

# Special Educational Needs Policy

The Bythams Primary School



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Signed:  .....

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Date: 28/11/23 .....

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## 1. Aims and Objectives:

The Special Educational Needs and Disabilities (SEND) Policy aims to ensure we are:

- Ensuring our school fully implements national legislation and guidance, along with best practice regarding pupils with SEND.
- Supporting and making good provision for pupils with SEND. We do this through:
  - Graduated approach plans – assessment of the pupil’s needs, provision required to meet their needs, personalised targets, and review of progress.
  - The tiers of intervention - high quality teaching, early intervention for targeted support, and specialist highly personalised interventions
  - Implementing research-based provision and interventions for SEND
  - Providing regular professional development and staff training for SEND
  - Organising the learning environment to provide sensory and communication friendly classrooms
  - Holding termly pupil progress and review meetings with the SENCO, parents/carers and pupil (if appropriate)
  - Class SEN provision records detailing the provision required for individuals in each class.
  - Individual One Page Profiles
  - The Zones of Regulation curriculum
  - Working with other professionals and services for SEND
- Inclusion – ensuring pupils with SEND access all aspects of school life, can engage in the activities of the school, and the full curriculum.
- Supporting pupils to fulfil their aspirations and achieve their potential.
- Supporting pupils to become confident individuals living fulfilling lives
- Transition planning for successful transition into secondary education.
- Involving pupils and their parents/carers in discussions and decisions about support and provision for the pupil and celebrating pupil’s achievements
- Explaining the roles and responsibilities of everyone involved in providing for pupils with SEND
- Working strategically – overview of our school systems, local authority processes, monitoring and evaluating impact for pupils.
- Making sure our SEND policy and practice is understood and implemented consistently by all staff.

## **2. Vision, values and ethos:**

### **Our shared vision:**

At The Bythams, our belief is that all children have the right to a stimulating learning environment where they are motivated to learn through the provision of a varied and exciting curriculum. We promote excellent standards of behaviour, have high expectations and are committed to high standards of achievement for all.

### **At The Bythams School we strive to:**

- Provide a safe, stimulating, exciting and challenging learning environment which promotes creativity and a curiosity of the wider world.
- Encourage children to be confident, independent, lifelong learners.
- Encourage children to have a positive view of their own self-worth, enabling them to feel secure and valued as individuals within the school community.
- Provide an inspiring, supportive, environment for all so that they become highly motivated learners.
- Develop an ethos of support, challenge, and encouragement to succeed.
- Develop the whole child, nurturing and extending their spiritual, moral, social, and cultural understanding.
- Provide equal opportunities for all.
- Teach children a sense of responsibility showing respect for others and the environment.

**Our Bythams Values:** Friendship, Honesty, Happiness, Creativity, Respect, Forgiveness, Determination

In accordance with The Department for Education, we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

The Key Values are:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

The Bythams School will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive, supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

### **3. Legislation and guidance**

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (amended January 2015), DfE/DoH, which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND.
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Children and Families Act 2014 Part 3: Children and young people in England with special educational needs or disabilities
- Equality Act 2010: the school has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.
- Working Together to Safeguard Children (2018): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children

- Keeping children safe in education (2023), statutory guidance for schools and colleges, DfE.
- Reasonable adjustments for disabled children (2012): Technical guidance from the Equality and Human Rights Commission
- Supporting children at school with medical conditions (2014): statutory guidance from the Department for Education
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

This policy has been written in light of our Safeguarding Policy and has direct links to our policies on behaviour, anti-bullying, medical and curriculum. It was written in consultation with the Governing Body, SENCO/Headteacher, executive headteacher, current school staff and parents. It should be read in conjunction with our SEN Information Report as required by the Special Educational Needs and Disability Regulations (Schedule 1 Regulation 51) as published on our school website.

The SEND Policy will be reviewed annually, in line with DfE requirements. However, if there are significant changes to context or personnel, this will be amended sooner. The SEN Information regulations, published on the school website, will be updated annually as required by current legislation.

## 4. Definitions

### 4.1 Special educational needs

*'A child has special needs if he or she has a learning difficulty or disability that requires special educational provision to be made for them.'*

*Special educational provision is educational provision that is **additional to, or different from**, that made generally for others of the same age in mainstream schools in England.'*

(Children and families Act, 2014, Section 69).

At the Bythams school we recognise that 'Every teacher is a teacher of SEND'.

*'High quality teaching, differentiated for individuals, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.'*

*'Teachers are responsible and accountable for the progress of pupils in their class, including where pupils access support from teaching assistants and specialist staff.'*

(SEND Code of Practice, 2015, p.99).

## 4.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 4.3 The 4 SEND areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs across more than one area (co-occurring needs), and their needs may change over time.

Interventions will be selected that are research-informed and appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of Need	
<b>Communication and interaction</b> (CI)	<p>Pupils with needs in this area have difficulty communicating with others (speech and/or language and communication needs). They may have difficulty with aspects of:</p> <ul style="list-style-type: none"> <li>• speech (pronunciation of sounds and words)</li> <li>• attention and listening skills</li> <li>• vocabulary (knowledge of words and their meaning)</li> <li>• receptive language (understanding what is being said to them including processing skills), or</li> <li>• expressive language (expressing themselves)</li> <li>• understanding or using the social rules of communication (pupils who are on the autism spectrum have needs that fall in this category).</li> </ul>
<b>Cognition and learning</b> (CL)	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties (such as dyslexia, dyscalculia and dyspraxia) which impact one or more specific aspects of learning</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties - where pupils are likely to have severe and complex learning needs as well as a physical disability or sensory impairment</li> </ul>
<b>Social, emotional and mental health</b> (SEMH)	<p>SEMH may reflect a wide range of underlying needs (e.g., attention deficit disorder, attention deficit hyperactive disorder or attachment disorder)</p> <p>. Pupils may present with:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression, an eating disorder</li> <li>• Difficulties with self-regulation and control</li> </ul>

	<ul style="list-style-type: none"> <li>• Adverse childhood experiences (including trauma)</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or concerning behaviours, or by the pupil becoming withdrawn or isolated.</p>
<b>Sensory and/or physical (SP)</b>	<p>Pupils with SP needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory difference such as sensory processing, modulation or integration needs</li> <li>• A sensory need such as vision impairment, hearing impairment or a multi-sensory impairment</li> <li>• A physical need</li> </ul> <p>Pupils may need ongoing additional support, adaptations and equipment to access all the opportunities available to their peers.</p>

## **5. Roles and Responsibilities for SEND in School**

### **5.1 The Senior Leadership Team (Head of School/SENCO and Executive Headteacher) will:**

- Work with the SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil requires an EHC (education, health and care) needs assessment, or when an EHC plan needs an early review
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching



## **5.2 Special Educational Needs Coordinator (SENCO)**

The SENCO at our school is Mrs Laura Ives (SENCO@bythams.lincs.sch.uk) who will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the executive headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues, liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or placement: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the executive headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

## **5.3 Class Teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- Fully implementing the provision identified in the pupil's Graduated Approach Plan or EHCP (Education, Health and Care Plan)

- Recording and measuring progress against the pupil's SMART targets contained in their plan
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

#### **5.4 The governing board**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- 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 the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### 5.5 The SEND link governor

The SEND link governor is Mr Adrian Reed (Adrian.reed@bythams.lincs.sch.uk)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the executive headteacher and head of school/SENCO to determine the strategic development of the SEND policy and provision in the school

### 5.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

### 5.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings

- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **6. SEN Information Report**

The school publishes the SEN Information Report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **7. Our approach to SEND support**

### **7.1 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development in communication and language, attention, sensory or social and emotional needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO, using school's SENCO referral form, to have an initial discussion about whether this lack of progress may be due to a special educational need. The SENCO will observe the pupil and make some recommendations based on the pupil's broad area(s) of need. The SENCO will seek the child's voice and views. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as self-regulation or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting/nursery has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we have relevant information before the pupil starts at school, so support can be put in place as early as possible.

## 7.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be shared with parents and teacher.

We will notify parents if it is decided that a pupil will receive special educational provision. The child will be included on the School's SEN register and Scholarpack, our recording and assessment system.

## 7.3 The Graduated Approach to SEN Support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through an iterative 4-part cycle known as the graduated approach.

The SENCO will write a Graduated Approach Plan detailing:

- The needs of the pupil (**Assess**),
- The SMART targets (Specific, Measurable, Achievable, Realistic, Timed) identified to close the gap and ensure the pupil makes expected progress over time (**Plan**),
- The SEN provision and/or interventions that will be put in place (**Do**),
- The outcomes/success of the plan after a term and the next steps to take (**Review**).

## **I. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. If there is already an assessment and report by another professional, this will contribute to the assessment of needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. Usually, two rounds of this cycle (known as the graduated approach) are required before involving other professionals and services, such as the Educational Psychology Support Service.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention. As part of the assessment process the SENCO may:

- Consult the SEND Advice Line for Lincolnshire (Ask SALL), an early advice service for SENCOs.
- Carry out an Early Help Assessment with parents/carers
- Complete the Valuing SEND (VSEND) Monitoring Tool, a transparent and consistent approach in understanding the needs and support required by children
- Use the Lincolnshire Inclusion toolkit, providing strategies and interventions for the area(s) of need
- Use the ladders of support provided by Lincolnshire SEND services as part of the local offer.
- Consider the need for further staff training to support interventions

## **II. Plan**

In consultation with the parents and the pupil, the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

This information will be recorded on the child's Graduated Approach Plan and will be made accessible to staff so that the child's needs are addressed consistently across the school. A copy will be given to parents/carers.

SMART targets to meet the expected outcomes will be written for the pupil reflecting small steps of progress and success measures. A copy of the targets will be shared with the pupil (using symbols and language adapted to their level of understanding).

Through the plan, all staff who work with the pupil will be made aware of the pupil's needs, the targets set, and outcomes sought, the support provided and any teaching strategies or approaches that are needed.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

### **III. Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves small group or one to one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **IV. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards achieving their SMART targets and their longer term outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **7.4 Levels of support**

### **School-based SEN Provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, the SENCO will consider involving an external specialist.

The provision for these pupils is funded through the school's notional SEND budget.

### **Education, Health and Care Plan (EHCP)**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

## **7.5 Evaluating the Effectiveness of SEN Provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including:

- NFER standardised assessment at the end of each term (summative assessment)
- PIVATS/B Squared (for some pupils who may be working at pre-key stage 1, to show smaller steps of progress)
- The EYFS Profile (at the end of the reception year)
- Ongoing teacher assessment (formative assessment)
- Progress towards meeting the SMART targets of the Graduated Approach Plan
- Annual Review meeting for pupils with an EHCP and progress towards the long-term outcomes of the EHCP.
- Termly Read, Write, Inc assessment in EYFS and key stage 1
- End of block assessment using White Rose Maths
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires and pupil voice
- Monitoring and observation by the SENCO
- Feedback from the pupil and their parents

## **8. Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The executive headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **9. Links with external professional agencies**

The school recognises that it may not be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and Language Therapy Service (SaLT)
- Specialist Teaching team (STT)
- Working Together Team (WTT)
- Sensory Education Support Team (SEST)
- Behaviors Outreach Support Service (BOSS)
- Educational psychology Service (EPS)
- Early Years Advisor
- SEND Advice line for Lincolnshire (Ask SALL)
- Visual Processing Clinic
- Occupational therapists (OT) or physiotherapists



- Healthy Minds
- General practitioners (GP)
- Community Paediatric Team
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## **10. Admission and accessibility arrangements**

The school's admission arrangements for pupils, including those with SEN or a disability, can be found on the school website.

### **10.1 Admission arrangements**

Our arrangements for the admission of prospective pupils with SEN or a disability are to:

- make sure that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated
- ensure the SENCO and class teacher liaise with parents, any other professionals/services involved and previous settings/nurseries before the pupil begins school
- opportunities for the pupil to visit school prior to starting will be arranged and a transition plan put in place.

### **10.2 Accessibility arrangements**

The school has an Accessibility Plan which details steps the school has taken to prevent disabled pupils from being treated less favourably than other pupils.

- The school site has access from the street
- There is a disabled toilet
- The four classrooms can be entered through their outside door, which is accessed by a step.
- Three classrooms are accessed by their internal door, by a step.
- We have a ramp on the school site which can be moved to the necessary point
- Provision of auxiliary aids and services

Our accessibility plan can be found on the school website and covers how we will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities, and services we provide
- Improve the availability of accessible information to disabled pupils

## **11. Complaints about SEND provision**

We work, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting children's needs. However, all complaints are taken seriously and will be heard through the school's complaints procedure. In most instances, complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEN should be addressed to the SENCO and/or the executive headteacher. If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address.

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then parents would need to contact the Local Authority Head of Service for Additional Needs:

Head of Additional Needs in Lincolnshire  
9-11 The Avenue  
Lincoln  
LN1 1PA  
01522 553 332

## **12. Monitoring and evaluation arrangements**

### **12.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued, and included in the school community
- Comments and feedback from pupils and their parents
- Lincolnshire SEND Project (September 2023 – Sept 2024)
- Monitoring by the SENCO and Governor for SEND
- Feedback from other services and professionals

