Sutton-on-the-Forest CE Primary School

Special Educational Needs and Disability Policy

Date: October 2026

Review date: October 2027

SENDCo: Laura Robinson

Date of SEND Qualification: 24th August 2026

Headteacher is the champion for SEND on the leadership team

SEND Governor: James Plant

Our school is committed to being highly inclusive and ambitious, with high aspirations for every child. 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 inclusion 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

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School Ethos and Vision for SEND and Inclusion

Small School, Big Heart, Aiming Higher Together

Our vision is to value everyone to enable them to develop curiosity, ignite a love of learning, discover talents, reach their full potential and live life in all its fullness. This vision is rooted in our Christian values of respect, compassion, friendship and perseverance that are at the heart of our school.

We are a nurturing, inclusive Christian school serving our whole community. Guided by our vision, we value every pupil and seek to nurture their curiosity, love of learning and talents, so they can reach their potential and live life in all its fullness. We want each pupil to feel safe, valued and listened to, and to know they belong.

We celebrate difference and recognise each pupil as an individual, not a label or circumstance. We hold high expectations for all, including pupils with special educational needs and disabilities, and believe that inclusion and achievement go hand in hand. We seek to understand each pupil's strengths, needs and aspirations, and what helps them feel secure, participate and make progress. We adapt teaching and work to remove barriers so that every pupil can access meaningful, appropriately challenging learning and opportunities to develop their talents.

Our Christian values of respect, compassion, friendship and perseverance guide our approach:

- **Respect** means recognising each pupil's strengths, identity and voice.
- **Compassion** means noticing barriers and responding with care.
- **Friendship** means building a community where everyone feels included.
- **Perseverance** means encouraging pupils to develop confidence and keep learning.

We teach and practise acceptance of people of all backgrounds, abilities and beliefs. We want pupils to feel safe enough to ask questions, share ideas and take learning risks, and to be supported to achieve their potential without being limited by assumptions about their needs or circumstances.

We value strong, trusting partnerships with families. By listening and working together, we can better understand what each pupil needs to feel supported, participate fully and flourish in school and beyond.

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

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).

A member of our governing body or a sub-committee has specific oversight of the school's arrangements for SEND and disability. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEND 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 SEND 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.

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.

How Do Teachers Identify Pupils with SEND?

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.

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

The steps below outline the process that you as a teacher will follow to identify pupils with SEND.

Any child who gives you 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 your initial concern is logged and dated. We inform the SENCO within 2 working days (If there is a child protection issue then our school's safeguarding procedures MUST be followed)

- If a parent or pupil also raises a concern, this must be taken seriously, and we must listen to these concerns. These will be noted and dated on the child's records, as above. Again, inform the SENCO of their concern within 2 working days and log as above. (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.

- The class teacher will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Our SENDCo will support you, if required. You will make any reasonable adjustments to your teaching that are required and report at the next pupil progress meeting on the impact of your adjustments (or at the next agreed time – this will be a maximum period of one term).

- 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 in our 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 SEND list is saved on our MIS system and a folder on Google Drive. All teachers can access this list to see the records for the pupils they teach. Anyone accessing this list must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). Each CYPs documents can be accessed in their folder. It is the responsibility of the class teacher to look regularly at the content for their pupils for any updates. All information such as Individual Support Plans, communications, reports, EHCPs, annual reviews etc. are available. This information must be kept up to date in line with our policy. Teachers are required to upload any information and plans to the correct pupil file within 5 working days of them being received or written. All digital records must be stored securely with access restricted to authorised personnel only. Staff must follow the school's data protection policy when handling pupil information.

There are 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health
- Sensory and/or physical needs

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

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.

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

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

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.

The graduated response is outlined below:

1. **Assess.** Assess CYPs needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP's need. The SENDCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention, and/or support required.
2. **Plan.** This will be undertaken at least termly with the parents and CYP. The views of parents and pupils are of paramount importance. This will be recorded on the plan.

The plan is written by the class teacher, supported by the SENDCo if required. An agreed date to review the plan with the parents will be made at this meeting. Teachers are advised to refer to our whole school provision maps (on the staff shared secure system) to help plan any adjustments, approaches, resources, or interventions 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.

The autumn plans will be written before the October half term holiday; the spring and summer plans will be written at the start of each term. The plans will be uploaded onto our server within 5 working days of the meeting and a copy given to the parent. The SENDCo will monitor the quality of the plans.

3. **Do.** The class teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child to plan and assess the impact of any adjustments support or interventions. The SENDCo 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 SENDCo will monitor this provision.

4. **Review** The class teacher will review the plan with the parents and CYP on 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 support and interventions provided, enabling them to be involved in planning next steps.

Monitoring Progress and Attainment of Pupils with SEND

The SENDCO maintains a rigorous system for tracking the progress and attainment of all pupils with SEND, ensuring that each child's development is measured from their individual starting points. This includes regular analysis of assessment data, review of SEND Support Plans, and collaboration with teaching staff to evaluate the effectiveness of interventions. Progress is monitored not only in academic outcomes but also

in broader areas such as social, emotional, and communication development. Attainment is reviewed in line with age-related expectations and personalised targets, with findings used to inform planning, provision, and strategic decision-making.

Use of the North Yorkshire's Inclusive Mainstream Toolkit

Our school actively uses the North Yorkshire's Inclusive Mainstream Toolkit (Inclusive Mainstream Toolkit | NYES Info) 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. A formal diagnosis is not required for reasonable adjustments to be implemented; support will be provided whenever a pupil's needs indicate that adjustments are necessary.

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 against the framework's standards. Findings are reported to the senior leadership team and SEND Governor and inform ongoing staff CPD and school improvement planning.

Access to Cultural Capital and Enrichment Opportunities

Pupils with SEND are actively supported to access a wide range of cultural capital experiences, including educational visits, enrichment activities, and extracurricular clubs. These opportunities are planned inclusively, with reasonable adjustments made to ensure full participation. The school closely monitors engagement and access through pupil voice, attendance records, and staff feedback, ensuring that pupils with SEND benefit equitably from experiences that enhance their personal development and broaden their horizons.

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 **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.

Transition

SEND support will include a plan for effective transition between phases of education. The chronology of support and involvement includes a section for completion by the class teacher at points of transition. 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.

Admissions (also see Admissions Policy)

Applications to the school are made through the local authority admissions. If you are thinking of sending your child to Sutton-on-the-Forest CE Primary School and would like more information you can contact Sarah Pullyn at Sutton-on-the-Forest CE Primary School. Neither a child's ability, learning need or disability feature in the admission process unless the child has an Education Health and Care Plan, and the school has been named on the plan. If your child has special educational needs you may wish to contact Laura Robinson, SENDCo or Helen Pye, Headteacher to discuss how the school could meet your child's needs.

Education Health and Care Plans (EHCP)

Where a child is in in receipt of an EHCP, the provision in Section F of the EHCP **must** be provided**.** Our teachers remain responsible for the CYP'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 or member of our senior leadership team 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.

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. Staff should never use confidential or personal information about a CYP 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 CYP'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 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 should follow our school safeguarding procedures.

Safeguarding Children with SEND

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 SEND and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

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.

Exclusion and suspension decisions will not be based on behaviours that are a direct consequence of a pupil's special educational needs or disability (SEND). The school is committed to identifying and addressing the underlying needs that may contribute to behaviour difficulties and will ensure that appropriate support, reasonable adjustments, and interventions are considered and implemented before exclusion is contemplated. Where behavioural concerns arise, the school will take account of its duties under the Equality Act 2010 and will carefully consider whether a pupil's SEND has contributed to the incident. Exclusion or suspension will only be considered as a last resort, following a thorough assessment of the circumstances and after all reasonable steps have been taken to support the pupil and remove barriers to their successful inclusion in school.

Accessibility Statutory Responsibilities

The SEND and Disability Act 2001 placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

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.

Funding and Resource Allocation

The 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 publishes an annual SEND Strategy 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.

Roles and Responsibilities

Our school leaders and teaching staff, including the SENDCo, will analyse data to identify any patterns in the identification of SEND, 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 of the Governors

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.

Our Governors **must** have regard to the SEND Code of Practice.

Our Governors **must** 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 qualification for special educational needs and disabilities. If our SENDCo does not have this award on the day, they are appointed then our Governing Body **must** ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENDCo.

- 6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEND and disability. School leaders should 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.

- 6.97 They should consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

In our school, this means that a SEND 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.

*The Governors **must** publish at least annually a **SEND Information report.***

*6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing bodies or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*

The report **must** 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 SEND.

Therefore, we will produce this annually and it will be uploaded onto our school website in the SEND section.

*School governing bodies and proprietors **must** 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.*

Role of the SEND Governor

Our SEND Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENDCo by visiting at least once a term.
- be aware of the numbers of CYP at our school with SEND and disabilities.
- be aware of our SEND action plan.

Monitor:

- the progress and attainment of our CYP with SEND
- attendance rates of our CYP with SEND
- fixed term and permanent exclusion rates of our CYP with SEND
- any internal exclusions including the frequency and length of time our CYP with SEND are sent out of lessons as a behaviour management strategy.
- that our CYP are not being unfairly treated due to their SEND, for example being disproportionally being sent out of lessons, or excluded from taking part in wider educational experiences.
- that our CYP receive a broad curriculum and social experiences, including that they do not disproportionately miss out on curriculum content, creative activities, and break times in order to access additional support.
- that all policies are non-discriminatory regarding pupils with SEND

Investigate:

- the gaps or differences in our performance, attendance, or exclusion (including internal exclusions) levels between our CYP with and without SEND
- our strengths and areas for development regarding SEND provision.
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents of CYP with SEND, about their experience of the school's SEND provision.
- obtain the views of our CYP with SEND including their enjoyment and experience of learning.
- obtain the views of our teachers, about their ability to implement the SEND plan.

Report:

- each term to our full governing board on their findings

Role of the Headteacher

The Headteacher is responsible for the strategic development, policy, and provision in our school.

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.

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.

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.

Role of the SENDCo

A qualified SENDCO is empowered, through their leadership status within the school to lead whole-school improvement for pupils with SEND.

6.87 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.

6.88 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.

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 SEND receive appropriate support and high-quality teaching.

6.90 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

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.

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 individual support plans content, implementation, and impact
- 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.
- work sampling of pupils with SEND at least termly via book scrutiny.
- attendance at pupil progress meetings
- CYP questionnaires/discussions: after interventions, about support/provision in class and homework
- Staff and parent voice
- effective deployment, preparedness, and practice of TAs including teaching assistant interactions and questioning skills
- informal/formal feedback from staff, parents, and CYP
- CYP progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND
- whole school provision map
- pupil premium scrutiny and impact
- supporting CYP and staff with effective transition
- consider examination/test access arrangements.
- SEND CPD is tracked and evaluated.
- The SENDCO closely monitors engagement and access to cultural capital experiences, trips and extracurricular activities through pupil voice, attendance records, and staff feedback.
- termly meeting 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 teachers is to:

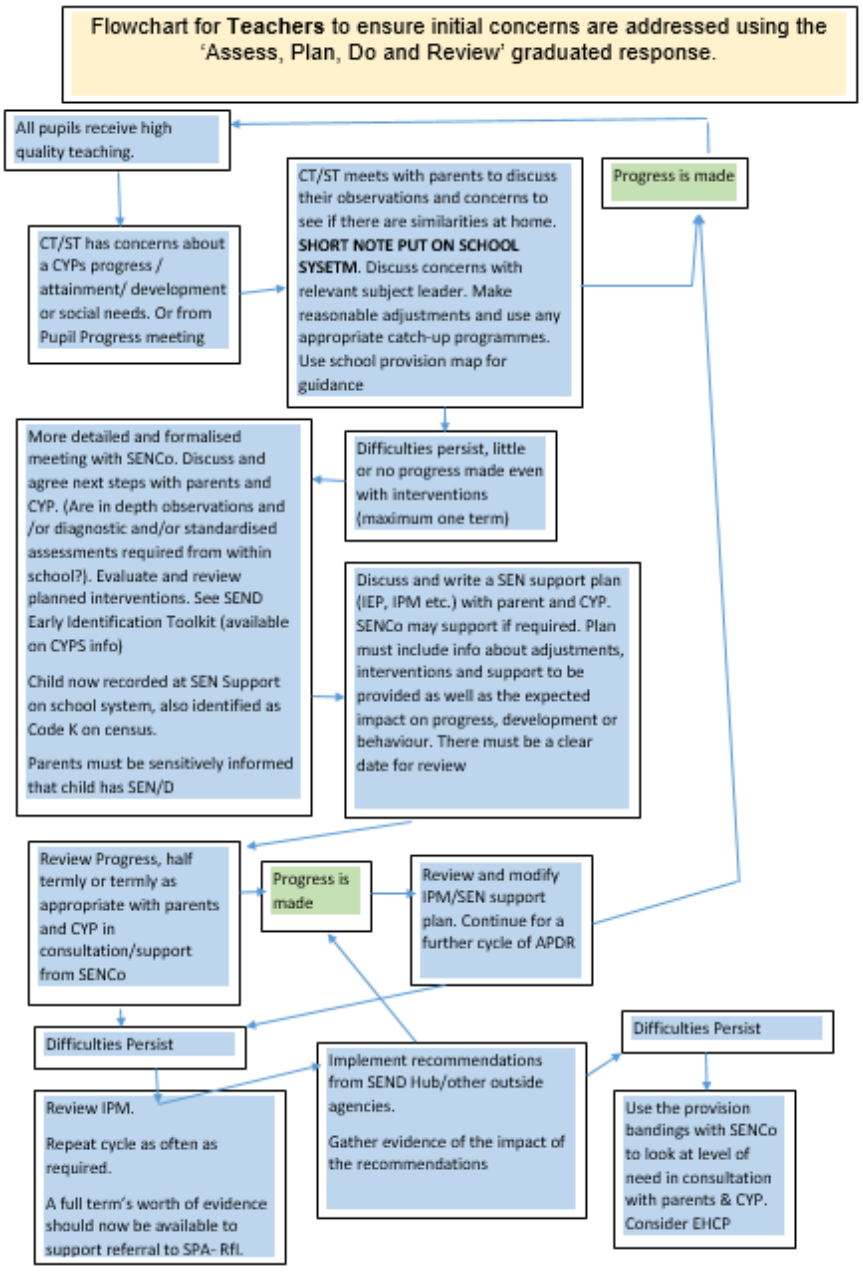
- support the SENDCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENDCo in regard to the SEND monitoring role.
- identify pupils with SEND.
- write effective individual support plans, and implement and review them, as set out in this policy.
- set high expectations for every CYP 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 CYP.
- Develop and implement an adapted curriculum that removes barriers to learning. Use their best endeavours to meet the needs of CYP with SEND
- make reasonable adjustments to overcome barriers to learning.
- remain responsible for working with the CYP with SEND on a daily basis.

- keep abreast of SEND initiatives and CPD.
- ensure QFT meets the needs of all learners and their starting points.

Role of all support staff (including MSAs)

The role of the support staff is to:

- ensure CYP 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 CYP they are supporting to the class teacher.
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives.
- follow the TA Standards (if appropriate)


Flowchart for Teachers to ensure initial concerns are addressed using the 'Assess, Plan, Do and Review' graduated response.
All pupils receive high quality teaching.
CT/ST has concerns about a CYPs progress / attainment/ development or social needs. Or from Pupil Progress meeting
CT/ST meets with parents to discuss their observations and concerns to see if there are similarities at home. SHORT NOTE PUT ON SCHOOL SYSETM. Discuss concerns with relevant subject leader. Make reasonable adjustments and use any appropriate catch-up programmes. Use school provision map for guidance
Progress is made
Difficulties persist, little or no progress made even with interventions (maximum one term)
More detailed and formalised meeting with SENCo. Discuss and agree next steps with parents and CYP. (Are in depth observations and /or diagnostic and/or standardised assessments required from within school?). Evaluate and review planned interventions. See SEND Early Identification Toolkit (available on CYPS info)
Child now recorded at SEN Support on school system, also identified as Code K on census.
Parents must be sensitively informed that child has SEN/D
Discuss and write a SEN support plan (IEP, IPM etc.) with parent and CYP. SENCo may support if required. Plan must include info about adjustments, interventions and support to be provided as well as the expected impact on progress, development or behaviour. There must be a clear date for review
Review Progress, half termly or termly as appropriate with parents and CYP in consultation/support from SENCo
Progress is made
Review and modify IPM/SEN support plan. Continue for a further cycle of APDR
Difficulties Persist
Review IPM.
Repeat cycle as often as required.
A full term's worth of evidence should now be available to support referral to SPA- Rfl.
Implement recommendations from SEND Hub/other outside agencies.
Gather evidence of the impact of the recommendations
Difficulties Persist
Use the provision bandings with SENCo to look at level of need in consultation with parents & CYP. Consider EHCP

Complaints Process

Parents who have concerns regarding SEND provision should initially discuss these with the class teacher or SENDCo. If concerns remain unresolved, they may be addressed through the school's complaints procedure, which is available on the school website.

Sutton on the Forest CE Primary School

SEND Information Report

Date: October 2026 Re

Review Date: **October 2027**

Definition of Special Education Needs (SEND)

The SEND Code of Practice (DfES, 2014) says pupils have a learning difficulty 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 schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

The Code of Practice (2014) provides an overview of the range of needs divided into four broad areas, upon which our school focuses its efforts to provide for SEND:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Difficulties
- Sensory and Physical Needs

Identification

For a child or young person to be entered onto our SEND Register we take account of what work has been done previously and by whom. Teachers are responsible for providing Quality First Teaching (QFT) within their daily teaching, also known as universal provision. If a child or young person is not making adequate progress they will only be considered as having a SEND if the class teacher has provided reasonable adjustments through high quality teaching in the first instance. As such, any child on our SEND Register receives support that is additional to and different from that which is ordinarily provided for most of the other children of the same age.

Children or a young person are identified as having a SEND through a variety and combination of ways including.

- Communication with previous settings
- Children performing below 'age related expectations'
- Concerns raised by parents/carers
- Concerns raised by a teacher.

● Collaborative working with external agencies

● Use of standardised assessment such as Elklan, GLR (Dyslexia Screening Test), Boxall Profile

● Children or a young person that already have an Educational Health Care Plan (EHCP)

Commented [LK1]: Add in Boxhall Profile

There is a graduated approach that enables the right level of intervention and support when needed:

There is a process of constant review and therefore possible movement within the graduated approach. It is important the children are given specific and relevant input, and this may be in the form of a short-term intervention. It does not mean that a child or young person will necessarily be placed on the SEND register. These targeted children or young people will be closely monitored, and their progress tracked. If a specific educational need is highlighted, a 'Individual Learning Plan' may be put in place. These will be written with the parents, child or young person and class teacher. These identify clear SMART targets to be supported in class and through clearly defined interventions. These will be regularly reviewed as part of the ongoing Assess, Plan, Do, Review cycle, such that we are aware of the effectiveness of the provision made for our pupils with SEND and made alterations to best meet their needs and fulfil their potential accordingly.

Other agencies are involved, when necessary, e.g., speech and language therapy. Any children or young people who then require an 'EHCP' will have annual and interim reviews. Parents, SENDCo, and LA representative- usually the appropriate caseworker, class teacher, supporting TAs and any other parties involved in the EHCP provision are invited to the annual reviews.

School Policies that are linked to the identification and assessment of SEND

- Accessibility Plan
- Safeguarding Policy and procedures
- Supporting Pupils with Medical Conditions
- Behaviour Policy
- Equality Information and Objective Statement

Individual Support Plans

Individual Support Plans are created for all children or young people who are on the SEND register with a view that these are entirely working documents which are continually reviewed and follow the child or young person through their education, creating a holistic picture of the child and how best to support them. They are created in a joint process involving the parents/carers, the child or young person and the class teacher with an outcome focused approach. When completing individual support plans, we strive for targets to not only look at the term or year ahead (in the short/medium term), but also further into the child's future e.g., the next Key Stage (long term). This lends itself to the forward planning approach adopted by school to better meet the needs of all its SEND pupils. Parents/carers will be supported to understand how they can promote these targets at home. The learning plans are very child centred and monitored and reviewed half termly.

Special Educational Needs Policy Implementation

This SEND Information Report, along with our Special Educational Needs Policy, has been developed by the **SENDCo** – Laura Robinson

Contact details: l.robinson@sutton-on-the-forest.n-yorks.sch.uk

Telephone: 01347 810230

It is the responsibility of all school staff to act within the policy and associated guidelines. All staff must follow the SEND Code of Practice 2014. With the SENDCo, it is the role of the headteacher to implement the school's SEND policy and to ensure that all staff are aware of the school policy and how to best support children with SEND. The headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the headteacher in carrying out this policy. The **school governor for SEND** is: James Plant.

The SEND Governor will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs.

The Head Teacher, Helen Pye, will monitor the effectiveness of the policy on a regular basis and report to the governing body. The governing body will review the policy and information report annually.

Partnership with Parents/Carers

Sutton-on-the- Forest Primary School will have regard to the SEND Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs and ensure that parents/carers are involved with any decision that SEND provision is necessary for their child's or young person personal progression. Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners, with consideration given to our 'Equality Policy' (found in the Policies section on our school website) and supported to play an active and valued role in their child's education.

Home-school communication around SEND are detailed below:

● The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

● The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.

● Individual Learning Plans will be reviewed with your involvement each term as appropriate.

● Homework will be adjusted as needed to your child's individual needs.

● emails/phone calls may be used to support communication with you when this has been agreed to be useful for you and your child.

● There are a number of parent/carer support groups such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service). Home > SENDIAS North Yorkshire

Pupil Voice

Teachers/SENDCo and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are allocated to individual needs. The children regularly discuss their progress and support with support staff. Pupil voice is highly valued in our school, and we feel their contributions to their own Individual Support Plan is key to the pupil's success.

A Graduated Approach

When a potential special educational need has been identified, a graduated approach will be taken. This involves assessing, planning, implementing, and reviewing the approach taken so that it is increasingly personalised to the child or young person. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken and to gain 'Pupil Voice' and 'Parental Input' along the way which is intrinsic to getting the provision correct for each individual child.

Transition Arrangements and Preparing for Adulthood

At our school, we recognise that preparing children and young people for adulthood begins from the earliest years and is an integral part of our curriculum and wider school experience. We aim to develop pupils' independence, resilience, self-confidence, communication skills, and ability to make informed choices about their lives and learning. Opportunities are provided throughout the school day for pupils to develop problem-solving skills, decision-making, self-advocacy and personal responsibility, helping them to become confident and successful learners.

We actively encourage pupils to express their views, contribute to decisions about their learning and develop an understanding of their own strengths, needs, and aspirations. Through our graduated approach and person-centred planning, pupils are supported to set meaningful goals and take an active role in reviewing their progress.

We recognise that transitions can be particularly challenging for children and young people with SEND and therefore take careful steps to ensure that any change is well planned and supported. This may include additional transition visits, enhanced information sharing between staff, visual supports, transition booklets, opportunities to meet new teachers and tailored transition plans where appropriate. Close collaboration with parents/carers is an essential part of this process.

As pupils move towards secondary education, we work closely with receiving schools to ensure that information is shared effectively and that appropriate support is in place from the outset. Where relevant, transition arrangements are discussed as part of SEND review meetings and Education, Health, and Care Plan reviews. Our aim is to ensure that every pupil develops the skills, confidence and resilience needed for the next stage of their education and their future life beyond school.

For pupils in secondary education, preparation for adulthood includes access to impartial Careers Education, Information, Advice and Guidance (CEIAG). We work to ensure that pupils with SEND develop

an understanding of the opportunities available to them and are supported to make informed decisions about their future education, training, and employment pathways. Careers education is delivered through the curriculum, enrichment activities, employer encounters, and careers events, with reasonable adjustments made to ensure full participation.

From Year 8 onwards, pupils with SEND are supported to explore their strengths, interests, and aspirations, and to understand how these may influence future choices. Where appropriate, personalised careers guidance is provided, and transition planning forms an integral part of SEND reviews and Education, Health, and Care Plan (EHCP) annual reviews. Particular consideration is given to supporting pupils to develop independence, employability skills, communication, self-advocacy, and decision-making.

We work closely with families, further education providers, training organisations, employers, and external agencies to ensure that pupils with SEND are well prepared for their next steps. Our aim is for every young person to leave school with ambitious aspirations, a clear understanding of their options and the confidence, knowledge and skills needed to succeed in adulthood.

Teaching, Learning and Assessment

We are strong advocates that all teachers are teachers for children with SEND. Our teaching, learning, and planning procedures reflect this and are as follows:

● Individual Learning Plans for all children and young people on our SEND Register—including reviewing of outcomes at the end of each cycle (half termly)

● Individual SMART targets

● Differentiated learning

● Multi-Sensory activities

● Data analysis through school tracking system

● Pupil progress meetings with class teacher, SENDCo and senior leadership team.

● Sharing between teachers to ensure a smooth transition.

● Individual Learning Plan meetings held termly between child, teacher, and parents/carers to discuss progress and next steps.

● Targeted interventions delivered and reviewed regularly through book looks and evidenced progress within core subject areas.

● Teachers and support staff working closely together.

How we adapt the curriculum and learning environment for children & young people with SEND

Sutton-on-the-Forest CE Primary School has a range of approaches to supporting children and young people with SEND needs. All children and young people benefit from quality first teaching in the classroom (universal provision), which caters for their individual needs and supports all children and young people to make good progress. Work is differentiated for different groups and individuals. Sometimes this is enough

to ensure a child or young person is on track to reach their full potential, however sometimes an Individual Support Plan will be needed with individual 'SMART' targets and strategies to work towards achieving them. This will be put in place in discussion with parents/carers and where appropriate the child or young person. This would mean additional work with a child or young person on a small group or 1:1 basis to carry out specific interventions to support a child or young person to meet their individual targets. The SENDCo works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child or young person requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

The equipment and facilities that are provided to support children/young people are secured through school funding.

To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

o Make adaptations to ensure that all pupils have access to the school curriculum and school activities.

o Support pupils to achieve their full potential despite any difficulty or disability they may have.

o Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.

o Provide opportunities for pupils to develop confidence, self-esteem, and resilience.

o Work in partnership with parents/carers, pupils, and external agencies to cater for children's special educational needs and disabilities.

o Make provision for children with SEND to fully develop their abilities, interests, and talents. o Identify special educational needs at the earliest opportunity to ensure early intervention and support.

o Ensure all children with SEND are fully included in all aspects of school life and can develop their Cultural Literacy.

o Regularly review policy and practice to achieve the best outcomes for all our pupils.

Provision

Our approach to SEND support is based on a graduated model of Universal, Targeted Provision, ensuring that support is matched to the needs of individual pupils. Universal Provision refers to the high-quality teaching, inclusive classroom practice and reasonable adjustments that are available to all pupils. This includes adaptive teaching strategies, quality first teaching and a positive learning environment designed to support a diverse range of needs. Targeted Provision is additional support provided for pupils who require interventions that are different from or additional to those ordinarily available. This may include small-group interventions, targeted programmes, additional pastoral support, or short-term strategies designed to address identified areas of need. Through regular assessment and review, pupils may move between levels of provision as their needs change, ensuring that support remains responsive, proportionate, and focused on achieving the best possible outcomes for every child and young person.

We aim to provide our pupils including those with SEND, with all the facilities necessary in order that they can realise their full potential. Listed below is the main body of our provision, however it may not list every skill, resource, and technique we employ to achieve this as these are continually developed and modified to meet the changing requirements for individual pupils. Your child/ young person will receive:

● Quality First Teaching.

Your child/ young person may receive:

● Specific small group work including targeted interventions

● Specific targeted work on an individual basis as part of a small group

● Specialist individual support or sessions from specialist teachers or other professionals

● Specified 1:1 support during lessons and or/ playtimes

● Individual targets and an Individual Learning Plan

● Writing aids

● Pre-teaching of new concepts to enhance learning

● Support manipulatives, e.g., Numicon, writing frames, vocabulary boards.

● Tabletop resources

The school budget, received from North Yorkshire LA, includes money for supporting children or young people with SEND.

● The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors based on needs in the school.

● The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:

● The children receiving extra support already

● The children needing extra support

● The children who have been identified as not making as much progress as would be expected

● Deciding what resources/training and support are needed

The school is committed to ensuring that pupils with SEND have access to the equipment, resources, and facilities they require to meet their individual needs and access learning successfully. Provision is determined through assessment of need and may include specialist furniture, writing and recording aids, visual supports, assistive technology, sensory resources, communication aids, adapted curriculum materials and equipment recommended by external professionals. Where appropriate, the school works in partnership with parents/carers, the Local Authority and specialist services to secure additional equipment and resources. Our facilities and resources are regularly reviewed to ensure they remain effective, accessible, and responsive to pupils' changing needs. Reasonable adjustments are made to the learning environment wherever possible, enabling pupils with SEND to participate fully in lessons, wider school activities, educational visits, and social opportunities alongside their peers. Through careful planning and the use of appropriate equipment and facilities, we aim to remove barriers to learning, promote independence and support every pupil to achieve their full potential.

SEND Strategy and Use of Inclusive Mainstream Funding (IMF)

Our school is committed to delivering an inclusive education in which all pupils, including those with SEND, can thrive, achieve, and participate fully in school life. To support this commitment, we publish our SEND Strategy on the school website, outlining our approach to identifying need, removing barriers to learning and ensuring high-quality provision for all learners. The school utilises Inclusive Mainstream Funding (IMF) to enhance the support available for all pupils, including those with identified SEND needs. This funding may be used to provide additional staffing, specialist interventions, targeted resources, bespoke provision, training for staff and adaptations to the learning environment. The deployment of IMF is carefully planned and regularly reviewed to ensure that provision is responsive to pupil need and delivers positive outcomes. The impact of funded provision is monitored through the school's Assess, Plan, Do, Review process, with pupil progress, wellbeing and inclusion remaining at the centre of all decision-making. Parents and carers are involved throughout the process and are kept informed about the support their child receives and the outcomes being achieved.

How Children/Young Person with SEND are Included in Activities outside the Classroom

- The school have a range of extra-curricular clubs at lunchtime. These are available to all children and young people with special educational needs.
- Children and young people and their parents/ carers are involved in planning for any activities or trips.
- The following support is provided for children or young people with SEND during transition times, break times, and lunch times: low demand areas and quiet areas of playground, 1;1 support for children with mobility/physical needs.

Evaluating the Effectiveness of Provision for Children/Young Person with SEND

To evaluate the effectiveness of the provision for children and young people with special educational needs (SEND), we use a range of qualitative and quantitative methods, including progress tracking data, individual support plans, and intervention reviews. Regular reports are created to monitor outcomes, focusing on academic progress, social development, and emotional well-being. These reports also include input from class teachers, SEND support staff, and external specialists where relevant. Crucially, the views of the children and young people themselves are actively sought through pupil voice activities, and we also gather regular feedback from parents and carers through meetings, surveys, and reviews. The outcomes and evaluation reports are presented to senior leadership and the governing body, where they are closely scrutinised to ensure accountability and continuous improvement. Insights from these evaluations inform future planning and help tailor support to meet the evolving needs of each learner.

Governance and Monitoring of SEND Provision

The Governing Body has a strategic responsibility for ensuring that the school meets its duties under the SEND Code of Practice and that effective provision is in place for pupils with SEND. The named SEND Governor works closely with the SENDCo and Headteacher to monitor the quality and effectiveness of SEND provision across the school. This includes reviewing SEND data, evaluating pupil outcomes,

considering the impact of interventions, monitoring the implementation of policies, and ensuring that resources are used effectively to support pupils' needs.

Regular reports on SEND provision, pupil progress, attendance, inclusion, and statutory responsibilities are provided to governors throughout the academic year. These reports enable governors to challenge and support leaders in driving continuous improvement and ensuring accountability. SEND provision is reviewed formally at least annually through the review of the SEND Policy and SEN Information Report, although governors receive SEND updates and monitoring information more frequently through committee meetings and governing body reports. Through this cycle of monitoring, review and challenge, governors help to ensure that pupils with SEND are able to access high-quality provision and achieve the best possible outcomes.

Staff expertise and Provided Training Opportunities

Staff training in relation to SEND is carried out on a regular basis depending on the needs of the children/ young people within our school. Individual staff may attend the training, and this may be on specific areas of need such as Dyslexia or Autism or more whole school issues such as Inclusive Classroom Practice. In-house training can also be offered to a number of staff where a specialist will come into school and provide training on a specific area of SEND, if needed i.e., Makaton training.

Our SENDCo has the National Qualification for Special Educational Needs Co-ordination.

Working with External Professionals

The school works closely with a range of external professionals and agencies to ensure that children and young people with SEND receive the most appropriate support. Referrals to external services may be made when assessment information, progress data, school observations, or discussions with parents/carers indicate that additional specialist advice or intervention is required. Prior to any referral being made, the SENDCo will discuss the proposed involvement with parents/carers and obtain their consent, ensuring they are fully informed about the purpose of the referral and the outcomes sought.

Following involvement from external professionals, recommendations are shared with relevant staff and incorporated into Individual Learning Plans, classroom practice, and intervention programmes as appropriate. The SENDCo monitors the implementation and impact of these recommendations through the Assess, Plan, Do, Review cycle, working in partnership with parents/carers, staff, and external agencies to ensure support remains effective and responsive to the child or young person's needs.

Below is a list of the services that the school most regularly work with:

- SEND Hubs
- Early Help
- Educational psychology team

To find out about the local authority's Local Offer of services and provision for children with special educational needs and disabilities please use this link: SEND Local Offer (https://www.northyorks.gov.uk/SEND-local-offer)

Interventions

The SENDCo and the pupil's class teachers, in discussion with parents/carers, will decide on the action needed to help the pupil to progress in the light of their earlier assessment.

This might be: -

● To provide key learning targets appropriate to the child's/ young person's current achievement

● To provide different learning materials or specialist equipment.

● To introduce some group or individual support.

● To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.

● To undertake staff development and training aimed at introducing more effective strategies.

● To provide effective intervention without the need for regular or on-going input from external agencies.

Use of Alternative Provision

Alternative Provision is defined as 'education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour' (DfE 2013).

Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.

When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs, and value for money.

Once the school has commissioned alternative provision, we will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

Supporting Pupils with their Emotional and Social Development

We recognise that pupils with SEND may well have an Emotional and Social Development needs that will require support in school. We have a robust Safeguarding Policy in place, and we follow National and LA Guidelines. We believe that all children with Special Educational Needs and/or Health & Well-being needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an Assess, Plan, Do, Review cycle.

We believe that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children's/ young people's needs are addressed. All staff have due regard to general duties to promote disability equality, including having a clear understanding of youth mental health issues and how to approach these with sensitivity and care. A range of support strategies are in place for pupils who need them including: 1:1 mentoring, feelings books, friendship

groups, Speech Language and Communication interventions, Lego Therapy, Multi-sensory Interventions, and tailored-bespoke interventions that are created on an individual needs-assessed basis.

Accessibility Arrangements

We are committed to ensuring that all children and young people, including those with SEND and disabilities, can access and participate fully in all aspects of school life. Our school promotes an inclusive environment where reasonable adjustments are made to remove barriers to learning and participation. We regularly review our provision and make improvements in line with our Accessibility Plan and Equality Objectives.

To support accessibility, we may provide:

- Adaptations to the physical environment to improve access to classrooms, learning spaces and school facilities.
- Flexible classroom layouts and seating arrangements to meet individual needs.
- Specialist equipment and resources, such as adapted furniture, writing aids, coloured overlays, visual timetables, hearing support equipment, and assistive technology where appropriate.
- Adapted teaching approaches and learning materials to ensure the curriculum is accessible to all pupils.
- Alternative methods of recording and presenting work, including the use of technology to support learning.
- Information in accessible formats where required, including visual supports, simplified language and enlarged print.
- Individual risk assessments and support plans to enable pupils with SEND to participate safely in educational visits, enrichment activities, and extra-curricular opportunities.
- Access arrangements for assessments and examinations in accordance with current regulations and identified need.

We work closely with parents/carers, pupils, the Local Authority, and external professionals to identify and remove barriers to learning and participation. Through regular review of our facilities, resources, and practices, we strive to ensure that all pupils are able to achieve their potential, develop independence and feel valued as members of our school community.

Further information can be found in our Accessibility Plan, Equality Information and Objectives Statement, and SEND Policy, all of which are available on the school website.

Arrangements for Dealing with Complaints from Parents/Carers

The school deals with any complaints from parents/carers by calling a meeting with the Head Teacher, and all the concerned parties. (Please refer to our 'Complaints Procedure' which can be found on our website for further details).

Admission Arrangements (also see admissions policy)

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and key information around this can be found in our 'Equality Information and Objectives' policy. This includes pupils with any level of SEND: those with an EHCP plan and those without.