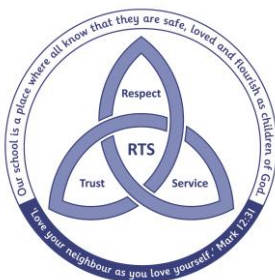


# **RICHARD TAYLOR CHURCH OF ENGLAND PRIMARY SCHOOL**

## **P63a Policy for Special Educational Needs and Disabilities**



**This policy is in line with the final draft Code of Practice which was ratified by parliament for use from September 2014.**

The SENDCO is Mrs Emily Styles

Date of NASENCo Award: May 2021

The SENCo is a member of the Senior Leadership Team

The Designated Governor is Dr Jan Johnson

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Current teachers' standards
- Current teaching assistant standards
- School's Accessibility Plan

### **PRINCIPLES**

Richard Taylor Church of England Primary School is part of the Yorkshire Causeway School Trust. *"Where everyone is valued and respected, where we share commitment to education that is ambitious, setting the highest expectations and where integrity is the foundation."*

#### **Vision:**

*Our school is a place where all know that they are safe, loved and flourish as children of God.*  
*"Love your neighbour as you love yourself," Mark 12: 31*

#### **Values**

*Respect; Trust; Service.*

## Objectives and aims

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures, and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use '**must**' when referring to a statutory requirement.

All items in italics are taken directly from the [SEND Code of Practice 2015 \(Referred to as SEND CoP in this document.\)](#)

*6.1 All children and young people 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 fulfilled lives, and*
- make a successful transition into adulthood, whether into employment, further or higher education or training*

Things we **must** do:

- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND
- 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 Special Educational Needs co-ordinator, or SENDCo
- inform parents when we are making special educational provision for their child
- prepare a SEN information report, which we publish on our school website
- state our arrangements for the admission of disabled children,
- state the steps being taken to prevent disabled children from being treated less favourably than others,
- provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time
- have due regard to the general duties to promote disability equality.

A member of our governing body or a sub-committee has specific oversight of the school's arrangements for SEN and disability. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by pupils with SEN is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

## How Do Teachers Identify Pupils with SEND?

*6.2 Every school is required to identify and address the SEN of the pupils that they support.*

The identification of SEN is built into our overall approach to monitoring the progress and development of all our pupils.

The steps below outline the processes used in school to identify pupils with SEND:

1. When a child is first identified by either staff or parents showing some issues in their academic progress, development or social needs, high quality first teaching must be used to respond to the child. If these issues develop into concerns, identified by either staff or parents, they will be recorded to (via secured school information management systems) informing the SENDCO of the concern. (If there is a child protection issue then our school's safeguarding procedures will be followed.) This is referred to as a 'short note' in the SEND CoP and form part of the identification process.

2. If quality first teaching has not enabled the child to make adequate progress, the child will be given extra support from an adult or specialised resources will be introduced. At this point, staff members involved in supporting the child, must make regular assessments and ensure they include parent/carers and pupil views.
3. N.B. At this point the child is not regarded as having SEND. How well the child responds or otherwise to the adjustments will determine if s/he has SEND.
4. Class Teachers will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. The SENDCo's role is to support teachers and parents in this process as required. Reasonable adjustments to provision in the classroom, including teaching, will be made and their impact reviewed after an agreed appropriate period.
5. At this point, a decision as to whether the child has SEND will be made in conjunction with the SENCo and parents will also be aware of this identification. The pupil is then identified as having 'SEN Support' (this is known as Code K on our school information management system).
6. As a school, we maintain records about children's SEND identification. The SENDCo will maintain a list of pupils identified as having SEND. The records are shared and accessed by members of staff who require this information to support individual children (See Confidentiality section below). All electronic information held is password protected and maintained in line with our GDPR Data Protection policy. The staff that have access to this information via our secure school information management systems must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR).

\*\*\*

The SENDCO, where appropriate, will liaise with external advice, supporting and training to improve outcomes for pupils experiencing concerns in their academic progress, development or social needs, prior to identification of SEND.

Related sections of the SEND Code of Practice:

*6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEN. Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENCo, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.*

*6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be 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*

*6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.*

*6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.*

## DEFINITION OF SPECIAL EDUCATIONAL & DISABILITY NEED

Children with special educational needs and / or disabilities have difficulties that call for special provision to be made. This provision may be required through their schooling or may be temporary.

Children with SEND may:

- have significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv Code of Practice Jan 2015)

The broad areas of need identified in the Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28-6.35 or discuss with our SENDCo.

## Special Educational Provision

Once the CYP has been identified as having SEN then the formal process begins. The formal process is focussed on exploring what the barriers are to academic achievement, development or social/ emotional wellbeing and how to develop inclusive education for the child and the progressive removal of barriers to learning.

This is called the [Graduated Response](#). It is a 4-part cycle: Assess, Plan, Do and Review.

Parents are informed that their child has SEND, and that additional and different provision is being provided for their child.

The graduated response is outlined below:

1. **Assess.** This will provide both the class teacher and SENDCO with a clear understanding of the area of need. Views of parents/carers and pupils will also support assessments. These assessments inform any adjustments, approaches, resources, support required. Trends in learning needs should be noted and quality first teaching should be adjusted to try to support progress. At this point specialist assessments from local authority services may be sought if required.
2. **Plan.** At this point parents/carers are notified and consulted. This will include the support being given, targets to be set, expected impact and a date for review. Interventions being used should be evidence based. The planning is recorded and shared with parents (provision map/IEP). The SENCo will monitor the quality of the provision and plans, supporting the process as required.
3. **Do.** Class teachers remain responsible for working with the child on a daily basis and should be planning and assessing support being given. The SENCo will support the class teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENCo will monitor this provision.

4. **Review** The class teacher will review the plan with the parents and child by the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the additional or different support and the revised provision and outcomes will then be agreed with parents/carers and pupils.

### Involving Specialists

If at any point the class teacher in consultation with the SENDCO feel they need additional advice and support from an outside agency, then the consent of the parent will be obtained first.

The SENDCO and class teachers engage with the outside agency the school has approached and facilitate information sharing between the parents/carers and the outside agency.

### Transition

SEN support will include a plan for effective transition between phases of education.

### Education, Health and Care Plans (EHCP) and Education, Health and Care Assessment Request (EHCARs)

<https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/education-health-and-care-plans-ehcp>

Once a child is identified as having special educational needs, regular meetings between the class teacher and SENDCO will progress. If after evidence-based intervention and support from external agencies, the child continues to make little or no progress, statutory assessment may be sought. This will require the class teacher and / or the SENDCO, to meet with the parent(s) to complete an EHCAR form. This form combines information from school, health and care and other professionals where necessary and focuses on where we want the child to be, and what their difficulties are. This will be submitted to the Local Authority and a decision will be made about the support required and additional funding to be allocated based on the information provided. If the Local Authority decides that the child does require additional funding to support their learning an Education, Health and Care Plan (EHCP) will be issued and reviewed on a yearly basis. Regular assessment and review of progress will continue to be carried out in school by the class teacher and SENDCO.

### Confidentiality

Staff may have access to personal data about pupils and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff follow our school safeguarding procedures.

### Safeguarding Children with SEND

Please see the school Safeguarding Policy and statutory guidance (updated regularly on DfE website) including but not exclusively:

- Keeping Children Safe in Education (KCSIE),
- Working Together to Safeguard Children,
- Supporting Pupils at School with Medical Conditions

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti- discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.

- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

We also recognise that children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence we are mindful that such situations can increase the opportunity for an abusive adult to be alone with a child.

Additional or different pastoral support and attention for SEND children may be required, along with ensuring any appropriate support for communication is in place. The additional support is personalised to meet the child's individual needs.

### The Curriculum

All our children are taught about safeguarding, including online safety, however we recognise a more personalised and contextualised approach for more vulnerable children, and some SEND children might be needed.

Differentiated resources, social stories and alternative communication methods may be required.

Personalised and contextualised support may also be necessary to support SEND pupils, understand in a stage-appropriate way, online risks for example, from online bullying, grooming and radicalisation.

### Positive Handling

Staff are trained and supported in reducing the occurrence of behaviours that present risks that require positive handling and recognise the additional vulnerability of children with SEND. Positive and proactive individualised behaviour support strategies are planned with pupils and parents and carers; these include Thrive-type/therapeutic approaches for individuals, de-escalation plans including learning to scale emotions, Zones of Regulation and Mental Health First Aider pastoral support and 1:1 SEND support. Where incidents of handling occur, they are recorded, discussed with parents and reviewed to inform future practice. (Also see Behaviour Policy, and Intimate Care Procedures)

### Education at home

We recognise the recommendation in KCSIE regarding the importance of meeting with parents and Local Authority representatives where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, which is particularly important where a child has SEND.

### Safeguarding Leadership and SEND

All staff are aware of the Designated Safeguarding Leads (DSLs) in school and the procedure for reporting safeguarding concerns. DSLs are alert to the additional safeguarding needs of children with SEND and liaise with the SENDCO to support individuals. The school SENDCO is a Deputy Safeguarding Lead (DDSL).

## THE ROLES AND RESPONSIBILITIES

Our school leaders and teaching staff, including the SENDCo, will analyse data to identify any patterns in the identification of SEN, within the school and in comparison, with local and national data. We will then use this information to reflect on and improve the quality of education. The SENDCo will use the data dashboards to compare our school with local and national data annually and report to our senior leadership team. (The January census is used, and the data is supplied by NYC at the end of the summer term or early autumn term each year).

Role	Named Person	Description of Role
Governing Body	<b>Jan Johnson</b> <i>Chair of Governors</i> <i>Contactable via school</i>	Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the <a href="#">Children &amp; Families Act 2014 particularly section 66</a> regarding using their

	office	<p>best endeavours and Equality Act 2010.</p> <p>Our Governors <b>must</b> have regard to the SEND Code of Practice. Our Governors <b>must</b> ensure that a Special Educational Needs Coordinator (SENDCo) is appointed and that they are qualified, i.e., they are a qualified teacher and have the national award for special educational needs and disabilities (NASENCo). If our SENDCo does not have this award on the day, they are appointed then our Governing Body <b>must</b> ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENDCo.</p> <ul style="list-style-type: none"> <li>• 6.3 <i>There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.</i></li> <li>• 6.97 <i>They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.</i></li> </ul> <p>In our school, this means that a SEN Governor is appointed to work directly with the SENDCo and other members of the senior leadership team and report to the governing body about matters related to SEND.</p> <p>The Governors <b>must</b> publish at least annually a <a href="#">SEN Information report</a>.</p> <p>6.79 <i>The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools <b>must</b> publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.</i></p> <p>The report <b>must</b> contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting CYP who are looked after by the local authority and have SEN. Therefore, we will produce this annually and it will be uploaded onto our school website in the Inclusion section.</p> <p><i>School governing bodies and proprietors <b>must</b> also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.</i></p>
SEN Governor	<b>Jan Johnson</b> Contactable via the school office	<p>Our SEN Governor will:</p> <ul style="list-style-type: none"> <li>• be familiar with the SEND Code of Practice 2015 particularly Chapter 6</li> <li>• be a critical friend to our SENDCo by visiting at least once a term</li> <li>• be aware of the numbers of CYP at our school with SEN and disabilities</li> <li>• be aware of our SEND action plan</li> </ul>

		<p>Monitor:</p> <ul style="list-style-type: none"> <li>the progress and attainment of our CYP with SEND</li> <li>attendance rates of our CYP with SEND</li> <li>fixed term and permanent exclusion rates of our CYP with SEND</li> <li>any internal exclusions including the frequency and length of time our CYP with SEND are sent out of lessons as a behaviour management strategy</li> <li>that our CYP are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences</li> <li>that our CYP receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities, and break times in order to access additional support</li> <li>that all policies are non-discriminatory regarding pupils with SEND</li> </ul> <p>Investigate:</p> <ul style="list-style-type: none"> <li>the gaps or differences in our performance, attendance, or exclusion (including internal exclusions) levels between our CYP with and without SEND</li> <li>our strengths and areas for development regarding SEND provision</li> <li>how SEND is represented in our school development plan, and whether progress is being made towards targets</li> <li>obtain the views of our parents of CYP with SEND, about their experience of the school's SEN provision</li> <li>obtain the views of our CYP with SEND including their enjoyment and experience of learning</li> <li>obtain the views of our teachers, about their ability to implement the SEND plan</li> </ul> <p>Report:</p> <ul style="list-style-type: none"> <li>each term to our full governing board on their findings</li> </ul>
Safeguarding	<p><b>Andrew Symonds</b> <i>Safeguarding Lead</i></p> <p><b>Emma Crisell</b> <i>Deputy Safeguarding Lead</i></p> <p><b>Emily Styles</b> <i>Deputy Safeguarding Lead</i></p> <p><b>?</b> <i>Governor responsible for Safeguarding</i></p>	<p>The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety).</p> <p>Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.</p> <p>All staff and governors should be aware of the additional safeguarding challenges for children with SEND.</p>
Headteacher	<b>Andrew Symonds</b>	The Headteacher is responsible for the strategic development, policy, and provision in our school.



		<p>They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.</p> <p>The Headteacher along with other members of our senior leadership team and SENDCo will publish a clear picture of the resources (e.g., a whole school provision map) that are available to the school.</p> <p>Our Headteacher will ensure that any member of staff working with any CYP who SEND has is aware of their needs and have arrangements in place to meet them.</p>
SENCO (Special Educational Needs Co-ordinator)	<p><b>Emily Styles</b> Contactable via the school office</p>	<p><i>6.87 The SENDCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.</i></p> <p><i>6.88 The SENDCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.</i></p> <p><i>6.89 The SENDCo provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.</i></p> <p><i>6.90 The key responsibilities of the SENDCo will include:</i></p> <ul style="list-style-type: none"> <li><i>• overseeing the day-to-day operation of the school's SEN policy</i></li> <li><i>• co-ordinating provision for children with SEN</i></li> <li><i>• liaising with the relevant Designated Teacher where a looked after pupil has SEN</i></li> <li><i>• advising on the graduated approach to providing SEN support</i></li> <li><i>• advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively</i></li> <li><i>• liaising with parents of pupils with SEN</i></li> <li><i>• liaising with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies</i></li> <li><i>• being a key point of contact with external agencies, especially the local authority and its support services</i></li> <li><i>• liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned</i></li> <li><i>• working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements</i></li> <li><i>• ensuring that the school keeps the records of all pupils with SEN up to date</i></li> </ul> <p>Our school will ensure that the SENDCo has sufficient time and resources to carry out these functions. We will provide our SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.</p>

		<p>The monitoring of SEND provision in our school is an essential role of our SENDCo, as it will inform any areas for development. This will be undertaken in a variety of ways such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• classroom observation with a focus on: SEND provision, resources, and environment</li> <li>• scrutiny of all SEND Provision Map content, implementation, and impact</li> <li>• quality assure the delivery of any interventions</li> <li>• ongoing assessment of progress and impact made by intervention groups</li> <li>• work sampling of pupils with SEND at least termly via book scrutiny</li> <li>• attendance at pupil progress meetings</li> <li>• CYP questionnaires/discussions: after interventions, about support/provision in class and homework</li> <li>• Staff voice</li> <li>• effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills</li> <li>• informal/formal feedback from staff, parents and CYP</li> <li>• CYP progress tracking, using assessment data (whole-school processes)</li> <li>• attendance records of pupils with SEND</li> <li>• class school provision maps</li> <li>• pupil premium scrutiny and impact (similarly for Covid catch-up funding if appropriate)</li> <li>• supporting CYP and staff with effective transition</li> <li>• consider examination/test access arrangements</li> <li>• support CPD with a focus on SEND in school</li> <li>• termly meeting with our SEN Governor and report to our senior leadership team</li> </ul>
Teaching Staff		<p><i>6.36 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.</i></p> <p>The role of the class teachers is to:</p> <ul style="list-style-type: none"> <li>• support the SENDCo and our senior leadership team to implement this policy and have due regard to the SEND CoP</li> <li>• support and engage with the SENDCo in regard to the SEND monitoring role</li> <li>• identify pupils with SEND</li> <li>• write effective SEN support plans, and implement and review them, as set out in this policy</li> <li>• set high expectations for every CYP including those with SEND</li> <li>• liaise effectively with parents and listen and act upon their concerns</li> <li>• use appropriate assessments to identify barriers to learning and set targets that are ambitious for all CYP</li> <li>• plan lessons that will address potential areas of difficulty</li> </ul>

	<p>and remove barriers to achievement.</p> <ul style="list-style-type: none"> <li>• use their best endeavours to meet the needs of CYP with SEND</li> <li>• make reasonable adjustments to overcome barriers to learning</li> <li>• remain responsible for working with the CYP with SEN on a daily basis</li> <li>• keep abreast of SEND initiatives and CPD</li> <li>• ensure QFT meets the needs of all learners and their starting points</li> </ul>
Support Staff	<p>The role of the support staff is to:</p> <ul style="list-style-type: none"> <li>• ensure CYP become independent, resilient learners</li> <li>• promote self-esteem and social inclusion</li> <li>• develop their knowledge of the curriculum</li> <li>• work collaboratively with class teachers to overcome any barriers to learning</li> <li>• report any observations about the CYP they are supporting to the class teachers</li> <li>• contribute to reports for reviews of CYP with SEND</li> <li>• attend CPD and keep abreast of initiatives follow the TA Standards</li> </ul>
Parents of Pupils with SEND	<p>Are supported and enabled to:</p> <ul style="list-style-type: none"> <li>• recognise and fulfil their responsibilities as parents, and play an active and valued role in their child's education;</li> <li>• have knowledge of their child's entitlement within the SEND framework;</li> <li>• make their views known about how their child is educated;</li> <li>• have access to information, advice and support during assessments and any related decision-making processes about special educational provision.</li> </ul>
Pupils with SEND	<p>Pupil with SEND have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting of learning targets. Pupil voice materials will be used to collect information about their feelings, learning and difficulties as appropriate to the age of the child. The results of these will be used, in addition to informal interviews and target reviews, to inform provision.</p>

### **SEN Information Report 2021**

This policy is supported by the school's SEND Information Report which is updated annually and published on the school's website. This report outlines in detail how the school meets its statutory duties when supporting pupils with SEN. A copy is attached to this policy.

**The SEND TOOLKIT and the Code of Practice for SEND available to all teachers in the Head teacher's office supports this policy.**

## **The Local Offer – North Yorkshire County Council**

Local authorities publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have special educational needs or disabilities, including those who do not have Education, Health and Care (EHC) Plans. North Yorkshire County Council publish their local offer on: <https://www.northyorks.gov.uk/send-local-offer>

## **The SEN Information Report**

The SEN Information Report is updated annually and is available via the school office or our school website.

## **ADMISSIONS, COMPLAINTS and OTHER RELATED POLICIES**

### **Admissions:**

We welcome those children eligible for admission whose parents are seeking an inclusive education for their child with a special educational need or disability, if it is decided by all concerned that Richard Taylor Primary School is most compatible with the child's needs. We strongly urge parents of children with special educational needs, seeking admission to contact the headteacher and SENDCO to discuss your child's needs prior to making your application. Please also see the school's admissions policy.

### **Complaints Procedure:**

Parents will be consulted at every stage of the Assess, Plan, Do, Review process. Should there be a complaint; every effort will be made to resolve the situation satisfactorily within the school following the school's complaint procedure. A copy of the school's Complaints Procedure is available from the school office or the school website.

Parents of children with SEND can seek independent advice from the Parent Partnership service on 0845 034 9469. <https://www.northyorks.gov.uk/send-information-advice-and-support-service>

### **Other Relevant Policies:**

For some issues relating to SEND, reference should be made to other school policies within our school. These may include:

Assessment

PSHE

Behaviour

Anti – Bullying

Equal Opportunities

Race Equality

Disability Discrimination Access and Equality

Please contact school for support to find the relevant policy.

Evaluation of the effectiveness of the SEND Policy is overseen by the Governing Body of Richard Taylor Primary.

The SEND Policy is updated every three years, or prior to this if changes are required.

Date Reviewed: September 2024

Review due: September 2025