|  |
| --- |
| St. Matthew's C of E Primary School Policies |



**Our Policy:**

Special Educational Needs and Disabilities

**Approval Date:**  January 2025 **Review Date:**  January 2026

Contents

1. Intent
   * 1. Aims and objectives
     2. Definition of Special Educational Needs and Disabilities (SEND)
     3. Categories of SEND
2. Implementation
   * 1. Identifying pupils with SEND
     2. Our approach to teaching pupils with SEND
     3. Partnership with parents and carers
     4. Ensuring pupil involvement
     5. Our inclusive environment
     6. Accessibility
     7. A graduated approach to SEND support
     8. Referral for an Education, Health and Care Plan
     9. Reviewing an Education, Health and Care Plan
     10. Supporting pupils with physical and medical needs
     11. Planning successful transitions
     12. Exiting the SEND register
     13. Roles and responsibilities
3. Impact
   * 1. Monitoring and evaluation of SEND Provision
4. Compliance
5. Complaints about SEND Provision
6. Reviewing the SEND Policy

Appendices

1. Pathway to Identification of SEND
2. Pupil Initial Concern
3. Assess-Plan-Do-Review
4. Pupil Profile
5. IEP
6. EHCP Target Tracker

My command is this: Love each other as I have loved you.

***John 15: 12-13***

Intent

St. Matthew’s is a Church of England School, underpinned by Christian values, where everyone is encouraged to reach their potential in a secure, stable and caring environment. We aspire to high standards and endeavour to nurture good citizenship, strengthening our diverse community.

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Aims and Objectives

This Special Educational Needs (SEND) policy is in place to ensure that children who are identified as having additional needs are fully supported in line with the Code of Practice and the school’s inclusive ethos.

Through successful implementation of this policy, we aim to achieve the following objectives:

* To create an inclusive and supportive environment where pupils can achieve the best possible outcomes
* To identify barriers to learning as early as possible
* To work in partnership with outside agencies to ensure there is a multi-agency approach to identifying, assessing and meeting the needs of children with SEND
* To work in close partnership with parents/carers to ensure they are fully engaged in decision making
* To ensure equality of opportunity and access to the curriculum for all children
* To ensure that provision across school meets the individual learning, emotional, social and physical needs of all our pupils
* To ensure children develop life skills, values and social skills in order to prepare them for the next phase of their education
* To regularly monitor and review children’s progress and needs
* To ensure that staff are equipped to deliver ‘quality first teaching’ which meets all pupils’ needs
* To ensure that staff have access to continuing professional development
* To maintain and develop a range of SEND expertise in the school
* To monitor, review and evaluate the aims of this policy and SEND provision on a regular basis

Definitions

Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

Please note, that if a child has been identified under one of the categories they will receive support which is appropriate for them, therefore they may not receive the full offer or they may receive additional support beyond the offer. Our aim is to meet children’s needs as individuals which varies case by case.

|  |  |  |
| --- | --- | --- |
| **Area:** | **Definition:** | **Support St Matthew’s offer:** |
| Cognition and learning | Pupils with learning difficulties usually learn at a slower pace than their peers.  A wide range of needs are grouped in this area, including:   * Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia * Moderate learning difficulties * Severe learning difficulties   Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment | * Quality first teaching –please see the Teaching and Learning policy * Powerpoints to use a pastel background * Text on screen and printed to be in Century gothic (where possible) * 5 point lessons used to improve memory * Key information to be given to prevent cognitive overload * Adaptive teaching including resources * Intervention support * Use of recommended strategies from external agencies * Bespoke curriculum * Use of technology, if appropriate * Referral to external agencies * Follow the [Bolton SEND Handbook Plan-Do-Assess-Review](https://www.bolton.gov.uk/sendlocaloffer/downloads/file/7/bolton-s-send-handbook) pg 43 |
| Communication and interaction | Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.   * Pupils who are on the autism spectrum often have needs that fall in this category. | * Speech and Language Therapy (SALT) referrals * Implementation of SALT programmes in school * Interventions including EAL intervention * Picture Exchange Cards (PECS) * Communication boards * Signing and gesture * Body language * Facial expressions * Vocalisations * Written words * Referrals to external agencies * Follow the [Bolton SEND Handbook Plan-Do-Assess-Review](https://www.bolton.gov.uk/sendlocaloffer/downloads/file/7/bolton-s-send-handbook) pg 46 / 56 |

|  |  |  |
| --- | --- | --- |
| Social, emotional and mental health | These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:   * Mental health difficulties such as anxiety, depression or an eating disorder * Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder * Suffered adverse childhood experiences   These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. | * Dedicated Pastoral team to support pupils * Close documentation on CPOM’s * Early Help’s to work with the family * Nurture sessions in school * De-escalation plans * Bolton Behaviour Support * Commando Joe’s * Bright Leaders * Sensory toys/fidget toys * Referrals to external agencies * Follow the [Bolton SEND Handbook Plan-Do-Assess-Review](https://www.bolton.gov.uk/sendlocaloffer/downloads/file/7/bolton-s-send-handbook) pg 61 |
| Sensory and/or physical | Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.  Pupils may have:   * A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment * A physical impairment   These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. | * An inclusive and accessible environment * Adaptations and resources based on individual needs * Intimate care * Toileting support plans * PEP’s / Risk assessments * Referral to external agencies * Follow the [Bolton SEND Handbook Plan-Do-Assess-Review](https://www.bolton.gov.uk/sendlocaloffer/downloads/file/7/bolton-s-send-handbook) pg 71+ |
| Links with External Agencies to help identify and support needs:   * Speech and Language Therapy * Educational Psychology * CAMHS * Bolton Behaviour Support * Woodbridge Outreach Service * Orchards / Greenfold Outreach Service * Occupational Health * Paediatric Physiotherapist * School Nurse * Sensory Support Services * Paediatric Learning Disabilities Team * Information and Advisory Service | | |

Implementation

Identifying pupils with SEND

At St. Matthew’s, we recognise the benefits of early identification in order to improve the long-term outcomes for learners with special educational needs and disabilities. We are alert to emerging difficulties and aim to respond as early as possible. For many children, SEND can be identified at an early age. However, for other children, difficulties only become evident as they grow and develop.

A pupil’s needs may be identified and assessed by a variety of people, such as the class teacher, SENDCo, parents/carers, medical professionals and external agencies. Class teachers make regular assessments of progress for all pupils and identify those whose progress is concerning.

As stated in the SEND Code of Practice, progress which would trigger a concern is defined as follows:

* Progress which is significantly slower than that of their peers starting from the same baseline
* Progress which fails to match or better the child’s previous rate of progress
* Progress which fails to close the attainment gap between the child and their peers

Slow progress and low attainment will not automatically mean a pupil is recorded as having special educational needs. It is essential that other possible barriers are considered prior to a decision being made. This includes exploring a child’s attendance, additional language needs and home circumstances.

The following factors may significantly impact on children’s progress and attainment, but are not a special educational need:

• Attendance and punctuality

• Health and welfare

• English as an additional language (EAL)

• Being in receipt of Pupil Premium funding

• Being a looked-after child

• Being a child of service personnel

A significant number of children may experience some form of special educational need at some point during their time at school. For most children, high quality teaching and intervention targeted at their area of need will help them make progress. For others, more in-depth assessments and observations may be required to identify their barriers to learning.

When children have significant difficulties in learning or managing the social or physical aspects of school life, the SENDCo will observe and/or assess them, then seek advice from external agencies if necessary. School assessment data, teacher judgments, parental and carers concerns and, where appropriate, assessments from outside agencies, are all used to identify pupils who require additional provision. Once a child has been identified as having special educational needs, they are placed on the SEND register. Individual Education Plans outline the provision required to help children make progress. These are updated and reviewed each term.

(S*ee appendix A, which outlines the pathway to SEND identification in more detail.)*

Partnership with parents and carers

At St Matthew’s, we are fully committed to a meaningful partnership with parents and carers of children with special educational needs. Positive partnership with parents/carers plays a key role in enabling children with SEND to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them.

We aim to achieve this by:

* Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child
* Providing information in an accessible way
* Involving parents in all decision making, and supporting them as necessary to enable their participation in these decisions
* Publishing how the school implements the SEND Policy in our SEND information report on our school website
* Ensuring class teachers meet with parents to discuss concerns regarding pupils’ progress at the earliest opportunity when concerns arise.
* Regularly meeting with parents to talk through and review the outcomes of support and discuss the strategies and support detailed on the Individual Education Plan.
* Supporting parents so that they can confidently help their child with their learning and wider development at home.

Ensuring pupil involvement

We recognise that pupils have the right to voice their views and needs in line with the Code of Practice. We endeavour to fully involve pupils wherever possible by:

* Regularly asking them about their aspirations for the future and how they can reach their goals
* Helping them understand their strengths as well as the areas that they need extra support with
* Asking them to reflect on the provision made for them and gather their views on what is or isn’t working well
* Encouraging them to contribute to annual reviews and have full ownership of how they choose to share their views and celebrate their achievements
* Ensuring that pupil perceptions of their support are included in monitoring and evaluation procedures

Our inclusive environment

We aim to ensure that our school environment is regularly adapted to meet the needs of our children, which has led to the development of the following spaces:

**Treetops Learning Space:** This room is a calm classroom environment that children are able to access to complete learning. This learning space is timetabled for some of our children who have high needs. This is so they can spend time in their classroom and in Treetops. This is individualised to each child. This learning space is intended to have minimal distraction and so children can focus on learning. There is also a central resource of sensory items for children to access for when they need to regulate. This is also home to some of our interventions to support some children with high needs.

**Nurture Room:** Our Nurture Room provides a quiet, nurturing space in which to deliver sessions which support children with their emotional and behavioural understanding and development. These short-term, focused interventions help to tackle the emotional challenges that are a significant barrier to learning for some of our children.

**Hygiene Suite**: This allows us to meet the additional needs of children with toileting difficulties due to their physical and/or learning needs.

**Pupil Work Stations:** Some of our children with learning needs, especially those on the Autistic Spectrum, need the extra structure provided by a workstation in order to feel secure. This helps children by limiting distractions from the environment and providing structure, routine and visual cues. This in turn helps to develop independence, organisational skills and wellbeing.

**Calm Areas:** Our classrooms have quiet spaces where children can go to have a moment of calm if they are feeling anxious or overwhelmed, allowing them to learn the skills of self-regulation and feel ready for learning. These are equipped with mindfulness and relaxation resources to support children’s emotional wellbeing.

Accessibility

The school is fully accessible with ramps to all doorways and play areas. There are no steps or staircases within the school building. Banister rails are fitted to ramps to provide support for children with physical difficulties. A fully resourced hygiene suite is available for children with physical needs.

A graduated approach to SEND support

In accordance with the Code of Practice, we follow the graduated approach in order to meet the needs of children with special educational needs.

High quality teaching, differentiated for individuals, should always be the first step in responding to pupils who have or may have SEND. The role of the class teacher is to provide quality teaching for every member of his/her class. Teachers are responsible for and accountable for the progress and development of all their pupils, including those with special educational needs or other additional need. When a child has an EHCP and receives one to one support from a teaching assistant and/or external agencies, it remains the class teacher’s responsibility to teach, plan for and assess that pupil’s progress.

If a child does not respond appropriately to increased differentiation and intervention within their everyday classroom work, in the form of differentiated tasks, individual support or targeted interventions, then the class teacher will:

* Inform the SENDCo of their concerns using our initial concern form
* Collect relevant information about the child in consultation with parents
* Work closely with the child in the classroom, focusing on closing identified gaps
* Monitor and review the child’s progress
* Plan and oversee support and intervention by support staff

If this does not enable the child to make satisfactory progress, then the SENDCo will consult with parents/carers, staff and, where required, external agencies to decide whether or not the child needs to be placed on the special educational needs register.

When a child is identified as having SEND, support is given in the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised. This is known as the graduated approach. The four-part cycle comprises of:

1. **Assess:** At this stage, the teacher completes a clear analysis of the child’s needs, in liaison with the SENDCo, parents and any external agencies who have worked with the child. Parents are consulted and informed about all discussions. More detailed assessments may be administered by the SENDCo and, where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.
2. **Plan:** Planning will involve consultation between the teacher, SENDCo, parents and outside agencies, where appropriate, to plan the interventions, strategies and support required to overcome learning barriers. Targets and strategies will be recorded on an Individual Education Plan (IEP). Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the targets/outcomes that are being sought. The Individual Education Plan will be shared with parents and all staff working with the child.
3. **Do:** The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCo will provide support, if required, during this stage.
4. **Review:** Formal reviews of a child’s progress will be made termly. The review process will evaluate the impact of interventions and support. This will be recorded on the Assess-Plan-Do-Review plan and the child’s targets updated on their Individual Educational Plan (IEP).

Referral for an Education, Health and Care Plan

The purpose of an Education, Health and Care Plan (EHCP) is to make special educational provision for children and young people who need more support than is available through school’s universal SEND support. It pulls together support from a range of external agencies and/or medical professionals. The aim is to secure improved outcomes for the child across education, health and social care and start preparing them for adulthood. If a child is identified as needing an EHCP a one page profile is created to share with staff and families.

Following consultation with families, school and relevant external agencies, we may consider applying for an EHCP assessment if:

* The child has a significant difficulty or disability which is life-long and which means that they will always need extensive support to learn effectively.
* The needs of the child are such that 1:1 support and a multi-agency approach to assessing, planning provision and identifying resources is required.
* The child has such significant and/or complex difficulties that we think it likely that they may benefit from special school provision in the future.

Having a diagnosis (of ASD, ADHD or dyslexia, for example) does not mean that a child needs an EHCP.

When considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child’s needs. An EHC assessment will not always lead to an EHCP.

We follow [Bolton’s SEND Handbook](https://www.bolton.gov.uk/sendlocaloffer/downloads/file/7/bolton-s-send-handbook) for guidance regarding strategies, support and thresholds.

Reviewing an Education, Health and Care Plan

EHC plans actively monitor children’s progress towards their outcomes and longer term aspirations. They are undertaken in partnership with the child/young person and their parents, and must consider their views, wishes and feelings. They are reviewed every twelve months in an ‘Annual Review’ meeting, taking a child-centred approach. The child, with support, creates a contribution of their choice in advance of the meeting to celebrate their progress with their parents and the adults who support them. They are encouraged and supported to attend where appropriate. The child’s teacher and 1:1 support, as well as all external agencies involved with the child, are also invited. New targets and the support required are discussed and agreed within the meeting. The outcomes of this discussion are recorded and sent to the Local Authority following the meeting.

Supporting pupils with physical and medical needs

We recognise that pupils at school with medical conditions or physical needs should be properly and sensitively supported so that they have full access to the educational experiences of their peers. In line with guidance from the Local Authority, we aim to meet medical and physical needs through Health Care Plans. These are written by the SENCO, in consultation with health professionals and the family.

Some pupils with physical needs require special educational provision. However, not all children who fall into this category will need this. A child with diabetes, for example, requires extra support to manage their medical needs, but does not have a special educational need. Some children with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010.

In all cases, reasonable adjustments are made to ensure that children have full access to the curriculum and wider school life, including clubs, collective worship, lunchtimes, educational trips and performances.

Planning successful transitions

Transitions between year groups or to secondary school are carefully planned to ensure they are as successful as possible. We know that transitions can be difficult for some children with SEND, so we aim to prepare children and families in advance in order to reduce potential anxiety. Our SEND support includes planning and preparation for the transitions between phases of education, key stages and year groups.

Procedures in place for moving to a new year group include:

* Supported transition time spent visiting the new classroom and new teacher
* Transition book produced by the child and TA for use over the summer
* Information shared between the existing teacher, new teacher and SENDCo at a transition meeting in the summer term

When a child is moving to secondary school or a different primary school:

* The SENDCo meets with staff from the new school to discuss the child’s needs and the support that they will require in Year Seven
* Extra transition visits may be planned, depending on the needs of the child
* For children with more complex needs, multi-agency meetings may be arranged to create a more detailed transition plan
* Enhanced transition support is provided by Woodbridge Outreach for children who need it. This includes weekly visits to the new secondary school over four weeks during the summer term.
* SEND records are transferred following agreed procedures
* Annual reviews of EHCPs are reviewed and amended Autumn term in Year Six to allow sufficient time for the new EHCP to be ready for secondary school

Exiting the SEND register

If a child makes enough progress that SEND support is no longer required, they will be removed from the SEND register if parents and staff agree that this is appropriate.

Roles and responsibilities

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school’s policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school’s work. The Governing Body, having regard to the Code of Practice, ensures that:

* All children have access to a broad, balanced and appropriately differentiated curriculum
* A representative of the Governing Body is appointed to oversee SEND provision
* Appropriate provision is made for any child with SEN
* Parents are kept fully informed of their child’s progress
* Pupils with SEND are fully included in school life
* Governors are involved in reviewing the SEND Policy

The Send Governor

Our designated SEND governor is Mrs Jennifer Smith who is responsible for liaising with the SENDCo to ensure that learners with SEND have their needs met and participate fully in school life, as well as regularly reporting to the Governing Body on SEND provision. The SEND Governor reports annually on the effectiveness of the policy and provision.

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school’s work, including the management of SEND provision and funding. The Head Teacher works closely with the SENDCo and keeps the Governing Body informed of all developments with regard to SEND.

The Special Educational Needs and Disabilities Coordinator (SENDCo)

Our SENDCo is Mrs Emma Stryker. Mrs Stryker is a fully qualified teacher who holds a PGCE with QTS and the NASENCO award.

The role of the SENDCo involves:

* Overseeing the day-to-day operation of the school’s SEND policy
* Co-ordinating and evaluating the provision for learners with SEND
* Interpreting legal requirements for staff, parents and governors
* Monitoring the progress of children with SEND alongside the class teacher and support staff
* Liaising with and advising colleagues
* Monitoring and evaluating the quality of provision
* Overseeing the records of all children with SEND
* Maintenance of the SEND Register
* Liaising with parents and carers of children with SEND
* Managing and supporting the SEN support staff team in liaison with the Head Teacher
* Organising and contributing to CPD (Continued Professional Development) in order to meet the training needs of staff
* Liaising with and planning the involvement and support of external agencies
* Ensuring smooth transitions for all SEND children in Year 6 going to Secondary School
* Ensuring that relevant background information about individual children with SEND is collected, recorded and updated
* Overseeing Annual Reviews for children with EHC plans and IEPs for all children on the SEND register
* Completing and reviewing Early Help Assessment Forms for children who require additional, external agency assessment
* Ensuring CPOMS is used effectively to ensure that staff who work with children with SEND are kept updated on any issues or changes which might affect their learning or wellbeing
* Collating SEND progress data and liaising with the Head Teacher and Deputy Heads to review provision in order to ensure the best possible outcomes for all learners
* Ensuring effective budget allocation to meet SEND

The Class Teacher

The class teacher has full responsibility for all learners with SEND in their class and is accountable for:

* Planning and delivering an appropriately differentiated curriculum with motivates and challenges pupils and has high expectations for what they can achieve
* Planning and teaching lessons which respond to the strengths and needs of pupils with additional needs
* The effective deployment of support staff
* Assessing and monitoring pupil progress
* Updates IEP’s in their classroom
* The progress and development of all learners with SEND
* Developing and regularly reviewing personalised timetables, where necessary, in liaison with the SENDCo and support staff
* Attending termly SEND progress meetings with the SENDCo and Head Teacher
* Contributing to the Annual Review and Early Help process for learners who require additional external agency assessment and support
* Effectively liaising with parents and carers, support staff, external agencies and other colleagues to meet the needs of children with SEND
* Planning, monitoring and evaluating Individual Education Plans and EHCP targets
* Attending INSET and training sessions

The SEND Support Staff

SEND Teaching Assistants are deployed to provide support for learners with complex needs and/or an EHCP. They work closely alongside the class teachers to provide a relevant, individualised curriculum which meets the child’s needs and ensures inclusion in class and wider school life.

Their responsibilities include:

* Communicating effectively with the class teacher, SENDCo and external agencies to ensure children make progress, feel happy and are fully included
* Adapting the curriculum and environment, in liaison with the teacher, to ensure children’s needs are met
* Delivering learning activities and interventions planned by the class teacher
* Delivering programmes of support provided by external agencies, such as Speech and Language Therapy
* Evaluating children’s progress daily and feeding this back to the teacher
* Liaising with teachers to facilitate next steps for learning
* Evaluating progress towards Individual Education Plans and EHCP targets
* Communicating with parents about a child’s day, if required
* Attending relevant SEND training/CPD

Impact

Monitoring and evaluation of SEND Provision

A variety of formal and informal methods are used to monitor and evaluate the educational provision and achievements of pupils with special educational needs. The success of the provision offered to children with SEND are judged against the aims of this policy. We evaluate the effectiveness of the provision for children with SEND by:

* Reviewing pupils’ individual progress towards their IEP targets each term
* Reviewing pupils’ progress towards their EHCP Targets
* Gathering pupil views on their provision termly
* Gathering assessment information by external agencies on the progress of the children they work with
* Regular discussions with teachers and support staff as required
* Book monitoring as part of the whole school monitoring cycle
* Gathering pupils’ views about their support as part of the Annual Review process
* Gathering parents and carers’ views about their child’s support as part of the Annual Review process
* Parents and carer views sought in Early Help meetings and included in the Early Help Review forms
* Recording of parents’ and carers’ views following any discussions with parents about their children’s provision
* Reviewing the progress of pupils at Pupil Progress Meetings termly, attended by the Head Teacher, Deputy Head/Assessment Coordinator, SENDCo and class teachers
* Reviewing the effectiveness of external agencies involved with learners with SEND
* Monitoring the impact of SEND CPD
* Monitoring a range of SEND evidence (such as CPOMS, pupil voice and photographs) to gain a holistic picture of children’s school experiences

In order to make continuous progress in relation to SEND provision, we encourage feedback from staff, parents and pupils throughout the year. This promotes an active process of continual review and improvement for all pupils.

Compliance

This is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and the following legislation:

* [Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for pupils with SEND
* [The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
* The [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents) (section 20), which sets out the school’s duties to make reasonable adjustments for pupils with disabilities
* The [Public Sector Equality Duty](https://www.legislation.gov.uk/ukpga/2010/15/part/11/chapter/1) (section 149 of the Equality Act 2010), which set out the school’s responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don’t share it
* The [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook), which sets out Governor’s responsibilities for pupils with SEND
* The [School Admissions Code](https://www.gov.uk/government/publications/school-admissions-code--2), which sets out the school’s obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Complaints about SEND Provision

Where parents have concerns about our school’s SEND provision, they should first raise their concerns informally with the class teacher and / or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally following our school complaint’s policy.

Formal complaints about SEND provision in our school

If the parent or carer is not satisfied with the school’s response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

To find out about disagreement resolution and mediation services in our local area, please follow this link: [Bolton Local Offer.](https://www.bolton.gov.uk/sendlocaloffer/sen-support)

Reviewing the SEND Policy

This policy will be reviewed by the SENDCo, Head Teacher, SEND Governor and all staff on an annual basis. Amendments will be presented to the Governing Body.

|  |  |
| --- | --- |
| Date of Policy: | January 2025 |
| Date agreed by Governors: |  |
| Next Review Date: | January 2026 |

Appendices

Appendix A: Pathway to identification of children with SEND

