



# St Mary's C of E Primary

**Name of Policy:** SEND

**Author:** Carol Benson

**Adopted following governor approval:** September 2022 Updated October 2023

**Review date:** October 2025

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment. Please report any safeguarding or child protection concerns to the designated teachers for Child Protection:

Mrs Benson, Mrs Whitehead & Mr Butterwick

The Governors and Staff of St Mary's CE Primary School are committed to educating the children spiritually, academically, emotionally and physically within a distinctive Christian ethos.

***“Together we nurture and inspire so that everyone can flourish”***

“What shall we say the kingdom of God is like, or what parable shall we use to describe it? It is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.”

**The parable of the mustard seed. Mark 4:30-32**

Love, respect and moral understanding lie at the heart of the ethos of St Mary's Church of England Primary School. We see our learners as the future custodians of God's world. We aim to nurture and encourage happy individuals who are socially engaged and curious about life within and beyond their own community. We value and encourage difference and diversity. St Mary's is a nurturing, safe place for children to question, to learn to love and respect other people and to discover their place in the world. We have traditional values, rooted in the Christian faith, as well as global, 21<sup>st</sup> Century aspirations for all our pupils.

St Mary's is part of the Wharfe Valley Learning Partnership, a collaborative of schools in Wetherby and Boston Spa, where the vision for all children is to be respectful, globally aware and compassionate as well as ambitious, resilient and engaged in their learning.



## School SEND Information

Responsibility for SEND	SENCo - Mrs Benson Acting Headteacher SEN Support - Miss Mohammed Learning Mentor – Mrs Whitehead
Designated Teacher with overall Safeguarding responsibility	Mrs Benson Acting Headteacher
Parent/Carer support	Mrs Whitehead

### **SPECIAL EDUCATIONAL NEEDS** (p15 - 16 SEN Code of Practice 2015)

#### **A definition:**

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

### **Disabled children and young people** (p16 Code of Practice 2015)

#### **A definition:**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

## The Equality Act

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post 16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make 'reasonable adjustments,' including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- The Special Educational Needs and Disability Regulations 2015
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk))
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Managing the Medical Conditions of Pupils (September 2014)

This policy was created by the Head teacher, SENCo with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND – in line with co-producing policy in the spirit of current reform.

St Mary's CofE Primary School is clear that every teacher is a teacher of every child including those with SEND.

### Values and Beliefs

At St Mary's we believe that all pupils have an equal opportunity to engage in the curriculum and to provide a curriculum, which is accessible to the individual needs of our pupils. We seek to develop practices and procedures, which will aim to ensure that all pupils' special educational needs are identified and assessed and the curriculum will be planned to meet their needs. We ensure that pupils are identified and assessed and the curriculum will be planned to meet their needs

All St Mary's is committed to work in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education

Where possible we will make every effort to involve the child in decision-making about their special educational provision

### Admissions

No pupil will be refused admission to school on the basis of his or her Special Educational Need. We will take all reasonable steps to provide effective educational provision to support the child in reaching their potential.

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

- have different educational and behavioural needs and aspirations;

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

## **AIM**

*All children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

- *achieve their best*
  - *become confident individuals living fulfilling lives and*
  - *make a successful transition in to adulthood whether in to employment, further education, or higher education or training.*
- (SEND code of practice 2014)*

## **MISSION STATEMENT**

The staff at St Mary's Church of England Primary School are committed to the inclusion of all pupils, regardless of ability or needs. We therefore:

- identify and respond to pupils' diverse and individual needs/disabilities
- identify and help pupils to overcome potential barriers to learning with dignity
- provide an environment which enables every child to be safe and healthy
- nurture every individual and enable them to be curious about their world and the world beyond school
- encourage every child to achieve their full potential at school so they can flourish in the wider world
- enable every child to make a positive contribution to both their school and their community and to consider their role as future custodians of the world
- set suitable challenges for every pupil, which foster hope and aspiration

## **OBJECTIVES OF THE POLICY**

- Through the St Mary's Curriculum, all pupils find delight and joy in learning.
- All pupils at St Mary's are entitled to a broad, balanced and relevant curriculum which takes account of their individual needs
- All teaching staff are responsible for early identification assessment, monitoring, teaching and inclusion of pupils as an integral part of raising standards
- All children with SEND are actively involved in their own learning
- All pupils with SEND are fully included in the educational and social life of the school
- Difference and diversity are encouraged and celebrated so that there is respect for the human value of each individual
- Parents/carers are encouraged to be involved as partners.
- The school will work with outside agencies and other schools as necessary.

## **IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS**

St Mary's CofE Primary School is aware of the benefits of early identification and recognises that early identification and effective provision improves the long-term outcomes for the child.

There are four areas of need as stated in the SEND Code of Practice, 2014

- Communication and Interaction (C and I)
- Cognition (Cog)

- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Children are added to our SEND register when they are receiving intervention that is additional to and different from their peers of a similar age. This could be an academic or social, emotional or behavioural intervention.

All children are assessed when they enter our school, so that we can build upon their prior learning and ascertain their baseline. Teacher assessments are then completed on a termly basis and discussed with the HT/DHT during a Pupil Progress Meeting. Children who are below their peers and/or national averages are discussed alongside those who have only made small steps of progress.

Everyday teacher judgements and formative assessments are also used by the teacher to identify a child in need of additional support.

Children who need additional support may also be highlighted by other members of staff, through discussion with parents/carers.

Once a child has been identified, interventions will be put in place and monitored for a period of 12 weeks. If the child continues to not make progress or only make small steps of progress, discussions will take place with parents/carers. Following this meeting the child will be placed on the SEN register. SEN Support plans, Individual Provision Maps and Child Passports will be set up to record the child's targets and the strategies and interventions to be used to support the child. Some children may be identified as needing external support. We will consult with parents prior to any support being actioned. In most cases, children will be seen in school by external services. This may lead to changed or additional strategies to be implemented in school.

Parent/carer reviews will then take place once a term. Parents/carers and the children are invited to completed parent/carer and child voice questionnaires for discussion at the review meetings.

Individual Behaviour Plans may also be necessary, at certain times, to help support social skills including: friendship/anger management, asking for help when needed, behaviour, understanding, empathy and/or self-confidence. IBP's are reviewed with parents/carers once each term.

Education Health and Care Plans (EHCP). If, despite all the support and provision from home, school and external specialists, a child continues to demonstrate significant cause for concern, a request for an EHCP may be made. An EHCP is a statutory provision.

The SEN register is a flexible process, which is there to support the needs of the child at any time of their education. Children may be moved of the register should their needs change.

## **Provision**

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions and to take part in learning.

For those children who require more intervention class teachers, the learning mentor and the SENCo will create an Individual Provision Map, which states all provision in place for groups or individual children. This normally includes interventions, which are above those expected through Quality First Teaching (QFT).

Provision maps are reviewed internally on a termly basis and discussed with parents/carers at the Termly Review Meeting.

## **A GRADUATED RESPONSE APPROACH TO SEN SUPPORT**

The graduated response at St Mary's CofE Primary School will be led and co-ordinated by the school SENCo working with and supporting individual teachers.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider all evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments can and may need to be made for them.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This is characterised by progress which:

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

This includes progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention and adjustments and good quality personalised teaching (Pg. 99 Section 6.37 onwards) we therefore operate within this framework.

Teachers are 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.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention will be considered as wave two only after exposure to high quality teaching has failed to have a positive impact on progress and attainment for the pupil.

St Mary's will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving,

teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

St Mary's considers whether to make special educational needs provision for pupils through the involvement of the teacher and SENCO gathering all of the information from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, arrangements are made to draw on more specialised assessments from external agencies and professionals.

## **ASSESS – PLAN - DO - REVIEW - CYCLE**

### **Assess**

In identifying a child as needing SEN support school staff will work alongside the SENCO and the child's parents/carers and will have carried out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents'/carers' agreement.

### **Plan**

Where it is decided to provide SEN support and having formally notified the parents/carers, the class teacher and the SENCO will agree, in consultation with the parent/carer, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. These plans will, where possible, take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child. Any related staff development needs will where reasonable and available.

Everyday teacher judgements and formative assessments will also be used to plan and provide an insight into a child's potential SEN needs. If these concerns continue then a child is discussed with the SENCO using an **Initial Concerns form** and placed on School Focus (SF) in order to put intervention into place.

Once a child has been identified at SF and continues to make minimal progress whilst being monitored on School Focus then a discussion with the parents/carer will take place.

### **Do**

The class teacher remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the class teacher in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date set. The impact and quality of the support will be evaluated by the class teacher and the SENCO working with the child's parents/carers and taking into account the child's views where possible. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents/carers will have clear information about the impact of the support provided and should be involved in planning next steps.

## **SECTION FOUR: MANAGING PUPILS NEEDS ON THE SEN REGISTER – A GRADUATED RESPONSE**

The changes within the new SEND Code of Practice identify a single category of SEN SUPPORT. Within this category there is the graduated response approach at St Mary's CofE Primary School which is identified as:

- **1<sup>st</sup> Response:** Access to quality first teaching
- **2<sup>nd</sup> Response:** School Focus (SF) which identifies initial concerns and the pupil is closely monitored
- **3<sup>rd</sup> Response:** If little progress is made at School Focus and after discussion with the parent/carer the child may be placed on 'SEN Support'.
- **4<sup>th</sup> Response:** If there continues to be a lack of progress external agency support will be sought.
- **5<sup>th</sup> Response:** If the child continues to demonstrate significant cause for concern, a request for an Education, Health and Care plan will be made. A range of written evidence about the child will support the request.

However, if the child makes progress, at any stage they may be removed from the SEN register. We view the SEN register as a flexible process, which is there to support the needs to the child at any time of their education.

A range of SEN Support Plans, Individual provision maps and Pupil Passports will be used to best meet the need of the pupils being assessed and targeted through SEN support. The class teacher along with the school Learning Mentor and SENCO will be responsible for maintaining and updating the pupil records and developing the provision within these documents as well as evidencing the progress against the outcomes as described in the plans.

Many of the children who join us have already been in early education. In some cases children join school with their needs already assessed. All children are assessed when they enter St Mary's so that we can build upon their prior learning and ascertain their baseline of achievement. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Teacher assessments are completed three times a year and concerns are discussed during Pupil Progress Meetings once a term. Children who are below peer and/or national averages are highlighted and the concerns are discussed alongside those children who have made minimal progress. This is one strategy we use to identify and assess potential SEN.

Everyday teacher judgements and formative assessments will also be used to plan and provide an insight into a child's potential SEN needs. If these concerns continue then a child is discussed with the SENCo using an Initial Concerns form and placed on School Focus (SF) in order to put intervention into place.

Once a child has been identified at SF and continues to make minimal progress whilst being monitored on School Focus then a discussion with the parents will take place.

If it is recognised that St Mary's CofE is unable to fully meet the needs of a pupil through its own provision arrangements - this will be evidenced by initially identifying what reasonable steps have been/could be taken to support the pupil's needs. Reasonable steps are defined as: (section 9.91)

### **REASONABLE STEPS:**

What constitutes a reasonable step will depend on all the circumstances of the Individual case. The following are some of the factors that may be taken into account:

- Whether taking the step would be effective in removing the incompatibility

- The extent to which it is practical for the early years provider, school, college or local authority to take the step
- The extent to which steps have already been taken in relation to a particular child or young person and their effectiveness
- The financial and other resource implications of taking the step, and
- The extent of any disruption that taking the step would cause

There may be individual cases where - it is considered that the health & safety of other pupils and or staff are threatened or where the learning of others is impeded – by the systematic and persistent behaviour of a pupil – discussions with the local authority and parents/carers of the pupil will take place about seeking alternative / best provision for that pupil which may involve a managed move or alternative placement in agreement with the parent/carer and child.

*'There may be a range of reasons why it may not always be possible to take Reasonable steps to prevent a mainstream place from being incompatible with the efficient education of others – for example, where the child or young person's behaviour systematically, persistently or significantly threatens the safety and/or impedes the learning of others.'*

(p177 section 9:93) **SEN Code of Practice 2015**

## **SUPPORTING PUPILS AND FAMILIES**

### **Partnership with Parents/Carers**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school website contains details of our SEN Information Report - Statutory requirement (Regulation 51, Part 3, section 69 - 3a) - informing the arrangements made for SEN children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents/carers.

We have regular meetings each term to share the progress of special needs children with their parents/carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Leeds Local Authority have a LA local offer (Regulation 53, Part 4) which can be accessed through their website <https://leedslocaloffer.org.uk/#!/directory>

This site signposts parents and carers to support services and valuable information.

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

St Mary's CofE Primary school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Where this is the case the SEND Code of Practice (2015) is followed.

## **MONITORING AND EVALUATION OF SEND PUPILS**

St Mary's CofE Primary School regularly and carefully monitors and evaluates the quality of the provision we offer for all pupils. The Head teacher, teachers and the SENCo complete regular monitoring to track the SEN pupils to ensure progress is being made.

Examples of monitoring completed includes:

- SEN Support Plan monitoring (termly)
- Provision Map monitoring (termly)
- Observations (termly)
- Interventions
- Assessment
- Pupil Progress (termly)
- Staff views
- Pupil views
- Parent/carer views
- SEN Governor views

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

## **TRAINING AND RESOURCES**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake relevant training and development.

## **RESPONSIBILITIES**

### **a) The Governing Body**

The Governing Body, working with the head teacher, is responsible for:

- Determining the school's policy and approach to provision for pupils with SEND
- Establishing appropriate staffing and funding arrangement
- Maintaining general oversight of the school's provision
- Acknowledging the annual report from the SEND governor
- Where possible, ensuring that pupils with SEND participate in school activities together with all other pupils
- Ensuring compliance with the Code of Practice
- Ensuring that parents are notified when SEND provision is being made or considered for their child
- Ensuring minutes of the annual review are made available to parents of children with an Education Health Care Plan

The Governing Body should also play a major part in school self-review by:

- Being fully involved in developing and monitoring the school's SEND policy
- Ensuring that all governors are kept up to date about the schools SEND provision, funding, equipment and personnel
- Enabling the school, its governors and staff to meet all National and LEA requirements in accordance with statute as published in the Code of Practice

## **b) The role of the SEND governor**

The Governing Body has nominated a governor to have special responsibility for SEND matters. This role involves liaising with the Special Educational Needs Co-ordinator (SENCO) and head teacher about SEND matters and reporting back to the Governing Body as necessary.

The governing body should ensure that the SEND governor:

- has a clear remit from the Governing Body
- has opportunities for appropriate training
- has an opportunity to report back to the full Governing Body on SEND matters as they arise and annually as a statutory requirement
- helps to raise awareness of SEND issues at governing body meetings
- ensures that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- provides up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- helps to review the school's policy on provision for pupils with SEND
- can assure the governing body that the school website publishes the school's SEND offer in accordance with the Code of Practice

## **c) The role of the Head Teacher**

The head teacher is responsible for the day-to-day management of all aspects of the school's work, including SEND provision, and for keeping the Governing Body full informed. The head teacher reports annually to the governing body with regards to progress of SEND pupils alongside progress of non-SEND pupils.

The head teacher works closely with the SENCo to ensure that the schools SEND policy is implemented and that all staff are involved in this process.

## **d) The role of the SENCo**

The SENCo is responsible for:

- day-to-day operation of the school's SEND policy
- liaising with the Head teacher to co-ordinate pupil provision
- initiating strategic development of the SEND policy and provision
- meeting parents/carers of pupils who have or need SEND provision as necessary
- meeting outside agencies (e.g. child psychologists) as necessary
- working closely with the head teacher, class teachers and support staff in delivering provision as necessary
- maintaining a register of children with SEND and the provision which is implemented
- identifying those children who are eligible for external support and/or funding

*The SENCO will have protected non-teaching time to be used for tracking and recording the progress of pupils; to ensure professional development; and to disseminate good practice.*

#### e) **The role of the Class Teacher**

The class teacher:

- is responsible for implementing the SEND policy in partnership with the bodies identified above
- is involved in the identification of children in the class who have SEND
- works with the SENCO and Learning Mentor on issues of assessment and provision for pupils with SEND
- manages the day-to-day needs of pupils with SEND, including the implementation of SEN Support Plans, Individual Provision Maps and Pupil Passports
- supervises the role of the teaching assistant (TA) and/or Learning Support Assistant (LSA)
- maintains a record of provision and impact for each individual child
- arranges termly review meetings with parents/carers
- ensures parent/carer voice and pupil voice forms are completed and form part of review meetings
- uses BSquared to monitor the small steps of progress
- evidences progress on the SEN Support Plans for discussion at the review meetings
- ensures all documentation is completed on time and filed in the appropriate places

#### f) **The role of the Teaching Assistant / Learning Support Assistant**

The TA/LSA:

- works with groups or individual children under the direction of the class teacher and SENCO
- is involved in planning, assessment, record keeping and reporting
- supports children enabling them to become more self-reliant and independent over time
- in most cases the aim of extra support is to give a child access to the mainstream curriculum or a modified curriculum working alongside pupils on agreed targets through IPM's, SEN Support plans/EHC Plans
- may work with groups of children as well as one-to-one with a child

#### g) **The role of the Learning Mentor**

The Learning Mentor's role is to liaise with teachers and other staff addressing the needs of the children who need help to overcome barriers to learning both inside and outside school, in order to achieve their full potential. They may:

- Provide support and guidance to children by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential.
- Promote effective transition of pupils between key stages, primary and secondary school.
- Monitor attendance levels from time to time
- Carry out class observations assessing the need for pupil referral throughout the school.
- Develop and maintain appropriate contact with the families and carers of children who have identified needs.

- Contribute to the work of the school regarding safeguarding children through work with Social Care and through the Common Assessment Framework (CAF) process

Working with pupils, parents/carers, the Learning Mentor will:

- Establish effective and supportive relationships with pupils and those who work with and care for them
- Develop, agree and implement a Learning Mentor programme for individual pupils after an assessment of their individual needs.
- Support the SENCo to agree on ways of working together to maintain trust and up-to-date information on pupil progress
- Liaise regularly with staff in school to provide and receive feedback on the monitoring and progress of pupils
- Develop and share the needs of individual and groups of pupils in order to ensure consistency and continuity of practice
- Keep up-to-date records on the progress of pupils including observations and agreed targets
- Create and maintain an atmosphere of trust by providing opportunities in which pupils feel able to discuss their progress, opinions, targets and are confident to self-refer
- Support the SENCo to provide regular opportunities to liaise with families/carers to keep them informed, and involved in, their child/children's progress
- Liaise with appropriate outside agencies to provide additional support for individuals and groups of students
- Establish and maintain effective links with relevant community and voluntary organisations that could offer extended support for pupils
- Develop effective exit strategies for students so that they continue to feel supported and sustain progress made

### **STORING AND MANAGING INFORMATION**

The storage of information relating to SEN is in line with the schools policy on Information Management and Confidentiality (this includes information on how long to store documents, when they should be destroyed, what should be kept, and where).

### **SPECIALIST SEN PROVISION**

This is provided in accordance with the pupil's assessed needs.

### **ACCESSIBILITY**

Facilities are detailed in the Annual Information Report. They include:

- a single level layout
- accessible toilet
- dedicated accessible parking

### **ALLOCATION OF RESOURCES FOR PUPILS WITH SEND**

Where funding is allocated for specific children the school will use this facility to support the individual needs of that child. Allocation of the notional SEND budget is determined by the Senior Management Team. Staff have access to SEND resources in school and relevant training as and when necessary.

### **LINKS WITH OTHER SCHOOLS**

We benefit from partnership links with other schools in our neighbouring area and in the

Elmet Partnership of schools and services(EPOSS). We participate in the EPOS SENCO Forum and liaise where appropriate with teachers from special schools within the area who have SEND expertise and access to specialist provision.

## **BULLYING**

St Mary's CofE is an inclusive school and the Bullying Policy and the steps within it are there to ensure and mitigate the risk of bullying of vulnerable learners at our school.

The safeguarding needs of pupils are paramount and in particular for those with SEN and or those with a disability, we seek to promote independence and build resilience in their learning.

## **EVALUATION**

The success of the policy will be evaluated, monitored and communicated in the following ways:

- regular meetings between teaching/support staff
- regular meetings between teachers and SENCO
- regular meetings between head teacher, SENCO and the Vulnerable Pupils Group
- meetings/visits by SEND governor
- discussions/meetings with outside agencies, school based staff and parents
- reports to governors, where necessary, by head teacher and annual report by governor with SEND responsibility
- information in an Annual Information Report published on the school's website

## **COMPLAINTS**

Complaints about the implementation of this procedure will be dealt with in accordance with the school's complaints procedure. Details are available on request.

This policy has been agreed by staff and governors of St Mary's CofE Primary School.

All staff are responsible for implementing this policy. However, all staff, all pupils and their parents/carers have an active part to play in the active development and maintenance of this policy and in its success.

Governors are given regular information on bullying within school.

This policy is due for renewal in October 2025

Chair of Governors: Colin Speers

(on behalf of the Governing Board)

Headteacher: Carol BENSON