



Pickering Community Junior School

Policy for special educational needs and disabilities (SEND)

Agreed by governors: 23rd September, 2026

To be next reviewed: September 2027

This policy is in line with the SEND Code of Practice 2015, current legislation and school policies

SENDCo: Mrs A Morris (NPQSEND qualification being completed in 2026-2027) The SENDCo is a member of the Senior leadership team

Governor with responsibility: Mrs R Weetman

Head teacher: Mrs M De Barr

Abbreviations used:

PCJS	Pickering Community Junior School
AS	Autism Support
CoP	Code of Practice (2015)
EHCAR	Education and Health Care Plan Assessment Request
EHCP	Education and Health Care Plan
EP	Educational Psychologist
EH	Early Help
SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs and Disability Coordinator
SLT	Senior Leadership Team
TA	Teaching Assistant
HUB	NYC Special Educational Needs Inclusion Hub
AAM	All About Me

Our Philosophy:

The Governing Body and Staff at Pickering Community Junior School are committed to offering an equal entitlement for all children through an inclusive curriculum to ensure the best possible outcomes for all of our pupils, regardless of their needs, abilities, and social economic backgrounds. We provide a supportive and nurturing, positive learning environment and all of our staff are committed to the principle of inclusion. The skills, experience and attitude of the class teacher is the key to effective learning for all children and young people. This has even greater significance for SEND children who, more than most, often need additional and different support in order for them to take full advantage of all that is on offer.

Our school is committed to being highly inclusive and ambitious, with high aspirations for every child and young person. Through our inclusive provision, we strive to ensure that all learners are safe, happy, and achieving their full potential. This SEND policy outlines how we comply fully with the SEN Code of Practice and should be read alongside our wider school policies. We are dedicated to identifying needs early, providing timely and effective support, and maintaining ambitious expectations so that children and young people with SEND can achieve better outcomes and be prepared for a happy, healthy, and fulfilling adult life. Strong partnerships and positive relationships are central to this approach, ensuring that needs are identified promptly, and support is impactful.

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) (SEN CoP)
- Schools SEND 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

All school policies can be found on the school website.

In making provision for pupils with special educational needs our policy objectives are:

- To ensure that our duties, as set out in the SEND Code of Practice 2015 and the Equality Act 2010, are fully met to enable pupils with special educational needs to

actively join in the normal activities of the school, and experience success, alongside pupils who do not have special educational needs.

- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
- To identify, assess and support the pupils with special educational needs and disabilities (SEND) as early as possible.
- To use available resources as efficiently and equitably as possible when assessing and meeting the special educational needs and disabilities of our pupils.
- To provide a **graduated approach** of assess, plan, do, review to match educational provision to pupils' individual and changing needs, not their SEND label.
- To develop a strong partnership with parent/carers so that their knowledge, views and experience can assist us in assessing and providing for their children effectively.
- To take into account the ascertainable wishes of the pupils concerned and, whenever possible, directly involve them in decision-making in order to provide more effectively for them.
- To ensure effective collaboration with Local Authority (LA) services, health services and social services in order to take effective action on behalf of pupils with special educational needs and disabilities.
- To ensure that all staff are aware of their responsibilities towards pupils with special educational needs and disabilities and are able to exercise them.
- To initiate and facilitate staff development concerned with SEND issues.
- To monitor our effectiveness in achieving the above objectives.

Aim of the Policy

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. to promote the successful inclusion of pupils with special educational needs and disabilities at Pickering Community Junior School.

All items in italics are taken directly from the SEND Code of Practice 2015

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 SENDCo
- inform parents when we are making special educational provision for their child
- prepare a SEND 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. This includes making reasonable adjustments, providing auxiliary aids, and fulfilling the Public Sector Equality Duty (PSED).

The SEND policy promotes a graduated and inclusive approach through both universal and targeted provision. Universal provision ensures that all pupils benefit from high-quality teaching, adaptive practice, inclusive classroom environments, and access to a broad and balanced curriculum that meets diverse learning needs. Where pupils require additional support, targeted provision is implemented through evidence-based interventions, personalised strategies, and specialist input designed to address identified barriers to learning and participation. This approach reflects the DfE's vision of providing the right support, in the right place, at the right time, enabling early identification, effective intervention, and improved outcomes while ensuring that children and young people with SEND are fully included in school life and supported to achieve their potential.

Definition of Special Educational Needs (SEND)

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- A) Have a significantly greater difficulty in learning than the majority of others of the same age; or*

B) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions” (SEND Code of Practice 2015).

The Code of Practice outlines the “*reasonable adjustment*” duty for all settings and schools provided under current Disability Equality legislation – disability alone does not constitute SEN. *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 .*

Definition of Disability

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities” (Equality Act of 2010).

Admission Policy

The school’s admissions policy is in line with the LA admissions criteria which does not discriminate against pupils with special educational needs or disabilities. Information will be requested from the previous education provider and provision put in place as appropriate and as discussed with parents.

Facilities and Equipment

The building has had some modifications made to it in order to accommodate the needs of children who have a degree of physical ability. There are ramps to facilitate access to the bottom playground and school hall and all of the steps are marked with yellow paint. There is a toilet/changing room/hygiene room available to physically disabled pupils. Our school building is fully inclusive and we have high fencing around the perimeter of our school field and entrance to make our site more secure. Equipment and resources used are accessible to all children, regardless of their needs.

Our school’s accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided, and
- Improving the availability of accessible information to disabled pupils and their families.

The SEND Process

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

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

Any child who gives a member of staff a concern whether it is due to a lack of academic progress, development or social need will be noted and dated on the child's records. This is referred to as a '*short note*' in the SEND Code of Practice. It is imperative that initial concerns are logged and dated. This is done via CPOMs.

If a parent or pupil also raises a concern, this must be taken seriously, and staff must listen to these concerns. These will be noted and dated on the child's records, as above, within 2 working days. (If there is a child protection issue then our school's safeguarding procedures MUST be followed). 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.

Class teachers will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Our SENDCo will support parents, if required. Class teachers will make any reasonable adjustments to their teaching that are required and report at the next pupil progress meeting on the impact of their adjustments (or at the next agreed time).

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

If appropriate, the SENDCo may approach others, such as Early Help, as per the guidance in North Yorkshire Council's (NYC) Inclusive Mainstream Toolkit. Any child at Pickering Community Junior School with SEND will not be discriminated against, sanctioned, or disciplined due to their special educational need.

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. 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. Lower rates of progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. 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.

At this point, a decision as to whether the child has SEND will be made in conjunction with the SENDCo. The child or young person (CYP) is now described as being at 'SEND Support.' They will appear as Code K on our school census. If required, we can seek advice from the local SEND Hub manager to clarify our decision. This will be undertaken by the SENDCo.

Our SENDCo will maintain a list of pupils who have been identified as having SEND on our SEND register. All teachers can access this list to see the records for the pupils they teach, these are stored on Teams. Anyone accessing this list must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR).

Once the CYP has been identified as having SEND then the formal process begins. PCJS will take action to remove barriers to learning and put effective special educational provision in place.

Parents must be informed that their child has SEND, and that additional and different provision is being provided for their child. Parents will be signposted to NYC special educational needs and disabilities advisory and support service (SENDIASS) and the local offer. A link to this can also be found on our school website.

In line with the SEND Code of Practice 2015, the school operates a four-stage graduated approach:

1. **Assess:** The class teacher and SENDCo to analyse a pupil's needs before identifying a child as needing SEN support. Whenever a child is identified as having SEND needs, parents will be consulted and their knowledge and views will form part of the assessment process.
2. **Plan:** In collaboration with families, targets will be set and appropriate intervention and support strategies planned. The plan (All About Me document) is written by the class teacher, and supported by the SENDCo if required. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The class teacher is responsible for monitoring the impact, supported by the SENDCo.
3. **Do:** ***'All teachers are teachers of children with SEND' (Code of Practice 2015)***
The class teacher will always remain responsible for the pupil and work with the pupil on a daily basis. As such, even where interventions or 1:1 teaching away from the class are part of provision, the class teacher should still retain responsibility for the pupil.
4. **Review:** The effectiveness of the support should be reviewed in line with the agreed date and the next steps considered collaboratively. If further support is still required, the graduated approach begins again.

High-quality inclusive teaching is the first response to meeting the needs of pupils with SEND. Universal provision, adaptive teaching, and reasonable adjustments form the foundation of our graduated approach. Targeted and specialist provision is implemented where additional support is required.

There are 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health

- Sensory and/or physical needs

Identification, Monitoring, Assessment

Identification

Early identification of SEND is imperative and the school makes every effort to identify these needs. Identification is achieved through, or a combination of, the following means:

- Contact with family who express concern over their child's progress
- Classroom monitoring/assessment/observation by the class teacher and SENDCo
- Pupil voice and feedback from family and other professionals working with the child
- Use of national testing
- Use of transition records
- Other assessments made by the class teacher/SENDCo/other professionals

Assessment and Monitoring

The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make good progress in relation to the personalised targets set. Progress will be reviewed at least termly by class teachers alongside both the child and their parents who are a key part of the reviewing process. The child's views will be ascertained through pupil voice within school and discussions with parents are typically held during longer parents evening appointments where the SENDCo may also be involved if required or requested. Additional meetings involving all stakeholders can be arranged as appropriate at other times. This information will be summarised on the child's AAM document which is updated termly and remains a working shared document between the child, home, and school. For children with an EHCP, an annual review will take place involving all stakeholders including wider professionals. During this review the appropriateness of the EHCP will be considered and a report of this meeting shared with the LA.

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on AAMs
- Completion of statutory functions by the SENCo related to request an EHCP/supporting class teachers with termly SEND reviews with families
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENDCo, SLT, LA advisers, SEND Governor
- Providing additional support as necessary at points of transition for identified vulnerable children

- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school
- Screening tests recommended by The NYCC Special Educational Needs Inclusion Hub which may also be purchased and used by the SENDCo in school
- Advice and support to parents regarding ways to obtain assessment for a specific need, such as, Autism and Dyslexia

Access to the Curriculum

Our school actively uses the North Yorkshire's Inclusive Mainstream Toolkit to guide and enhance provision for children and young people with SEND. This framework outlines the expectations for inclusive practice and reasonable adjustments that should be available in all mainstream settings.

The Inclusive Mainstream Toolkit supports staff in delivering high-quality teaching and targeted support through clear descriptors across the four broad areas of need. The SENDCO ensures that the framework is embedded in classroom practice by supporting staff to use it when planning interventions, adapting teaching strategies, and reviewing individual support plans. To evaluate its impact, we monitor pupil progress through the graduated response cycle, gather pupil, and parent voice, and conduct regular audits of provision.

All the children in the school are given access to a broad and balanced curriculum. Children with SEND are fully integrated into the whole school. The school has adopted a number of strategies in order to ensure full and complete access:

- Quality First Teaching, including individual approaches relevant to need
- A personalised, tailored and blended curriculum with well-pitched differentiated activities
- Specific equipment and resources to allow access
- In class additional support where appropriate*
- Withdrawn support where appropriate*
- Specialist teaching i.e.: support from outside agencies/specialist teachers and other professionals

(*- In class and withdrawn support is entirely dependent upon the child's individual needs, taking into account classroom routines, availability of resources and support, the child's views and their right to a broad and balanced curriculum).

Quality assessment ensures teachers can determine the next steps for each pupil. The school's usual lines of assessment will always be used in the first instances where appropriate. At times, children with SEND may well need next steps to be broken down into smaller steps in order to meet individual needs, each child will be considered on an individual basis. Where appropriate, the school may use PIVAT scales to measure small steps of progress for a child

throughout Key stage 2. At the end of Year 6, The Engagement Model and Pre-Key Stage Standards are used to formally assess and report on children who are working below the standard of national curriculum tests.

Examples of whole school approaches to supporting children with SEND:

- All staff contribute and ensure that strategies are implemented to ensure quality first teaching for all.
- Regular communication takes place between class, TAs, SENDCo, parents and pupils to ensure good progress.
- All staff have appropriate access to up-to-date information about pupils with additional needs via the SEND Zip File.
- The SENDCo in association with colleagues from The Hub/external agencies offer advice on differentiation to all staff.
- Pupils are supported alongside their peers whenever possible.
- All pupils are encouraged to join in extra-curricular activities.
- All pupils have individualised targets.
- All About Me documents are available so that staff, pupils and parents know what reasonable adjustments are available.
- Provision for pupils with SEND is reflected throughout school self-evaluation.
- The complaints procedure is transparent and easily available to parents.
- School uses the local authority's local offer to inform the PCJS school offer. This is published on the school website and is regularly updated.

Examples of Individualised approaches to supporting children with SEND:

- All children on the SEND register have an 'All About Me' which documents the tailored provision being provided to support the child. All About Me's are written collaboratively between families and the class teacher, with the support of the SENDCo where required. At the heart of the All About Me's are pupil and family voice.
- Person-centred reviews will be held termly with families (or more regularly where required), considering acceptable meeting times. The parents and pupil (where appropriate) will be respectfully listened to and their views will inform personalised learning pathways.
- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated both before and after the intervention is completed.
- Additional help will be sought appropriately from EP's, The Hub, CAMHS etc.
- Transition arrangements will be personalised to support additional need.
- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support, and be encouraged to bring in a supporter to meetings if desired.
- The school will follow the latest statutory guidance (CoP 2015).

- Personalised behaviour plans, reward systems and risk assessments.

Involving Specialists

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

This would be undertaken by the SENDCo, in consultation with parents and teachers when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The class teacher will be asked to support the completion of the application. Class teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency

Educational Health and Care Plan (EHCP)

The majority of children and young people with SEND will have their needs met within the local mainstream school. However, when it is felt by the school and family that further resources are needed to support the child appropriately, an EHCAR may be completed collaboratively. This request can be completed after at least two rounds of assess, plan, do, review. The LA will then consider if they need to conduct an assessment of need. An EHCP will be prepared if the LA considers it necessary. If the needs of a child cannot be met at PCJS, a consultation with a specialist setting will be requested alongside an annual review.

Where a child is in receipt of an EHCP, the provision in Section F of the EHCP must be provided. Our teachers remain responsible for the child's progress. There will still be termly school progress reviews, and the graduated response will remain in place. In addition, there will be a statutory annual review held each year. This must be before the date of the anniversary of the first final EHCP being issued. A statutory review should also be called should there be any significant changes outside of this review period. The SENDCo will chair the meeting and complete the required paperwork with submission to the LA within 14 calendar days. For further details about this process and who is invited, please discuss this with the SENDCo.

Transition

SEND support will include a plan for effective transition between phases of education. The school recognises that transition between schools is an important time for children and families and is committed to providing a supportive and carefully planned process. Effective liaison will take place between Pickering Infant school and receiving secondary schools and Pickering Community Junior School to ensure that relevant information is shared and that individual needs are identified and supported. Where appropriate, children will have opportunities to visit and become familiar with their new school environment through

transition visits, activities and events. These may include opportunities to explore the school at different times of the day, such as experiencing break and lunchtime, visiting classrooms and specialist areas, meeting key staff and becoming familiar with daily routines. Additional or personalised transition arrangements will be considered for children who may benefit from further support, helping them to develop confidence, familiarity and a positive sense of readiness for their move to the next stage of their education.

This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENDCo will support the class teacher and Senior Leadership with this.

School continually looks for opportunities to strengthen links and utilise staff and resources across the schools to develop provision.

Access Arrangements

In line with the Equality Act 2010 to make 'reasonable adjustments, at Pickering Junior School, any child who has a barrier to accessing SATS will be assessed to see if they would qualify for Access Arrangements. These are adjustments for learners with significant additional needs and may take the form of additional time/access to a reader/access to take a test in a quiet space/access to Braille paper etc. Any child with an Education Health Care Plan is automatically entitled to 25% additional time in SATS.

Inclusion

At Pickering Community Junior School, we are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy will enable pupils with SEND to be an integral part of our school community. Regardless of a child's attainment, our emphasis will be upon including them, alongside the other children, in the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each child and by either modifying activities or providing support that will help the child to participate in them. Pupils will only be withdrawn from normal activities when:

- The child will benefit from some intense individual work of a core subject (reading/writing/mathematics) or in the area of social, emotional development.
- It is clearly inappropriate, or medical advice indicates that it is unsafe, for the child to participate and some suitable alternative has to be arranged.

Neither of the above will compromise the general principle that all children will be able to participate in a broad and balanced curriculum.

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 child. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a child or her/his family for their own, or others advantage (including that of partners, friends, relatives, or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in

conversation or shared with any person other than on a need-to-know basis. In circumstances where the child's identity does not need to be disclosed, the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a child, 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 child, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Safeguarding pupils with additional vulnerabilities

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. As a school we are aware that children and young people with SEND may be more vulnerable than those without.

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 SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.
 - They may not understand that what is happening to them is abuse;
 - 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 being mindful that such situations can increase risk.

At Pickering Community Junior School, we are fully committed to safeguarding **ALL** of our pupils including those with SEND. All safeguarding concerns will be reported and acted upon in line with the school's Child Protection Policy. The DSL (Designated Safeguarding Lead) is the Headteacher, Mrs De Barr and the Safeguarding Governor is Ruth Weetman. A copy of the school's Child Protection Policy can be found on the school website.

Funding and Resource Allocation

Pickering Community Junior School receives delegated funding to meet the needs of pupils with SEND. Resources are allocated in accordance with identified needs and provision required. The school will publish an annual SEND Strategy, from **31st December 2026**, which outlines how Inclusion Mainstream Funding (IMF) and SEND resources are used to improve outcomes, remove barriers to learning and strengthen inclusive practice. The impact of

expenditure is monitored through pupil progress data, attendance, engagement, SEND Support Plan reviews, quality assurance activities, and governor scrutiny.

The Role of the SENDCo

- *The SENDCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.*
- *The SENDCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.*
- *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 SEND receive appropriate support and high-quality teaching.*

The key responsibilities of the SENDCo will include:

- *overseeing the day-to-day operation of the school's SEND policy*
- *co-ordinating provision for children with SEND*
- *liaising with the relevant Designated Teacher where a looked after pupil has SEND*
- *advising on the 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 parents of pupils with SEND*
- *liaising with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies*
- *being a key point of contact with external agencies, especially the local authority and its support services*
- *liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned*
- *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*
- *ensuring that the school keeps the records of all pupils with SEND up to date*

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:

- classroom observation with a focus on: SEND provision, resources, and environment.
- scrutiny of All About Me documents.
- quality assure the delivery of any interventions.
- ongoing assessment of progress and impact made by intervention groups.
- tracks the progress and attainment of all pupils with SEND, ensuring that each child's or young person's development is measured from their individual starting points.
- informal/formal feedback from staff, parents, and CYP
- progress tracking, using assessment data (Otrack)
- whole school SEND register
- supporting children and staff with effective transition
- consider examination/test access arrangements.
- SEND CPD
- meetings with our SEND Governor and report to our Senior leadership team

Role of class teachers

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.

The role of the class teacher is to:

- support the SENDCo and our senior leadership team to implement this policy and have due regard to the child
- support and engage with the SENDCo in regard to the SEND monitoring role.
- identify pupils with SEND.
- write effective All About Me documents, and implement and review them
- set high expectations for every child including those with SEND.
- liaise effectively with parents and listen and act upon their concerns. Use appropriate assessments to identify barriers to learning and set targets that are ambitious for all children.
- Develop and implement an adapted curriculum that removes barriers to learning. Use their best endeavours to meet the needs of child with SEND
- make reasonable adjustments to overcome barriers to learning.
- remain responsible for working with the child with SEND on a daily basis.
- keep abreast of SEND initiatives and CPD.

Role of all support staff

The role of the support staff is to:

- ensure children become independent, resilient learners.
- promote self-esteem and social inclusion.
- develop their knowledge of the curriculum.
- work collaboratively with class teachers to overcome any barriers to learning.
- report any observations about the child they are supporting to the class teacher.

- contribute to reports for reviews of child with SEND, where appropriate
- attend CPD and keep abreast of initiatives.
- follow the TA Standards (if appropriate)

The governing body evaluate the work of the school by:

Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the Children & Families Act 2014 particularly section 66 regarding using their best endeavours and Equality Act 2010.

- Appointing a SEND governor who is champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND and the access to a broad and balanced curriculum for all pupils including those with SEND
- Meeting with parents, staff and pupils
- Being aware of the number of children with SEND and the range of SEND needs at our school
- Being aware of the SEND action plan and areas of development
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement

The School's Complaint Procedures

The parent/carer of a child with SEND has the right to make a complaint about the provision made for their child at the school. The first point of contact will be the class teacher, then the SENDCo, who will try to deal with the complaint as efficiently and effectively as possible as outlined in the school's complaints procedure. A copy of this is available on the school website.