support in specific year groups where it is thought this will be particularly beneficial. The teaching staff may also liaise with the SENDCo when determining SEND support materials.

Transitions

The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, St Bartholomew's Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school, the Year 6 teacher, Headteacher and/or SENCO will meet with the SENDCo of the receiving school to discuss SEND records and the needs of the individual pupils.

Accessibility

St Bartholomew's is an average sized school split between two floors both. Entrances and doorways in school are on a single level and wide enough to accommodate a wheelchair. There is a lift to the second floor and the playground is on level ground. On the ground floor there is a shower room and changing area. Furniture throughout the school is at an appropriate height for all children and interactive whiteboards / screens are installed in every classroom with a range of ICT programmes for pupils with SEND. Audio systems in both halls can be connected with wireless microphones. Information is readily available on our school website, Facebook page and parent noticeboards in the yard.

Data / Record Keeping & Confidentiality

Data is kept on the levels and types of need within a school and is available to the LA. The SEND information report is published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'. All information will be kept in accordance with the Data Protection Policy.

Confidentiality

A school will not disclose any EHCP without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996;
- On the order of any court for any criminal proceedings;
- For the purposes of investigations of maladministration under the Local Government Act 1974;
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children;
- To Ofsted inspection teams as part of their inspections of schools and LAs;
- To the Headteacher of the setting at which the pupil is intending to start their next phase of education.

Publishing Information

School will publish information on the school website about the implementation of this policy along with details of the SEND information report. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

SEND Provision Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily, parents can discuss the problem with the SENDCo or the Headteacher.

Local Offer

Our local offer brings together information for children and young people with special educational needs and disabilities and their families. Please follow the link on our website.

Monitoring & Evaluation Arrangements

We are constantly looking for ways to improve our SEND policy. We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the Autumn term;
- How early pupils are identified as having SEND;

- Pupils' progress and attainment once they have been identified as having SEND;
- Whether pupils with SEND feel safe, valued and included in the school community;
- Comments and feedback from pupils and their parents.

This policy will be reviewed by our SENDCo, Miss S Haworth every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. Any changes made to this policy will be communicated to all members of the school community, including Governors. The next scheduled review date for this policy is September 2026.

Policy / Document Links & Glossary of Terms

This policy operates in conjunction with the following school policies:

- Admissions Policy;
- Equalities Policy;
- Data Protection Policy;
- Medical Policy;
- Safeguarding Policy;
- Exclusion Policy;
- Behaviour Policy;
- Complaints Policy;
- Accessibility Policy.

SEND Acronyms

ASD	Autism Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Services
CCG	Clinical Commissioning Groups
EHCP	Education, Health & Care Plan
EP	Educational Psychologist
ESCO	Early Support Care Coordination
EWO	Education Welfare Officer
HI	Hearing Impairment
LA	Local Authority
MLD	Moderate Learning Difficulty
MSI	Multi-sensory impairment
OT	Occupational Therapist
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulties
PR	Parental Responsibility
PT	Physiotherapy / Physiotherapist
SALT	Speech and Language Therapy / Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulties
STAPS	Specialist Teacher and Psychology Service
TA	Teaching Assistant
VI	Visual Impairment
ADHD	Attention Deficit Hyperactivity Disorder
APD	Auditory Processing Disorder
ASC	Autistic Spectrum Condition
COP	Code of Practice
HI	Hearing Impairment
IEP	Individual Education Plan
IS	Inclusion Service
OCD	Obsessive Compulsive Disorder
PD	Physical Difficulties
PDA	Pathological Demand Avoidance
SEMH	Social, Emotional and Mental Health
STS	Specialist Teacher Service
TAF	Team around the Family