



Athersley North Primary School

# Special Educational Needs & Disability (SEND) Policy

Academic Year 2025/2026

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| Approved by:      | <i>E Iles</i> |
| Date:             | July 2025     |
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**Head of Safeguarding, Inclusion and Special Educational Needs (SIS):** Miss M Brightmore

**Senior Inclusion Officer:** Mrs C Meynell/ Mr J Byford/Mx L Broughton

**SEND Governor:** Mrs M Duke

**Designated Safeguarding Lead:** Miss M Brightmore

**Deputy Safeguarding Leads:** Mrs C Storr & Miss K Wordsworth

# Special Educational Needs & Disability (SEND) Policy

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

## **Inclusion Rationale**

This SEND document is seen as a working and developing policy liable to change in the light of evaluation of practice. The principles underlying SEND are encompassed within the Mission Statement and the Aims of the School.

## **Definition of Inclusion**

Inclusion is the process by which all those who provide education develop their cultures, policy and practises to include all learners. It is a crucial part of strategic planning for improvement. It involves taking account of learners' varied life experiences and needs and is furthermore about tackling the underachievement and exclusion of groups who have been disadvantaged in the past. Inclusion takes positive action to ensure all have their rights upheld.

## **Statement of intent**

We believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

## **Personalised learning**

We ensure that provision for SEND children goes beyond the differentiated approaches and learning arrangements that are normally provided as part of quality first teaching. This may take the form of additional support or involvement of specialist staff or support services.

The Head of Safeguarding, Inclusion and SEND, alongside the Senior Leadership Team, is responsible for the management of provision for identified pupils with SEND. The Head of SIS supports staff to enable them to provide appropriate assessment and focussed provision for pupils in their class with SEND.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND; and as a result we constantly strive to improve upon our practice.

### **Objectives of the SEND Policy**

- To encourage all pupils to make progress in accordance with their age, aptitude and ability.
- To provide Quality First Teaching matched to individual need for those children registered with SEND.
- To establish the early and accurate identification of underachieving/vulnerable pupils including those with Additional Educational Needs/SEN.
- To make appropriate provision available to the Gifted and Talented cohort of each class.
- Provide for additional needs through planning for effective differentiation and challenge within the general curriculum.
- Provide specific programmes of work for children with SEND following discussion with the Head of SIS, parents and child.
- Provide individual outcomes for all children at SEN Support through completion of an SEN Support Plan and in accordance with the thresholds for intervention/ monitoring set by the school.
- Provide a SEN Support Plan for pupils with an Education Health and Care Plan, setting out short term outcomes.
- Provide a Behaviour Support Plan, if required which will set out specific individual outcomes as a basis for assessing the effectiveness of provision through the monitoring of the child's progress towards outcomes, and in accordance with the thresholds for intervention.
- Provide a Thrive Action Plan for individuals and identified groups of pupils, as a baseline measure of pupils SEMH needs
- Support the maintenance and delivery of Termly Personal Education Plans for Looked After Children, including those for whom provision is made through the graduated response to the Code of Practice.
- Positively value SEND provision as a means of integrating children as fully as possible into the life of the school.
- Endeavour to make effective use of outside agencies supporting the school.

### **In addition to the overall objectives:**

- To give due regard to the legislation pertaining to SEND
- To promote the development and understanding of all staff in the area of SEND through CPD including the Inclusion Development Programme and Thrive, as part of induction for new staff to the school.

### **Implementation and Responsibilities for Policy and Procedures**

- The Governing Body and Head teacher are responsible for the determination of school policy and management in all aspects of the school's work including SEND.
- The SLT ensure that decisions are made to ensure that resources are allocated to provide effective provision for those children with and without SEND as well as for Gifted and Talented. SLT also monitors assessment procedures to ensure that all pupils make appropriate progress and interventions are planned as necessary.
- Staff in school support children in the maintenance of their emotional wellbeing and help them to address any barriers to learning through the utilisation of Thrive assessments and strategies.
- Curriculum Leaders set out their particular responsibilities for SEND in their policy documents and via long and medium term planning; demonstrating that there is appropriate planning for adaptation and challenge; and support each other in the delivery of effective provision.
- All staff are responsible for making an appropriate response, in accordance with their role, to meet children's individual needs.
- The class teacher is responsible for the deployment and provision made by any Teaching Assistant within their classroom. SEND support is primarily delivered by the class teacher through appropriately adaptive and challenging Wave 1 Quality First Teaching. The Head of SIS contributes to the overview of Wave 1 Quality First Teaching and additional provision made in support of SEND at Wave 2 and Wave 3. The intervention timetable is kept under review by SLT and revised, as necessary, in response to current and projected pupil needs; best SEND practice; and the effective use of resources.

- Head of SIS will maintain a system of monitoring pupil progress in response to interventions at Wave 2 and Wave 3, and, with reference to advice on best practice, will collect and analyse progress data from staff responsible for delivering this provision.

**The role of the Head of Safeguarding, Inclusion and Special Educational Needs (which incorporates the role of SENDCo)**

**The key responsibilities include:**

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

**Teachers will be responsible for:**

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the Head of SIS and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the Head of SIS.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

Miss Brightmore, Head of Safeguarding, Inclusion and SEND works in close collaboration with Mrs Meynell, Mr Byford and Mx Broughton the Senior Inclusion Officers, working alongside parents and a

range of professionals to ensure that provision is in place to meet need and that a child and parent centred approach is fostered.

**In enacting this policy, the headteacher will:**

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the Head of SIS has sufficient time and resources to carry out their functions.
- Provide the Head of SIS with sufficient administrative support to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

**Arrangements and responsibilities for the monitoring of provision for SEND:**

- The progress of pupils with SEND is kept under review as part of the annual assessment and review cycle for all pupils, administered by the Head of SIS and SLT.
- The data that emanates from the annual assessment and review cycle will contribute to the determination of the SEND status of pupils.
- The school is mindful of the need to minimise bureaucracy and, in line with advice on best practice, will maintain core, key information, electronically on each pupil within individual files.
- Pupil progress towards the outcomes set out in the SEN Support Plan / Thrive Action Plan is reviewed and shared with parents at least three times per year or more frequently if necessary.
- Target setting for all pupils take place daily, half termly and within each Key Stage. Percentage targets are set for children to achieve depending upon their starting point.

**Success Criteria**

- The SEND Code of Practice can be implemented in the time available.
- Quality home, school and pupil liaison
- Measurable progress is made set against National Curriculum Objectives and Pre Key Stage Standards.

**Reporting on the Policy**

- The Head teacher reports termly to governors any items concerning SEND Provision.
- The school's provision for SEND is described in the SEND Information Report/SEND School Offer, a copy of which can be found on the school website.

❖ **Evaluating Policy and Practice**

- Whole school monitoring and evaluation procedures will include sampling of work and observations.
- As necessary, a report on the effectiveness of policy and practice will be compiled from the ongoing monitoring and evaluation of provision.

## Identifying Pupils with SEND

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
  - Does not match or better the pupil's previous rate of progress.
  - Fails to close the attainment gap between them and their peers.
  - Widens the attainment gap.
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- On entry to the school at any time they have an Educational Psychology or other recognised agency assessed learning difficulty.
  - On entry to school at any time if there is an EHCP
  - On entry to the school at any time if registered as SEN Support.
  - At any time if the class teacher has a concern which, after discussion the Head of SIS supports.
  - If at any time the child displays Social, Emotional or Mental Health issues which impacts negatively upon the progress of themselves or their peers.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The school has identified criteria for the early identification of children with additional Educational Needs. A graduated response document is in place as a reference tool to support staff when considering how best to meet the needs of individual pupils. Staff are also supported by the Local Authority SEND Toolkit/Early Years Toolkit which enables them to identify need and plan SMART outcomes and quality provision.

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## Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so 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 child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.

- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and 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 Intervention 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 Head of SIS.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will be addressed via the Head of SIS and wider safeguarding team.

## **EAL**

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

## **SEND support**

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding



of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

#### **The SEN Support Plan sets outcomes for pupils and will detail:**

- The short term outcomes set for the child
- A child's long term outcomes
- The teaching strategies to be used
- The provision to be put in place
- Details of review (inc. timescales)
- Resources needed.
- The amount it costs school to provide the support/provision (costed provision map)
- Details of parent/carer comments/involvement
- Details of any current external involvement.
- Pupils voice

Decisions made to submit for an EHC plan will be undertaken, using a multi agency approach and more frequently following an Early Help Assessment.

Pupils will devise a one page or social communication profile, with support as necessary to outline what is important to and important for them, to enable them to be effective learners and so that their voice is heard and valued.

#### **Early years pupils with SEND**

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

### **Funding for SEND support**

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

### **Exiting the SEND Register;**

The SEND register is a fluid record, where children can exit and enter at various periods throughout their school-life. Where a child has made sufficient progress so that they no longer require extra support/provision, a discussion will be held with the parents/carers to gain agreement for them to be removed from the SEND register. We will continue to monitor their progress to ensure that they remain on track, and that they are receiving support at a level appropriate to their needs. Likewise, if it is felt a child must be re-added to the SEND register then this will be done in consultation with all key people involved with the child including parents/carers.

### **EHC needs assessments and plans**

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

### **Reviewing EHC plans**

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.

- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

#### **Allocation of Resources to and Amongst Pupils**

- Provision is mapped out termly to show how resources are allocated to each year group and show how much the whole SEND provision costs.
- Pupils with an EHC and those at SEN Support have a costed provision map to demonstrate interventions implemented to meet their needs.
- Additional support is provided by Teaching Assistants within classrooms
- Targeted interventions such as Speech and Language & Precision Teaching take place within a specified Breakout Room in school.
- Resources for SEND are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children when appropriate.
- Specialist resources can be accessed for children an EHC Plan through submission to the Local Authority following specialist agency/health authority advice.

#### **Teaching Arrangements**

- Children with EHCP's are provided with support as described in the Actions and Outcomes section of the plan.
- Teaching Assistants are deployed to meet the needs of SEND children whilst working in class groups to support 'Quality First Teaching' / deliver specific intervention.
- Many pupils receive support from outside agencies e.g.; Speech and Language Therapist, Occupational Therapist, Physiotherapy who visit the school at appropriate intervals.
- The Class Teacher, Teaching Assistants, Parents and children, working in partnership undertake planning of individual outcomes and next steps in learning.
- Social, Emotional and Mental Health planning is undertaken by the Class Teacher, child, parent, Inclusion Team, and Teaching Assistant as appropriate.

#### **Staff training and improving practice**

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

### **Special Facilities and Access Arrangements**

ANPS is at present housed in one building with ramped access for wheelchair users.

Foundation Stage has a washing machine and nappy changing facilities. There are two toilets, which are accessible to disabled adults and children.

**See the school Accessibility Plan.**

### **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils with medical conditions should be fully supported so they can fully access education, including Physical Education. Risk assessments and care plans are in place where necessary and are devised alongside appropriate professionals.

### **Alternative Provision**

Some children may have requirements that mean they will benefit most from a more specialist placement, this may be for a short-term placement or longer term. For example, they may require a time limited placement at a speech and language resource, or within a therapeutic setting where their SEMH needs can be more effectively met. Such decisions take into account the views of all stakeholders and are made during either a TAF meeting or as part of an Annual Review. In the majority of cases, these children already have an EHCP or, are demonstrating a complex level of need and are awaiting assessment for an EHCP.

### **Arrangements for Partnership with Pupils, Parents/ Carers**

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the Head of SIS, will endeavour to meet with the parents three times each year.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

### **Supporting successful preparation for adulthood**

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

We will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

#### **Links with other schools/ Transfer Arrangements-Please see in relation to Transition Policy**

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these 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 setting.

- Foundation Stage Staff carry out home visits prior to children starting in the Foundation Stage and liaise with outside agencies if necessary. SEND concerns will be raised with the Head teacher and Head of SIS following this visit and if necessary, the Head of SIS will arrange a further meeting.
- Home visits for any pupil joining the school are always undertaken. SEND concerns will be raised with the Head teacher and Head of SIS following this visit and if necessary the Head of SIS will arrange a further meeting. Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the Head of SIS will contact the school to further discuss the child's needs.
- School works closely with parents, pupils and professionals to ensure smooth transition for those pupils on reintegration timetables and those pupils being reintegrated into mainstream.
- Pupils with SEND needs are invited and transported to secondary school for additional visits. School provides all information pertinent to pupils through discussions with the SENCO and Safeguarding Teams at receiving schools and by providing all key documentation in a timely manner, prior to the end of the school year. (eg; SEN Support Plans/One Page Profiles) All documentation is attached to CPOMS.

#### **Joint commissioning, planning and delivery**

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

### **Local Offer**

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

### **Admissions**

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

### **Use of data and record keeping**

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of reviewed SEN Support Plans.

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

### **Confidentiality**

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as 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 any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

### **Publishing information**

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be 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'.

### **Complaints Procedures**

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher, in the first instance. If this proves unsuccessful the matter should be referred to the Head of SIS or the Head teachers. Should the matter remain unresolved, parents should put their concerns in writing to the Governing Body. See School Complaints Policy

### **Managing complaints**

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

**Service to help parents:**

SENDIASS

BMBC, Directorate for Children, Young People and Families

Gateway Plaza

PO Box 634, Barnsley, Tel: 01226 773500

**Monitoring and review**

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

| Role  | Designated Person  | Contact details   |
|---|--|---|
| <b>SENDCO</b>   | Mel Brightmore   | Tel : 288674  |
| <b>SEND Link Governor</b>   | Maria Duke   | Tel: 288674   |
| <b>External agencies:</b><br>Barnsley Educational,<br>Child and Community<br>Psychology Service<br>(BECCPS)<br><br>Social Communication<br>and Interaction Support<br><br>EHC Team<br><br>Positive Regard<br><br>Children's Speech and<br>Language Therapy<br><br>Children's Therapy<br><br>Barnsley 0-19 Public<br>Health Nursing Service<br><br>BRANCHING MINDS:<br>COMPASS/Child and<br>Adolescent Mental<br>Health Services (CAMHS) | Beth Thompson<br><br>Hayley Audin<br>/Melanie Booth<br><br>Amy Joyner/<br>Keeley Yates<br><br>Tracy Collins-Link<br>Worker | <a href="https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/barnsley-educational-child-and-community-psychology-service/">https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/barnsley-educational-child-and-community-psychology-service/</a><br><br><a href="https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/education-inclusion-services/social-communication-and-interaction/">https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/education-inclusion-services/social-communication-and-interaction/</a><br><br><a href="mailto:senassessmentandreview@barnsley.gov.uk">senassessmentandreview@barnsley.gov.uk</a><br>(01226) 773966<br><br><a href="mailto:admin@positiveregardtsa.co.uk">admin@positiveregardtsa.co.uk</a><br><br><a href="mailto:swy-tr.barnsleyspeechtherapy@nhs.net">swy-tr.barnsleyspeechtherapy@nhs.net</a><br><br>01226644396<br><a href="mailto:0-19HealthTeam@barnsley.gov.uk">0-19HealthTeam@barnsley.gov.uk</a><br><br>01226 774411<br><br><a href="mailto:BarnsleyCYPMHRrequestSupport@swyt.nhs.uk">BarnsleyCYPMHRrequestSupport@swyt.nhs.uk</a> |
| Local SEND Information Advice and Support Service (IASS)  | SENDIASS   | 01226 787234<br><a href="mailto:SENDIASS@barnsley.gov.uk">SENDIASS@barnsley.gov.uk</a>  |

The Local Offer;

[https://barnsley.cloud.servelec-synergy.com/Synergy/Local\\_Offer/](https://barnsley.cloud.servelec-synergy.com/Synergy/Local_Offer/)