



Special Educational Needs & Disability (SEND) Policy

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1. STATEMENT OF INTENT

Ralph Butterfield Primary School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of pupils and their parents/carers in decision-making
- The identification of pupils' needs
- 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/carers over their support
- Successful preparation for adulthood, including independent living and employment

2. LEGAL FRAMEWORK

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

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

- Data Protection Act 2018
- The General Data Protection Regulation 2018

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

- DfE (published 2014, updated 2020) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Keeping children safe in education'
- DfE (2022) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'School admissions code'

2.3. This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality Information and Objectives Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behavioural Policy
- Complaints Procedures Policy
- Accessibility Plan

3. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

3.1. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

3.2. 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.

3.3. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

- 3.4. A pupil must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

4. AIMS AND OBJECTIVES

- 4.1. The broader aims of the school's arrangements for pupils with SEND are:
- Staff members seek to identify the needs of pupils with SEND as early as possible through gathering information from parents/carers, education, health and care services and early years settings prior to the child's entry into the school.
 - To give all pupils access to the whole school curriculum so they have a broad and balanced education.
 - To ensure that all children with special needs or disabilities achieve their potential.
 - To integrate children with special needs into mainstream classes as far as possible.
- 4.2. The objectives in order to achieve the best outcomes for pupils with SEN and disabilities are:
- To provide within the school a graduated response that recognises there is a continuum of special educational need and brings increasing specialist expertise to bear on the difficulties the child may be experiencing.
 - To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0-25 years', using the four part process of: assess, plan, do, review as an ongoing cycle to enable provision to be refined and revised to pupils' needs.
 - To maintain a system of record keeping that will facilitate, through continuous monitoring, the identification and diagnosis leading towards the development of individualised/grouped learning programmes.
 - To foster and maintain links with all outside agencies and educational support services.
 - To initiate and facilitate staff development programmes concerned with special educational needs.
 - To foster and maintain effective links with secondary and special schools to ensure identification and successful transfer of pupils with special educational needs.
 - To ensure that parents/carers are involved as partners in the education of their children.
 - To inform and seek the views of the child on their needs and provision.

5. ROLES AND RESPONSIBILITIES

5.1. The governing board will be responsible for:

- Communicating with pupils with SEND and their parents/carers when drawing up policies that affect them.
- Identifying, assessing and making provision for all pupils with SEND, whether or not they have an EHCP.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENDCo and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equal Opportunities Policy: Pupils.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHCP.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.

5.2. The headteacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHCP reviews.
- Ensuring that the SENDCo has sufficient time and resources to carry out their functions.
- Providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENDCo to ensure that the needs of the pupils are fully understood by relevant school staff.
- 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.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHCPs.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Consulting health and social care professionals, pupils, and parents/carers to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents/carers and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's Pupil Confidentiality Policy.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENDCo is provided with training, with an emphasis on mental health, on an annual basis.

5.3. The SENDCo will be responsible for:

- 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.

- 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.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHCPs.
- Liaising with the relevant, designated teachers where LAC have 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/carers 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/carers are informed about the options, and a smooth transition is planned.
- Coordinating the drawing up of SEND Support Plan documents.
- Providing professional guidance to colleagues and working closely with staff members, parents/carers and other agencies, including SEND charities.
- 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.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents/carers of pupils with SEND, who do not have an EHCP, that SEND provision is being made.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

5.4. Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENDCo 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 and scaffold learning in 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 SENDCo.
- Keeping the relevant members of staff up-to-date with any changes in behaviour, academic developments and causes of concern.

6. ADMISSION ARRANGEMENTS

- 6.1. The school will ensure it meets its duties set under the 'School Admissions Code' by:
- Not refusing admission for a child that has named the school in their EHCP without ensuring that there are no reasonable steps that the school or the LA could take to prevent any incompatibility with the efficient education of other young people
 - Considering applications from parents/carers of children who have SEND but do not have an EHCP.
 - Not refusing admission for a child who has SEND but does not have an EHCP because the school does not feel able to cater for those needs.
 - Not refusing admission for a child who does not have an EHCP.
 - Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHCP.
- 6.2. The school follows the York LA admissions procedures. Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

7. IDENTIFYING SEND

- 7.1. The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for pupils.
- 7.2. 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.

- 7.3. 'Less than expected progress' will be characterised using the following stipulations:
- Progress is significantly slower than the class average, from the same baseline
 - Progress does not match or better the pupil's previous rate of progress
 - Progress fails to close the attainment gap within the class
 - The attainment gap is widened by the plateauing of progress
- 7.4. When a child's progress is not seen to be at the expected rate, their needs may be met through appropriate scaffolding or short term, 'catch-up' support, rather than being identified as having SEND.
- 7.5. High quality, scaffolded teaching is the first step for pupils with SEND.
- 7.6. A pupil will be identified as having special educational needs if the school has to offer additional or different provision over time in order to meet their needs.
- 7.7. In accordance with the 2014 SEND Code of Practice, the school recognises that children's needs fit into four broad areas:
- Communication and Interaction (including Autistic Spectrum Disorder).
 - Cognition and Learning (including Specific Learning Difficulty, dyslexia, dyspraxia or dyscalculia).
 - Social, Emotional and Mental Health (including Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Attachment disorder and emotional regulation).
 - Sensory and/or Physical need (including visual and hearing impairment).
- 7.8. Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will gain parental consent before involving specialists.

8. EARLY YEARS PUPILS WITH SEND

- 8.1. The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.
- 8.2. The school will ensure staff listen and understand when parents/carers express concerns about their child's development.
- 8.3. The school will listen to any concerns raised by children themselves.
- 8.4. If a child already has an identified special educational need or disability, this information may be transferred through a 'My Agreed Outcomes Plan', MSP or

EHCP from the pre-school setting. The SENDCo and the child's class teacher will use this information to:

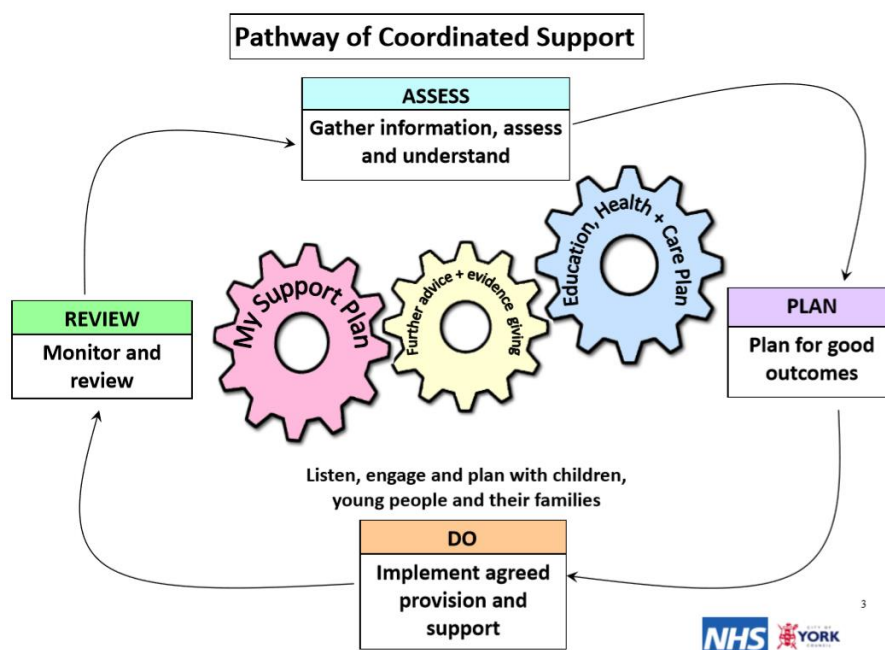
- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within class
- use the assessment process to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents/carers where possible in joint learning at home.

9. ASSESS, PLAN, DO, REVIEW CYCLE AND THE GRADUATED APPROACH

9.1. Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by following the 'Assess, Plan, Do, Review' cycle, as promoted in the SEND Code of Practice 0-25:

- **ASSESS** - clear analysis is made of needs based on:
 - views of the child/young person and their parents/carers
 - teacher/SENDCo assessments and observations
 - pupil's current attainment
 - pupil's previous progress and attainment
 - tracking of progress and comparisons with national data
 - assessments by external agencies if appropriate.
- **PLAN** - following assessment, the teacher, SENDCo, parents/carers and pupil agree on a plan of action to include:
 - time limited outcomes for the pupil
 - the adjustments, support and interventions to be put in place
 - a date for review
 - All planning will be pupil centred and outcomes focussed and recorded through a SEND Support Plan, MSP or EHCP as appropriate.
- **DO** - teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.
 - Teachers are responsible for:
 - scaffolding teaching of the curriculum
 - delivery of 'additional and different' provision for a pupil with SEND
 - planning of all group and one-to-one interventions delivered by support staff
 - linking interventions to classroom teaching
 - The SENDCo supports teachers and teaching assistants in the effective implementation of provision and carries out monitoring activities, such as lesson observations.

- **REVIEW** - the quality, effectiveness and impact of provision is evaluated by the review date. This includes sharing information with pupils and parent/carers and seeking their views.
- The cycle then starts again at 'assess' with the updated needs of the pupil being considered before planning a continuation of or change to provision.



- 9.2. Detailed assessments will identify the full range of the individual's needs, not just the primary need.
- 9.3. The school may choose to implement this cycle using the non-statutory 'My Support Plan' document where the pupil has a complexity of need.

10. STATUTORY ASSESSMENT OF SEND

- 10.1. Where the pupil's needs cannot be met through the resources normally available within the school, the school will, in consultation with the pupil's parents/carers and the school's Educational Psychologist, make a request to the local authority for a statutory assessment of SEND.
- 10.2. During an EHC Needs Analysis, the school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

- 10.3. If the decision is taken not to issue an EHCP, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

11. INVOLVING PUPILS AND PARENTS/CARERS IN DECISION-MAKING

- 11.1. Pupils have a right to receive and share information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and level of understanding.
- 11.2. Pupils participate, where possible, in all decision making processes, including celebrating successes and contributing to the agreed outcomes in their SEND Support Plans/MSPs/EHCPs.
- 11.3. Parents/carers of pupils with SEND will be encouraged to share their knowledge of their child; the headteacher and SENDCo will aim to give them the confidence that their views and contributions are valued and will be acted upon.
- 11.4. Parents/carers will be notified when the school provides their child with SEND support.
- 11.5. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.
- 11.6. The planning that the school implements will help parents/carers 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/carers.
 - Bring together relevant professionals to discuss and agree together the overall approach.
- 11.7. The class teacher, supported by the SENDCo, will liaise with pupils and their parents/carers to set clear outcomes, review progress and discuss support.

12. PROMOTING MENTAL HEALTH AND WELLBEING

- 12.1. Positive classroom management will be implemented to promote positive behaviour, social development and high self-esteem.
- 12.2. School Wellbeing Services will be called on for advice where a pupil requires support with mental health and wellbeing.
- 12.3. Where appropriate, the school will support parents/carers in the management and development of their child and/or signpost them to external support agencies.
- 12.4. For pupils with more complex problems, additional in-school support might include:
 - Supporting teachers to help them support pupil behaviour.
 - Additional educational one-to-one or group support for the pupil.
 - One-to-one therapeutic work with the pupil, delivered by mental health specialists or the school's ELSA.
 - The school will consider whether dysregulated or distressed behaviour is a manifestation of SEMH needs and may seek support from external agencies, such as the Learning Support Hub.
 - The school will focus on work that helps to build self-esteem and emotional regulation with the aim of addressing dysregulated behaviour.

13. STAFF DEVELOPMENT AND TRAINING

- 13.1. Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCo or external agencies as appropriate.
- 13.2. Training will cover all areas of SEND need, including social and emotional needs.
- 13.3. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.
- 13.4. Mental health will be a key consideration for all training that the SENDCo participates in, along with any training that staff are given.
- 13.5. During staff induction, all staff will receive SEND training.
- 13.6. Training will cover the following:
 - Identifying SEND in pupils
 - Liaising with the school's SENDCo
 - Implementing support measures
 - Monitoring the success of those support measures
 - How to develop inclusive learning environments

- How to develop and scaffold lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to support emotional development

14. LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

- 14.1. The school will work closely with local education, health and social care services to ensure pupils get the right support.
- 14.2. Advice and support from outside agencies such as Educational Psychology, the School Wellbeing Service and Specialist Teaching Teams (through York's Learning Support Hub) is available if requested by the school (with parental consent).
- 14.3. Multi-agency liaison meetings will be held termly to ensure effective collaboration in identifying and making provision for pupils with special educational needs.

15. LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

- 15.1. EHCPs will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.
- 15.2. The key transitions are as follows:
- Early years provider to school
 - KS1 to KS2
 - Primary school to secondary school
- 15.3. Pupils with EHCPs will be supported by the following primary to secondary transition arrangements:
- The school will hold an EHCP review in the first half term of year 6, and submit this to the LA with clear recommendations as to the type of provision the child will need at secondary school, taking into account advice from relevant outside agencies as well as pupil and parent/carers preferences.
 - The SENDCo of the receiving school will be invited to meet with parents/carers and relevant school staff to facilitate the transfer of the pupil between schools.
 - Liaison with the SENDCo of each secondary school will take place before the children's transfer at the end of year 6 to ensure the transfer of SEND records and information.

15.4. Where necessary, extra transition support will be offered to all year 6 children with SEND who are transferring to secondary school to support specific needs. This may take the form of extra visits to school or close liaison with external agencies (e.g. to arrange transport provision).

16. LOCAL OFFER

16.1. In developing and reviewing the Local Offer, the school will adopt the following approach:

- Collaborative: The school will work with LAs, parents/carers and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- Accessible: The published Local Offer will be easy to understand, factual and jargon-free. It is structured in a way that relates to pupils' and parents/carers' needs, e.g. by broad age group or type of special educational provision. It will be well signposted and publicised.
- Comprehensive: Parents/carers and pupils will know 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 Local Offer will include eligibility criteria for services, where relevant, and make 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: When parents/carers and pupils access the Local Offer, the information will be up-to-date.

16.2. Further information from the Local authority, including links for further advice, can be found on their local offer:

<https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>

16.3. The school's SEND Report can be accessed on our website or via the link below:

[Ralph Butterfield Primary School SEND Report](#)

17. SAFEGUARDING

17.1. The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.

- 17.2. The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.
- 17.3. 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.
- 17.4. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

18. FUNDING

- 18.1. The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.
- 18.2. Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHCP.

19. DATA AND RECORD KEEPING

- 19.1. The school's records will:
 - 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.
 - Maintain an accurate and up-to-date record of any group or 1:1 interventions offered which are additional to or different from those offered through normal classroom provision.
- 19.2. The school keeps data on the levels and types of need within the school and makes this available to the LA.
- 19.3. The SEND 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 'SEND Code of Practice: 0 to 25 years'.

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

20. RESOLVING DISAGREEMENTS

20.1. The school is committed to resolving disagreements between parents/carers and the school.

20.2. In carrying out of duties, the school:

- Supports early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements in its Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHCPs and tribunals.

20.3. The school's Complaints Procedures Policy will be published on the school website; additionally, the school will publish details regarding how complaints from parents/carers of children with SEND will be handled.

21. PUBLISHING INFORMATION

21.1. The school will publish information on the school website about the implementation of the SEND Policy.

21.2. The governing board will publish details of the SEND information report on the school website.

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

22. MONITORING AND REVIEW

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

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

22.3. The next scheduled review date for this policy is **November 2024**.

APPENDIX 1

Named People Responsible for SEN

Headteacher ~ Mrs Elizabeth Clark (Tel 01904 768325 option 3)

SENDCo ~ Mrs Katherine Bennett (Tel 01904 768325 option 3)

SEND Governor ~ Mr John McGreevy (contact via school office / above named persons)

APPENDIX 2

External Agency Contact Details

Educational Psychologist – Suzi Dundas (suzi.dundas@york.gov.uk)

Danesgate Outreach (Behaviour Support) - Petra Henman (petra.henman@york.gov.uk)

Speech/Language Therapist – Amy Gallacher (amy.gallacher@york.nhs.uk)

Visual Impairment Service - Abi Hall (abi.hall@york.gov.uk)

Hearing Impairment Service – Shelley Nicol (shelley.nicol@york.gov.uk)

Physical and Health Needs – Emma Sharpe (emma.sharpe@york.gov.uk)

Autism Specialist Teaching Team - Nicky Wallace (nicky.wallace@york.gov.uk)

Haxby Road ERP – Lucy Battersby (mrsbattersby@hr.ebor.academy)

SEND Caseworker – Rachel Oates (rachel.oates@york.gov.uk)

School Wellbeing Service – Nicky Freeborn (Nicola.freeborn@york.gov.uk)

Learning Support Hub - learningsupporthub@york.gov.uk