Harvills Hawthorn Primary School

Special Educational Needs and Disabilities (SEND) Policy

SENDCo: Mr Ryan Brydon
SEND Governor: Miss Colette Soan
Date written: September 2026
Review date: September 2027

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015), and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013;
- SEND Code of Practice 0-25 (January 2015);
- School SEND Information Report Regulations (2014);
- Statutory Guidance on supporting pupils at school with medical conditions April 2014;
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013;
- Safeguarding and Child Protection Policy;
- Accessibility Plan;
- Teachers' Standards 2012.

Our Vision

Our vision at Harvills Hawthorn Primary school is for all of us to be the very best we can be.

Our Mission

Our mission is to prepare all of our children for the next stage of their lives to enable them to contribute positively to their community.

Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We aim to provide **all** children, including those with SEND, with a **broad, balanced academic and social curriculum**, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

We are an inclusive school; we welcome and celebrate diversity. We believe that high self-esteem and self-confidence are crucial to a child's well-being. We have a caring, understanding team of staff looking after our children. Pupils are supported with their social and emotional development throughout the school day across the curriculum, and in extended learning time during extra-curricular activities. Our **PSRHE** curriculum (personal, social, relationships, health education), Values education and restorative behaviour policy system underpins our inclusive ethos.

We consider **every teacher to be a teacher of every child**, including those with special educational needs and disabilities (SEND). We have the highest aspirations and expectations for all pupils, including those with special educational needs/disabilities.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable the best possible outcomes for children with SEND.

Objectives

To achieve these aims we will:

- Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe;
- Respond to learners in ways which take account of their varied need and life experiences, **rejecting an approach that locates a problem** within the child, which means **doing everything we can to meet a child's SEND** and overcome any barriers to learning;
- Identify a pupil's SEND at the earliest point possible and then making effective provision as this is known to improve long term outcomes;
- Work in close partnership with parents to achieve these aims as we are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this;
- Support pupils themselves to participate, as fully as they are able to, in discussions, and express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates;
- Work in close partnership with a range of specialist agencies to enable us to provide effective, targeted support;
- Provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils;
- Provide advice, support and training to parents and families of pupils with SEND;
- Designate a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who has responsibility for the day-to-day operation of the SEND Policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education and Health Care Plans (EHCPs).

The Head Teacher, SENDCo, all staff and the Governing Body will work within the statutory guidance outlined in the SEND Code of Practice 0-25 (January 2015).

Identifying SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision, which is *"different from or additional to that normally available to pupils of the same age"* (SEND Code of Practice 2015).

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. The identification of SEND is built into the overall approach of monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry to their class, building on information from previous classes/settings.

Class teachers then make regular assessment of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

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

It can include progress in areas other than academic attainment – for instance where a pupil needs to make additional progress with wider development, communication or social skills or physical development.

Broad areas of need **as outlined in the SEND Code of Practice 2015**

These four broad areas give an overview of the range of needs that the school plans to support. In practice, individual children or young people usually have needs that cut across some or all these areas and their needs may change over time:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health
- Sensory and/or Physical.

The purpose of identification is to **work out what action the school needs to take**, not to fit a pupil into a category. In our school, the needs of the whole child will always be considered in this process, as well as the specific issues that have been raised.

Other factors

These factors may impact progress but do not, in isolation, constitute SEND.

- Attendance and punctuality
- Health and welfare
- Speaking English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked after child/children in care (LAC/CIC)
- Being a child whose parent is in the armed forces

The 'graduated approach' to SEND support

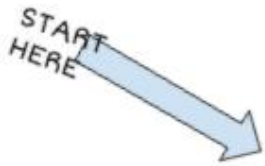
Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through formal termly progress meetings, to identify where pupils are not making expected progress or working below national expectations.

Teachers will also use their professional judgement to carry out regular informal assessments, identifying where pupils are not making expected progress. They will then put in place relevant and timely support, through **quality-first teaching** which happens every day, appropriate adaptive teaching and differentiation (where learning is matched to ability) and in-class support, aimed at meeting the needs of the child and helping them to make progress. We call this **'Wave 1' support.**

If a child's difficulties persist despite the afore-mentioned support, an extra layer of **'Wave 2' support** is added where small groups of pupils with similar support needs will take part in intervention groups, for short periods of time, outside of the main classroom. These interventions will be delivered in one of the following ways:

- 'Live' interventions where the class teacher provides support in small groups or 1:1 to address any mis-conceptions identified from the morning lessons. This usually takes place outside of the main classroom for a short period in the afternoon.
- Intervention 'booster' groups delivered in small groups to support pupils to catch-up and close any gaps in their learning.
- Groups of children accessing a sensory or movement break to aid with regulation and focus

If a child still requires further support than is given at 'Wave 2', then **Wave 3 support** may be required. Wave 3 support is where personalised or specialist provision is required for a pupil.



Staff will use a range of tools and sources to assess whether a child is in need of extra support. This may include guidance from external specialists.
The SENCo will support staff in their assessment of need.

The impact of the support provided is reviewed and progress is measured by moving back to the **'assess'** stage.

A plan for support via intervention will be put together.
SMART targets or outcomes will be set to outline what we anticipate that the child we be able to do by the end of the intervention.

Staff will deliver support and intervention within the school, specific to the child's needs

Progress towards targets will be recorded on Provision Map and in staff records.

The idea of this model is that staff cycle through it adding 'extra layers' at each stage until the child's needs are met. An example of this can be found in Appendices.

Pupil views on the support that they are receiving will be taken into account at each review of progress. This will then feed back into the analysis of pupil's needs and any support that is planned for them going forward.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed by the class teacher half termly. Decisions are informed by entry and exit data, observation, pupil voice and staff feedback. This will be monitored and over-seen by the SENDCo.

We follow Sandwell Local Authority's guidance for the identification of pupils with Special Educational Needs and Disabilities.

When a SEND has been identified, the SENDCo and class teacher will meet to plan to support the child in their area of need. The child will then be given extra support in one of the following ways depending on the level of need:

- Extra support and resources in class to support learning
- Being part of an intervention either in a small group or on a 1:1 basis to support them in their area/s of need
- Have an Individual Provision map (IPM) put into place to work on focused targets across their areas of need

These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention).

Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that **different and additional provision** is required to meet the child's needs, the child will then be placed on the school's SEND register recorded as "SEN Support". The parents will be informed if the school is making special educational provision for a child. Being placed on the SEND register does not limit expectations or opportunities and support is fluid and responsive to need.

A pupil will be placed on SEN Support when there is clear evidence that their needs are persistent and are having an ongoing impact on their progress, attainment or wider development. This decision is made when support required is additional to or different from that normally available to pupils of the same age. Prior to this, high-quality teaching and targeted interventions will have been implemented and reviewed through the Assess–Plan–Do–Review cycle. Where evidence shows that these strategies have not sufficiently met the pupil's needs, and further personalised provision is required, the pupil will be identified as requiring SEN Support. Parents will always be informed and involved in this decision-making process.

The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant, a specialist teacher or someone from an outside agency. **High quality teaching, adapted for individual pupils, is always seen as the first step in responding to pupils who may have SEND.**

Working together, the SENDCo, class teacher, support staff and child (where appropriate) will select appropriate support and intervention strategies to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness or advice from external professionals. This will be delivered by staff with sufficient skills and knowledge.

The school may involve specialists at any point for advice regarding identification and/or

effective support. However, where a pupil continues to make less than expected progress despite secure evidence of support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and, in appropriate cases, the child themselves. Specialist agencies will only be contacted where parents are in agreement. It is the SENDCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child.

Examples of specialist agencies used by and that are available to be used by the school

- Educational Psychologists
- Drama-therapist
- Child and Adolescent Mental Health Services (CAMHS)
- Inclusion Support Special Educational Needs Advisory Teachers *(SAT-L (Learning), SAT-SpLD (Specific learning difficulty) or SAT-SEMH (Social, Emotional and Mental Health)).*
- The Preventing Primary Exclusions team (PPE)
- The Complex Communications and Autism Team (C-CAT)
- Sensory support team for children with hearing impairment (HI) and/or vision impairment (VI), including multi-sensory impairment (MSI).
- Speech and language therapists
- Occupational therapists and Physiotherapists
- Health and Safety teams

In some cases, there is a charge for accessing specialist agency support, funding for which will come from the school's SEND budget. The use of such will be monitored by the SENDCo and Head Teacher. Where pupils are made subject to an Educational Health Care Plan (EHCP), the school will work in close partnership with any specialist agencies as named on the plan to provide support and specialist advice.

Additional Provision

Nurture

Harvills Hawthorn has a Nurture group, entitled 'Treetops' that provides children from years one to year six with support.

Nurture groups offer an opportunity to learn early nurturing experiences that some children and young people lack, giving them the skills to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life, for life.

Our Nurture groups operate as a class of up to 10 children run by two members of staff. It happens each afternoon for 1 hour. Children attend Nurture but still remain an active part of their main class group and usually fully transition back into their main class within two to four terms.

Nurture groups assess learning and social and emotional needs and focus on giving whatever help is needed to remove barriers to learning. There is a great emphasis on language development and communication. Everything is explained and supported by role-modelling. The relationship between the two-nurture staff provides a positive role-model that children observe and begin to copy.

Please follow the link below for more information:

https://www.nurturegroups.org/

Infinity Hub

Harvills Hawthorn has a resource base for children with complex communication needs. This group aims to support the social interaction and communication needs of the children in the group whilst also providing support to meet targets from EHCPs, Skills Ladders, Towards Independence Hierarchy and other outside agency reports too. The room has been developed in conjunction with the SENDCo, CCAT team (including Specialist Development Officers) and Speech and Language Therapists. The cornerstone of the Infinity Hub is about developing children's communication, interaction and attention skills and ultimately, preparing and equipping the child with the skills needed to be a part of a mainstream classroom. These provisions are designed to support inclusion and reintegration into mainstream learning, not to replace it.

The Infinity Hub runs all day, everyday

- Each morning, there will be a sensory story delivered to the group. This will provide these children with opportunities to explore a range of sensory inputs whilst also providing an engaging backdrop for language acquisition and social interaction.
- From 12 until 12:30, the children will sit together to eat their lunches where again, social interaction will be modelled and encouraged by the trained Infinity Hub staff accompanying them.
- Throughout the morning, dinnertime and afternoon, the children will periodically access the sensory garden. This aids social interaction, regulation and sensory input.
- Attention Autism sessions are delivered throughout the week to aid the development of social interaction, shared attention, joint attention and concentration skills.
- Personalised learning experiences are delivered in small groups or on a 1:1 basis. The learning for these children is planned for by the SENDCo.
- Dedicated INSPIRE sessions and Sports Day events happen for the children in the Infinity Hub too

Placement in the Infinity Hub is considered for pupils who present with complex communication and interaction needs and who experience significant difficulty accessing learning within the demands and sensory environment of a mainstream

classroom. This may include pupils who require a highly adapted and personalised curriculum, with a strong emphasis on the development of communication, social interaction, attention and regulation skills.

Decisions regarding placement are made following a graduated approach, drawing on a range of evidence including classroom observation, progress data, Assess–Plan–Do–Review cycles, pupil voice and advice from relevant external professionals where appropriate. The aim of placement within the Infinity Hub is to reduce barriers to learning, support inclusion and equip pupils with the skills needed to increasingly access mainstream learning.

Parents and carers are fully involved in discussions around potential placement in the Infinity Hub, and no decision is made without their knowledge. Placement is reviewed regularly, and where pupils make sustained progress, plans are put in place to support reintegration into their mainstream class when appropriate.

Pupils' placement within the Infinity Hub is intended to be flexible and responsive to need, rather than permanent. Progress is monitored and reviewed on a regular basis through observation, assessment and ongoing review of individual targets linked to communication, interaction, regulation and readiness for learning.

Where a pupil demonstrates sustained progress in these areas and is increasingly able to manage the social, communication and environmental demands of a mainstream classroom, plans will be put in place to support a graduated reintegration into their class. This may include phased transitions, targeted in-class support, continued access to specific interventions or adaptations, and close liaison between Infinity Hub staff, class teachers and parents.

Decisions regarding exit from the Infinity Hub are made collaboratively by the SENDCo, class teacher, Infinity Hub staff and parents, and are informed by evidence of progress over time. Following reintegration, pupils will continue to be monitored to ensure that progress is maintained and that appropriate support remains in place.

Communication between the Infinity Hub staff, class teachers and parents/carers is vital. We aim to communicate successes, difficulties, progress and experiences with each member of this triangle frequently through conversation, dedicated parent's evenings and sharing of learning completed in the Hub.

Drama Therapy

The school has procured services from a Drama-therapist from the Arts of Change therapy service. Christian Dixon, the therapist, attends school 1 day per week. Children can be identified for access to this service by teachers, other school staff, parents or by themselves. Drama therapy is a form of therapy in which all of the performance arts can be used. Drama therapists use their training in theatre/drama and therapy to support children experiencing difficulties such as; anxiety, bullying, social and emotional skills and trauma.

The EHCP process

Where the special educational provision required to meet a child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider whether requesting an Education, Health and Care assessment from the Local Authority is appropriate. An

important factor in deciding to apply for an assessment for an EHCP is whether the cost of supporting the pupil totals in excess of £6000, which is the notional budget a school has to support the needs of each pupil. To inform this decision, the SENDCo will have close regard to the Local Authority's criteria for funding using the **Bandings Document** in Sandwell's SEND Handbook. This can be found on the Local Authority's Local Offer website, along with information on the EHCP co-ordinated assessment process and will be shared in full with parents to ensure they are confident and clear about what the process is and how they are involved with it.

Removing pupils from the SEND register

In consultation with parents, a child will be considered for removal from the SEND register where he/she has made sustained, good progress that:

- Betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age; or
- Where a child's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained;
- SEN support is no longer required to ensure this progress is sustained.

Support for pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to the curriculum and enrichment activities, including school trips and Physical Education (P.E.). Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010. Some pupils with medical conditions may also have SEND and may have an EHCP, which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice 2015 is followed. Some pupils may require reasonable adjustments under the Equality Act 2010 even where they do not meet the criteria for SEND support. Arrangements to support pupils at school with medical conditions are detailed within our **Management of children with medical needs policy** which is written in line with the following documents:

- Sandwell's policy for the Management of Children with Medical Needs in School
- The DFE document Supporting pupils at school with medical conditions.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are expected to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process. Training will also be arranged in a timely manner on a case-by-case basis when pupils with specific needs join our school.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo will regularly attend SENDCo network meetings in order to keep up to date with local and national updates in SEND.

Funding for SEND and allocation of resources

Each term, in consultation with the Head Teacher and class teachers, the SENDCo will map the targeted provision in place for pupils on the SEND register to show how resources are allocated from the school's overall SEND budget, and to monitor the cost of the whole of our SEND provision. This targeted provision is outlined on the school's overall Provision Map.

Roles and responsibilities

Class teachers and teaching assistants will:

- Refer to individual pupil Educational Health and Care Plans, IPMs and outside specialist advice reports to inform short and medium term planning.
- Plan interventions or targeted support for individuals or groups of pupils, who may or may not be on the SEND register, closely monitoring and reviewing progress on a half-termly basis and liasing with the SENDCo where necessary.
- Implement specific targets and promote appropriate learning strategies aimed at enhancing or accelerating learning.
- Ensure a consistent delivery of adapted learning opportunities to enable pupils to improve and consolidate their skills. This will include adapting/modifying learning activities and resources to enable pupils to reach their learning goals/targets.
- Teaching assistants support learning under the direction of the class teacher and SENDCo.

SENDCo

The key responsibilities of the SENDCo are taken from the SEND Code of Practice 0-25 (2015) and include:

- Overseeing the day-to-day operation of the school's SEND Policy.
- Co-ordinating provision for children with SEND or pupils with barriers to learning.
- 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 or for whom there may be a barrier to learning.

- 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 Head Teacher and Governing Body 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.

Governing Body and Head Teacher

The Governing Body will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. This will be in the form of our "SEND Information Report" and will outline our SEND policies and procedures and will also provide useful links for parents of pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Members of the Governing Body (Colette Soan and Nicola Cooke) are appointed to have specific oversight of the school's arrangements for SEND and to ensure that the Governing Body is kept informed of how the school is meeting the statutory requirements. Each term, the Chair of Governors, the SEND Governor and the SENDCo meet to review SEND Provision across school and monitor progress towards the specific school improvement priorities relating to inclusion.

The Head Teacher, SENDCo and Governing Body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as those in receipt of the Pupil Premium Grant. The Head Teacher will ensure that the SENDCo has sufficient time and resources to carry out his/her functions. This will include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Storing and Managing Information

All SEND records are managed in line with GDPR and the school's Data Protection Policy, with information stored securely in both locked cabinets and password-protected electronic systems, with access restricted to authorised staff only. All staff comply with the guidelines set out in the school's Data Protection Policy and in-line with GDPR.

Supporting parents/carers of children with SEND

The school is fully committed to a meaningful partnership with parents of children with SEND, where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

How the school will do this

The school will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships;

- Providing all information in an accessible way;

- Making the SENDCo available for meetings by appointment through the school office or by telephone or video conferencing;

- Publishing information about how the school implements the SEND Policy on the school website, following the SEND Information Regulations (2014);

- Ensuring class teachers meet with parents, at the earliest opportunity to discuss any concerns regarding their child's progress, raised either by the class teacher or the parent themselves, and encouraging them to share their views;

- Ensuring class teachers meet with parents of pupils with SEND in their class at least three times a year to set and review the outcomes of support at the individual provision meetings, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of, or in addition to parents evenings events and may be supported by the SENDCo;

- Ensuring that teaching staff are supported to manage these conversations as part of their professional development;

- Supporting and guiding parents in ways that they can help with their child's learning and development at home;

- Keeping records of the outcomes, action and support agreed through the discussions at Provision Meetings and sharing these records with appropriate school staff and the pupil's parents;

- Signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the LA's Local Offer and SENDIASS (parent information, advice and support service);

- Consulting with a representative group of parents of pupils with SEND when reviewing the school's SEND Information Report and the SEND Policy;

- Signposting parents to the SEND policy and any additional guidance available online on request;

- Planning in additional support for parents at key times, for example when considering and making a referral for a co-ordinated assessment for an EHCP and to ensure smooth and successful transition into the school or to the next phase of education;

- Seeking parents' view through periodic questionnaires and adjusting practice, where necessary, in the light of analysis of responses.

Pupil Voice and SEND

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to assess, communicate, or negotiate their own interests, desires, needs and rights. We expect pupils to become increasingly able to make informed decisions about their learning and their futures and take responsibility for those decisions.

How the school will do this

- Self-knowledge is the first step towards self-advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them. They will also have the confidence to voice their concerns, hopes and aspirations.

- Wherever possible and in an age appropriate manner, pupils with SEND will be involved in monitoring and reviewing their progress and will be, as fully as possible, involved in making decisions about future support and provision. Their views will be recorded and shared.

- All staff will actively listen to and address any concerns raised by children themselves.

- Pupils with SEND are actively encouraged to stand for election to the School Council.

- Planning in additional support for pupils at key times, for example when considering and making a referral for a co-ordinated assessment for an EHCP and to ensure smooth and successful transition into school or to the next phase

of education.

- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review or Community Assessment meeting (CAM). This can be, for example, by attending part of the review meeting in person, completing an 'All About me' sheet, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.

- Seeking pupils' views through regular questionnaires/group interview activities undertaken by the SENDCo, class teacher, support staff and/or SEND Governor considering adjustments to in the light of analysis of responses.

Reviewing this policy

This policy will be formally reviewed yearly by the SENDCo. Representatives of parents of pupils with SEND and pupils themselves will be part of the review process that informs the advice given to the Head Teacher and SENDCo.

Accessibility

We value all our pupils and are committed to providing a fully accessible environment which includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging discriminatory or ableist attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Over time, we will continue to monitor and assess the accessibility of provision. The school building is fully accessible to wheelchair users. Specialist technological equipment, including laptops, tablets, interactive whiteboards, and digital voice recorders, will be provided to support access to learning for pupils with learning difficulties. Where appropriate, and in consultation with parents and carers, staff members will take advice from specialist external agencies to procure resources to support pupils with special needs.

Our school is also resourced to manage hidden disabilities such as Autism Spectrum disorder or Sensory Processing difficulties as fully as we are able to via the use of our sensory room, low stimulus space, gym, sensory garden and Forest School areas, as well as many small sensory adaptations and resources in and out of the classrooms.

We have an Equal Opportunities Policy and we are committed to make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy adheres to the Equality Act 2010 and is available on the school website. We will liaise with external agencies to ensure the classroom environment is as supportive as possible for pupils with any type of Special Educational need or Disability.

Dealing with complaints

The school's values are concerned with meeting the needs of pupils, parents and others who have a stake in the school. The Governing Body believes that constant feedback is an important ingredient in self-improvement and raising standards. Pupils, parents, carers and other adults who have concerns or complaints should feel that they can be voiced and will be considered seriously. All complainants have the right to be

accompanied when making the complaint and pupils may be accompanied by a parent or another adult.

We are committed to equal opportunities for all irrespective of race, gender, sexuality, disability or religion. Please see our Compliments and Complaints policy for further details. **Relevant school policies linked to this policy:**

Anti-Bullying Policy

Behaviour Policy

Inclusion Policy

Safeguarding and Child Protection Policy

Equal Opportunities Policy

GDPR Policy

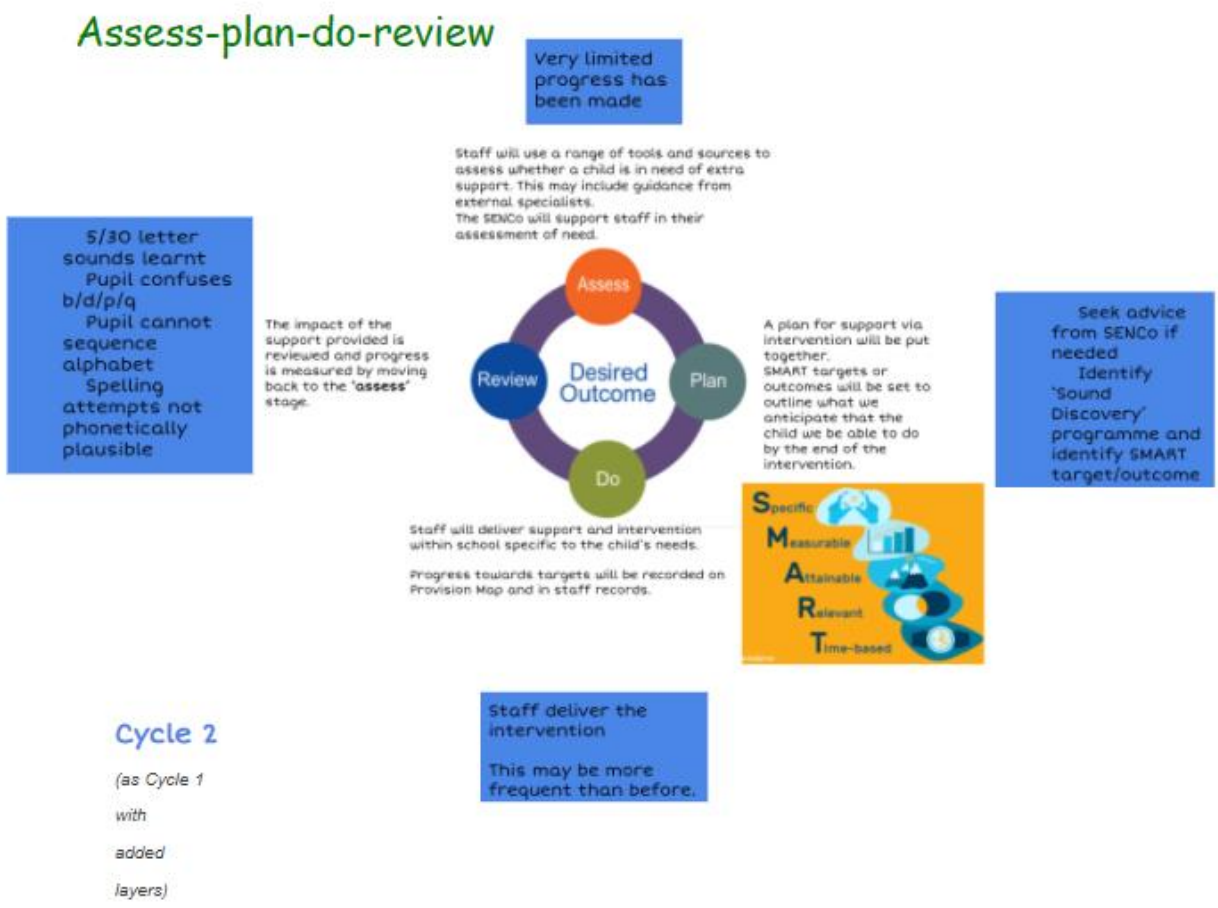
Health and Safety Policy

Management of Children with Medical Needs in School Policy

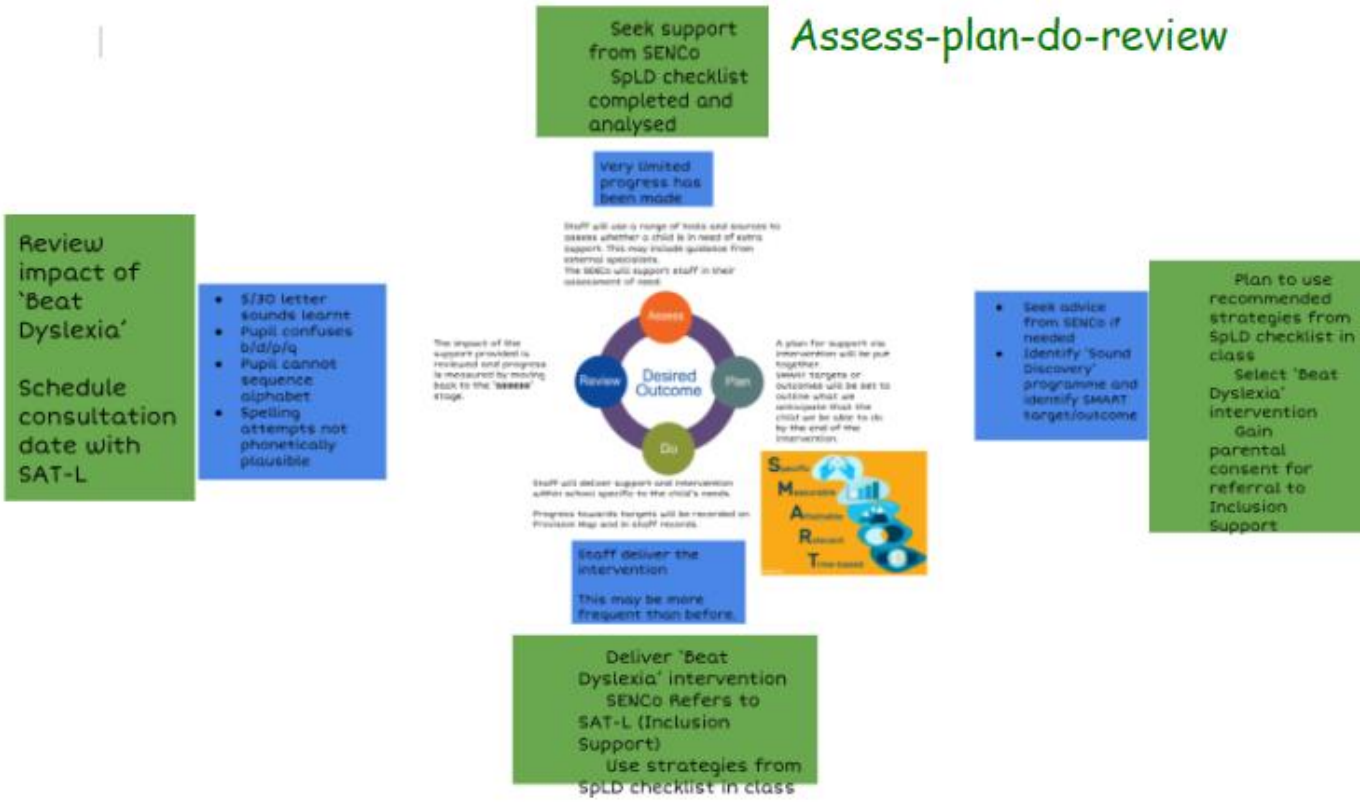
Appendices

Appendix 1- Assess, plan, do, review further cycle examples

Appendix 1



Assess-plan-do-review



Cycle 3 *(as above with added layers)*