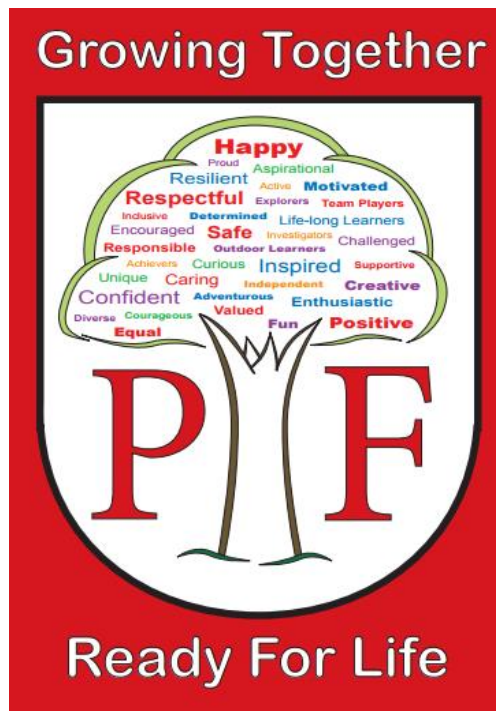


SEND POLICY

Special Educational Needs and Disability Policy



Priors Field Primary School



Written by V Leary

Date July 2022

(SENDCo)

A co-production by SENDC and SEND Gov. Reviewed and approved by Full Governing Body annually.

Special Educational: Needs and Disability (SEND) Policy

Section 1:

This policy is written in line with our whole school vision and approach to teaching and learning and our statement of Equality and Equality objectives. Our aim is to support inclusion for all of our children.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for the management of this policy. The Governing Body, Headteacher, staff and SENDCo will work together to ensure the policy works effectively.

This policy is compliant with the Special Educational Needs and Disability Code of Practice/Regulations (2014/2015), the Equality Act 2010, (Advice Gov update 2015, Dfe 2016/2017, Equality and Human Rights updates June 2019), school SEND info Report Regulations, Statutory Guidelines on supporting pupils with Medical Conditions 2014 (ref Dfe updates August 2017 and Warwickshire County Council updates March 2016), the National Curriculum 2014, Safeguarding Policy and Accessibility Policy and Plan

High quality teaching is that which is adaptive to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision.

Priors Field Primary School will ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow all pupils with SEND to access all areas of the curriculum.

The staff and governors of Priors Field Primary School work to ensure that all SEND pupils reach their full potential are fully included within the school community and are able to make successful transfers between educational establishments. All members of staff will provide a positive, whole school approach towards the learning, progress and achievement of SEND pupils.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved - Local authority (LA), school, parents/carers, pupils, Children's Services and all other agencies.

School Admissions:

No pupil will be refused admission to school on the basis of his or her special educational need, in line with the Equality Act 2010 - we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will provide effective educational provision.

Section 2:

Aims and Objectives:

Aims:

To provide the structure for a pupil-centred process that engages the pupil, family, school and other professionals in planning for and implementing high quality needs led provision that is consistent across the school. We have high expectations for all children and we ensure that all our pupils are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives:

The SEND Policy of Priors Field Primary School reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met.
- To enable pupils with special educational needs to have their needs met. (ref: SENDCo)
- To take into account the views of the pupils with special educational needs.
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs.
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage (Effective from Sept 2021) and the National Curriculum, for pupils with special educational needs. (ref: Curriculum Leader)
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions, and to have regard to statutory guidance supporting pupils at school with medical conditions.
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process. (ref Pupil Progress Meeting and Provision Map)
- Priors Field is an inclusive school - we ensure high quality teaching for all learners, with teachers using a range of effective adaptive methods.
- A collaborative approach with learners with SEND or disability, their families, staff within school, other external agencies, including those from Health and Social Care.
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family. (ANPs - Additional Learning Plans)
- Share expertise and good practice across the school and local learning community.
- Make efficient and effective use of school resources.
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs.
- Have regard to guidance detailed by Warwickshire County Council / Local offer

Section 3:

Identifying and supporting Special Educational Needs & Disabilities:

Definition of SEND:

Pupils have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him/her, namely provision **which is additional to or different from** that normally available in a differentiated curriculum.

If they:

- a. Have a significantly greater difficulty in learning than the majority of pupils of the same age, or
- b. Have a disability which prevents or hinders him/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.
- c. A child under compulsory age has special educational needs if he/she falls within the definition at (a) or (b) above, or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014 - ref latest version/changes 2020)

Pupils will not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught. We will consider each child's needs with reference to other, non-SEND issues that may impact on progress and attainment as part of our inclusive values. For example disability, attendance and punctuality, health and welfare, being in receipt of the Pupil Premium grant, being a Child Looked After (CLA or CPLA), and being a Service child. At Priors Field we will recognise and respond to a specific need including SEND. We ensure that parents/carers are informed that provision is being made for their child. There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is additional to or different from the universal differentiated curriculum. This may be on an ongoing basis or for a limited time.

Many pupils with sensory and/or physical disabilities may require adaptations made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need:

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need.

Cognition and Learning:

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of the following - dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLT), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD).
- Moderate Learning difficulties (MLD).
- Severe Learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD).

Social, Emotional and Mental Health Difficulties:

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and interaction needs:

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time.

They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Communication and interaction needs include:

- Speech, language and communication need (SLCN).
- Autism (including Asperger Syndrome).

Sensory and/or Physical needs:

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Sensory and/or physical needs include:

- Visual impairment (VI).
- Hearing impairment (HI - including Deaf and hearing impairment).
- Multi-sensory impairment (MSI - sometimes referred to as (Deafblind).
- Physical disability (PD).

Section 4:

A Graduated Response to SEND:

Early Concerns:

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed through high quality teaching with appropriate adaptation within the classroom, and a record kept of strategies(including interventions) used. This can then be used in later discussions if concerns persist.

How we identify and support pupils with SEND:

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress, falls behind their peers or displays behaviour that raises concern, additional support will be provided under the guidance of the class teacher.

Adequate progress could:

- Be similar to that of peers;
- Match or better the pupil's previous rate of progress;
- Diminish the difference between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. At Priors Field Primary School we use an SEND Evaluation Process Form. In some cases it may be necessary to seek assessment by, or advice from, an external professional such as a specialist teacher (from a specialist agency - SEND Supported) or Educational Psychologist. This will always involve discussion and agreement with the pupil's parents/carers. When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Persistent emotional difficulties which are not ameliorated by appropriate behaviour management strategies.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.

- Have emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behavioural plan/pastoral plan.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Have a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do and Review:

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with special educational needs the cycle of **Assess, Plan, Do and Review** will fit into the regular half termly reviews for all vulnerable pupils. These are known as Pupil Progress Meetings which run alongside termly Additional Needs Plan/Parent Meetings.

Graduated Response

Assess:

In identifying a pupil as needing **SEND support** the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.

- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and if relevant, advice from support services. These will be recorded on an Additional Needs Plan. The school and parent/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the Additional Needs Plan.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome, so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan:

- Parent/carers, with their child, will meet with the class teacher and if appropriate, the SENDCo, to discuss the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on an Additional Needs Plan with a date to review the plan. The date for review will depend on the level of need present.
- The ANP will clearly identify the areas of need, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required, and when the ANP will be reviewed.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The ANP will usually involve a discussion and contribution by parent/carers to reinforce learning at home. The child's views are added and they will be given a PF target tree/bookmark to share the aims visually.

- Where appropriate the ANP will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- If appropriate, the ANP may include a Pastoral Care Plan, drawn up in collaboration with parents and other agencies.

DO:

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo will support the class teacher.
- The class teacher is responsible for the daily implementation of the plan and will contribute to Review.

Review:

- There will be a review of the ANP on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parent/carers.
- Parent/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to the review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupil's needs and the frequency of the educational reviews as to whether external agencies attend each educational review.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in the light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain further involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Statutory Assessment of Needs (EHCP):

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school with parents/carers will consider requesting an Education, Health and Care Plan (EHCP) needs assessment. The Local Authority (LA) will determine whether statutory assessment of needs is required. Where a pupil has an Education, Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. We hold annual review meetings on behalf of Warwickshire LA and complete the appropriate paperwork for this process with parents/carers. . An EHCP:

- Establishes and records the views, interests and aspirations of the parent and child
- Provides a full description of the child's educational needs and any health and social care needs
- Establishes outcomes across Education, Health and Social Care based on the child's needs and aspirations.
- Specifies the provision required and how Education, Health and Care services work together to meet the child's needs and support the achievement of the agreed outcomes

Monitoring and Evaluation of SEND:

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least half-termly and each child will have an individual tracker. Additional training, advice and support will be provided for teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress is tracked, and where pupils are not making sufficient progress, additional information is sought and appropriate action taken

Section 5:

Criteria for exiting the SEN register:

If, through the Assess, Plan, Do and Review cycle it is agreed by staff (including SENDCo), parents/carers and the child (as appropriate) that SEND provision is no longer necessary, and that their child's needs can be met by high quality teaching and tracking alone, then a child may exit the SEND register. They will continue to have their needs and progress tracked and evaluated by the class teacher at Pupil progress Meetings within school and discussed with parents on a regular basis.

Section 6:

Supporting Pupils and Families:

We value and accept the positive role and contribution parents/carers make. We make every effort to work with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that they play as active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home. At Priors Field Primary School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making process about special educational provision - including transition to Secondary School.

Parents/carers of a child with SEND support will have the opportunity to meet school staff at least three times a year formally. The SENDCo is happy to meet with parents/carers with prior arrangement. Parents/carers are encouraged to seek help and advice from SENDIAS (Special Education Needs Information, Advice and Support Service)

<https://www.kids.org.uk/warwickshire-sendiass-front-page>

They are able to provide impartial and confidential advice, support and information on special educational needs and disabilities.

Our school website - Parents/carers have access to the Local offer booklet/ SEN Information Report (Regulation 51. Part 3). www.priorsfieldprimary.com

Parents/carers are also encouraged to visit the Warwickshire County Council Local Offer website <https://www.warwickshire.gov.uk/send> This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information (Regulation 53 part 4).

Children in Care:

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Children Looked after (CLA) and Children Previously Looked After (CPLA)

Child's Voice:

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time and are specifically sought as part of their annual review, and as part of their Additional Needs Plan.

Partnership with External Agencies:

The school is supported by a wide range of different agencies and teams. The School's Priors Field SEND Governors Information Report details which agencies the school has worked with in the last 12 months. This report and the Local Offer Booklet / SEN Information Report can be found on the school website.

www.priorsfieldprimary.com

Transition:

A change of school, class and staff can be an exciting yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

Training and Resources:**Allocation of Resources:**

- Resources are allocated to support children with identified needs as identified previously. Throughout each year we map our provision to show how we allocate human/physical resources to each year group. This is reviewed regularly and can change during the academic year responding to the changing needs within our classes.(We produce a Provision Map on a half termly basis)
- Dependent on the needs of the child the support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs:

- The SENDCo/Headteacher provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND.
- All staff have regular meetings. The progress of all pupils, including those with SEND, is a core aspect of our appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in on-going training whereby their role is developed.
- External trainers are brought in periodically to address training needs such as dealing with specific medical conditions (e.g. diabetes) or to train staff in the use of specific interventions such as precision teach/ understanding ASD and Attachment.
- Peer support and guidance is available daily for all staff in school, and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding:

Funding for SEND in mainstream schools is mainly delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense than the school can make a request for Additional Resources. The school will need to be able to demonstrate how it has spent the funding to date and the impact of this, as well as demonstrating why further additional funding is required and how it will be used. This additional top-up funding is then paid from the local authority's high needs panel into the school's budget.

Personal Budgets:

Personal budgets are only available to pupils with an Education, Health and social Care Plan (EHCP), or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCo.

Roles and Responsibilities:

Provision for pupils with special educational needs is a matter for the school as a whole in addition to the Governing Body, Headteacher and SENDCo. All members of staff have important responsibilities.

Governing Body:

The Governing Body follows the guidelines laid down in the SEND Code of Practice (2014) to:

- Use their best endeavours to make sure that a child with SEND gets the support it needs - this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEND provision - the SENDCo.
- Inform parents/carers when they are making special educational provision for a child

SENDCo:

In collaboration with the Headteacher and Governing Body, the SENDCo determines the strategic development of the SEND Policy and provision with the ultimate aim of raising the achievement of pupils with SEND. The SENDCo takes day-to-day responsibility for the operation of the SEND policy, and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high quality teaching for children with special educational needs. Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting of targets, the SENDCo develops effective ways of overcoming barriers in learning and sustaining effective teaching. The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils, and reporting progress.
- Advising on the graduated approach to providing SEND support - Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEND CPD for all staff.
- Overseeing the records of all children with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.

- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Work with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff:

- All staff to follow the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching adapted for individual pupils. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Section 7:

Meeting Medical Needs:

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions, and may include a Manual Handling Plan. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN their provision will be planned and delivered in a co-ordinated way. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision. The school recognises that pupils at school 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 be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Please see the school's Medical Policy for further details.

Medical Conditions at School Statement - Priors Field understands that it has a responsibility to make the school welcoming and supportive to pupils with medical conditions who currently attend and to those who may enrol in the future. We aim to provide all children with all medical conditions the same opportunities as others at our school.

SEND Information Report:

The school will ensure that the SEND information is accessible on the school website

www.priorsfieldprimary.com

Governors have a legal duty to publish information about the implementation of the policy for pupils with SEND. The information published is updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Section 8:

Monitoring and Accountability:

Accessibility:

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as the school is only on a ground floor level and has disabled toilet facility.

Priors Field Primary School works hard to develop accessibility and the school's Accessibility plan detailing how this is being developed can be accessed on the school website.

Storing and Managing Information.

Pupil SEND records will be kept in accordance with the DfE guidance contained in Statutory Policies for Schools (February 2014)

<https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts>

Responding to Complaints:

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy (www.priorsfieldprimary.com). If there continues to be disagreement with regard to SEND provision the Local Authority will make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to an SEND tribunal at any stage.

Bullying:

The school has a School Behaviour Policy and Anti-Bullying Policy- both are available on the school website. (www.priorsfieldprimary.com)

- We are determined to create an environment in which all our children feel safe, secure and respected, and enable children to develop a sense of worth, respect and tolerance at Priors Field Primary School.

Reviewing this policy:

The SENDCo, Headteacher and Governor for SEND will review this policy annually. It is then reviewed and approved by the Full Governing Body annually.

Appendices:

See Priors Field Primary School website for SEND Governors Information Report, Local Offer Booklet/SEN Information Report for our school, and link for LA local offer.

www.priorsfieldprimary.com