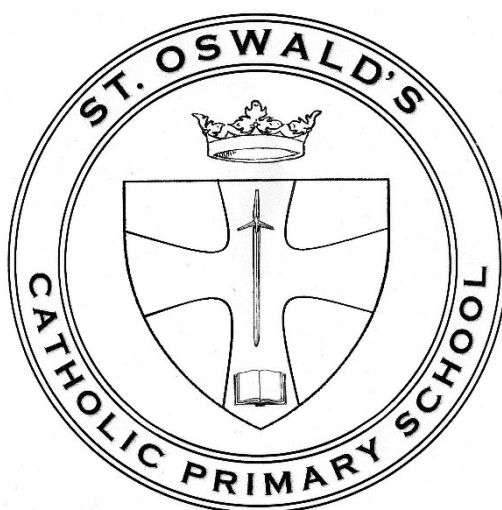


# St Oswald's Catholic Primary School



## SEND Policy 2025-2026

Approved by:	Approval date	Renewal date
Standards Committee	2 <sup>nd</sup> October 2025	Autumn 2026

This Special Educational Needs and Disability Policy is set within the context of the whole school aims and mission statement:



Together with Jesus,  
We will Learn and Grow in Faith

St Oswald's Catholic Primary School Mission Aims are:

**Gospel values**

With Jesus by our side, we will live out the Gospel values in all that we think, say and do.

**Education values**

We will strive for excellence in our ever-changing world, by promoting a love of lifelong learning.

**Community values**

By welcoming and working in partnership with the wider community, we will celebrate diversity through respect for others.

**Name and contact details for the SENDCO**

Mrs. Jacqueline Williams

Bachelor of Arts Hons in English Language and Literature with Qualified Teacher Status

Post Graduate Certificate on Special Educational Needs Coordination

Contacted directly at the school on 0151-228-8436 or via email at

[jwilliams@stoswaldsschool.com](mailto:jwilliams@stoswaldsschool.com)

The SENDCO will be contactable during school hours and will use her best endeavors to respond within 48 hours of contact being received by the school. Please expect any responses to be made during working hours and in term time.

The role of the SENDCo at St Oswald's Catholic Primary School is a Senior Leadership position (SLT). This policy was developed in collaboration with staff, parents/carers and governors to promote the inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children making reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The head teacher Miss Hay, advocates and works closely with the SENDCO to ensure reasonable adjustments are made to the curriculum, teaching and learning and assessment

opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/or Disability (SEND).

Our school Governing Board also have Governors with responsibility for SEND – Cheryl Kirk and Mr. Graham Manley.

The aims of our school permeate all aspects of school life, including the curriculum statutory and non-statutory, and extracurricular activities.

### **Aims and objectives of St Oswald's Catholic Primary School in relation to SEND provision**

At St. Oswald's Catholic Primary School, we aim to:

- Create an ethos and educational environment that is person centered; has the views and needs of the child/young person and their families/carers at its heart to encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND, which will enable them to succeed in their education and make a successful transition into adulthood.

At St. Oswald's Catholic Primary School, we will fulfil our aim through the following objectives:

- Reflect the Special Educational Needs and Disability Code of Practice 0 to 25 (January 2015) 6.36 (Page 99) *Teachers are responsible and accountable for the progress and the development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.* Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- Adopt fully **The Graduated Approach** to ensure that all pupils with special educational needs and/or disabilities are identified early and assessed and catered for within the school/setting with high expectations for the best possible progress.
- Work within a 'person centered approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- Encourage and engage the participation of children and parents/carers in the decision-making and the planning and review of outcomes with regard to their provision.
- Clearly identify the roles and responsibilities of school staff and the SEND Governors in providing an appropriate education for pupils with special educational needs and/or disabilities.

- Be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

### **How Pupils with SEND are identified within St Oswald's Catholic Primary School**

*"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." (Special Educational Needs and Disabilities Code of Practice 2015 6.15)*

At St. Oswald's Catholic Primary School, we recognise the importance of early identification of child who may be facing challenges or difficulties in accessing the curriculum and/or their personal or social development.

We use a number of indicators to identify a pupil's Special Educational Needs such as:

- class teachers carry out and analyse regular termly and yearly assessments (including Pre- Key stage Standards) and annual pupil assessments including standardised scores.
- children working below Pre-Key Stage standards at the end of KS1 and KS2 are assessed using the Engagement Model formative and summative assessment tool
- any teacher or support staff concerns through the use of cause for concerns forms
- following up parental concerns
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

### **What is not SEND but may impact on progress and attainment may include:**

- disability
- attendance and punctuality
- health and welfare
- EAL
- a child being in receipt of pupil premium
- a looked after child
- a child of a serviceman/woman

Before the SENDCo becomes involved with a child, teachers will meet with the Senior Leadership Team in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

We also recognise that slow progress and low attainment does not necessarily mean that a child has SEND, and should not automatically lead to a pupil being recorded as having SEND. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across a range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published **St Oswald's Local offer** which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

The four broad areas identified within the SEND Code of Practice 2015 are:

**Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions

**Cognition and Learning** –including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PLMD) and specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

**Social, Emotional and Mental Health Difficulties** – including Attention Hyperactivity Deficit Disorder (ADHD), Attention Deficit Disorder (ADD), Attachment Disorder or an underlying health need such as anxiety.

**Sensory and/or Physical needs** – including Hearing Impairments, Visual Impairments, Multi-Sensory Impairment and any Physical impairments.

Once a child has been identified as having SEND, the SENDCo will ensure joint working with staff and parents/carers to informally begin gathering evidence and start with what is known as: **The Graduated Approach**. At this point, the pupil will be placed on the SEND register at SEND support. This process will lead to the identification of the child's primary, and if required, a secondary need. The school will not delay in putting in place reasonable adjustments which

may include extra small group teaching or other rigorous interventions designed to secure better progress where required.

The purpose of identification is to work out what action the school needs to take to improve outcomes, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

### **How St Oswald's Catholic Primary School teaches pupils with Special Educational Needs:**

Adaptive and Quality First teaching is a priority for all pupils in the school including those with SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

When deciding to make Special Educational provision for a child, the class teacher, SENDCo and parents/carers should be involved. Where a pupil is identified as having SEND, adjustments to teaching are made to try and remove barriers to learning and put effective provision in place.

The SEND support takes the form of a four-part cycle through which targeted decisions and actions are made, revisited and revised, after assessing pupil's needs against expectations of good progress. This cycle is known as **The Graduated Approach of Assess, Plan, Do, and Review.**

#### **ASSESS** (refer to assessment policy)

In assessing a child/young person, the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. The context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour against their peers and national data. The pupil's own views are sought. The school liaises fully with outside agencies who are conducting an assessment. Any concerns by parents are actively listened to and addressed where possible. Assessment data is reviewed every term in our school.

**PLAN:** - We will formally notify parents/carers if their child is being provided with SEND support despite prior involvement and communication. The teacher and SENDCO agree adjustments to provision in consultation with the parent/carer and pupil, also interventions and support as well as the expected impact on progress (outcomes), development or behaviour with a clear timeframe for review.

**DO:** - The School's SENDCO in consultation with the class teacher will advise on the appropriate support needed for the child. The teacher remains responsible for working with the child, and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this, and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

**REVIEW:** - Reviews are carried out at three times per academic year within the agreed time frame. Some children have an EHCP (Education, Health and Care Plan). This must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENDCO's role. When we review, we evaluate the impact and quality of the support and consider the views of the parents/carers and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENDCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent/carer and pupil. We strive to provide clear information to parents/carers about the impact of support and interventions enabling them to be involved in planning next steps. In transition to another setting, information is shared.

### **How St Oswald's Catholic Primary School adapts the curriculum and the learning environment for pupils with Special Educational Needs and Disabilities**

The Disability Discrimination Act, as amended by the Special Educational Needs and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The school is proactive in removing barriers to learning (see accessibility plan and teaching and learning policies).

The school increases and promotes access for disabled pupils to the school curriculum. The school has improved access to the physical environment of the school. In school we have:

- Ramps outside for ease of access to school
- A lift in the junior building which the children can use to access all floors
- Reflector strips on hand rails and stairs for children with a visual impairment
- Accessible toilets in both buildings

The school strives, when appropriate to improve the delivery of information to pupils with SEND and their families. This will include planning to make written information provided by the school available in different formats. Advice regarding this will be taken from specialist teachers. Examples might include larger text, visual timetables, textbooks, information about school events, writing slopes, pencil grips etc.

### **How St Oswald's Catholic Primary School manages the needs of pupils who qualify for SEND support**

In most cases, the pupil's needs are met effectively within school. The way this is carried out is accessed in the school's Local Offer which is published and can be seen on the school's website and the Liverpool Family Services directory or at:

[Liverpool Local Offer](#)

Where a pupil continues to make less than expected progress, despite support matched with interventions and the addressing of areas of need, it may be necessary to involve specialists from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist, and consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).

Where assessment indicates that support from specialist services is required, the school strives to ensure that the pupil receives this as quickly as possible. School prioritises the needs of the SEND children and specialist appointments are allocated on need. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in St. Oswald's School include, Educational Psychology, SMHT (School Mental Health Team), SENISS, Liverpool BIT team, Speech and Language Therapy Services, Sensory services, Occupational Therapy services, ASD and ADHD teams at Alder Hey and Together Trust.

Some children may have multi-agency involvement, and school will consider the criteria for the levels of need; where relevant it may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.

In the 'Review' stage of the Graduated Approach, if a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their need, then the school can ask for further support from the Local Authority. This can be via High Needs Funding or a request for an Educational, Health and Care Assessment (EHC) of Need. This would involve the child, parents/carers and all agencies involved with the child, and may lead to the Local Authority issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within the school. Their progress will be monitored by the school and also through an Annual Review, where the outcomes of the EHCP will be considered.

All the children are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND register are made in partnership with the parent/carer at the end of each monitoring process.

If a child has fully achieved outcomes recommended by a specialist agency and progress has been made with no further targets set, then the child will be removed from the school's SEND register. Their progress will continue to be monitored as part of the school's assessment process. If necessary, the child can be re-referred. In some cases, children are discharged from a service when time is needed to consolidate targets given with the proviso that they will be referred once targets have been met. This is particularly the case for children working with the Speech and Language Team.



For those children on the school's SEND register for Cognition and Learning difficulties, they will be removed from the register once sufficient progress is made and the gap is closed. Their progress will continue to be monitored as part of the school's assessment process

### **How St Oswald's Catholic Primary School works with parents and carers in planning for provision and reviewing progress, and how you support them in accessing information**

At St Oswald's Catholic Primary School, we aim to work in partnership with parents/carers and ensure that they are fully informed about all matters relating to their child's Special Educational Needs. We recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEND support outside school as well as the parents/carers particular knowledge of their child/young person. Our SEND report is published on our website: [www.stoswaldsschool.com](http://www.stoswaldsschool.com) and available as a printed copy in our main reception and is updated regularly. We guide parents/carers towards the Local offer for information about wider services which can be across Liverpool and the wider Merseyside area.

#### **[Liverpool Local Offer](#)**

In creating the School's Local offer parental consultation was important. This is an ongoing process and the school operates an open-door policy where parents/carers are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as PTFA, questionnaires and coffee mornings, drop-in sessions, events etc.

Where a pupil is receiving SEND Support the school endeavors to talk to parents/carers regularly to set clear outcomes and review progress, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school. Personal Provision Plans and Reviews go home each term and parents are encouraged to feedback to school on both the initial plan and the review information.

At all stages of the SEND process the school keeps parents/carers fully informed and involved. Parent's evenings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents, form an important part of monitoring and recording for the school. There are opportunities to talk to the SENDCO during the SEND parents' days held termly.

### **How St Oswald's Catholic Primary School enable pupils with SEND to participate in all activities together with pupils who do not have SEND**

In school, we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.

Children/young people are encouraged to participate fully in the life of the school. This includes extra-curricular clubs, activities and sporting competitions where the SENDCO monitors the attendance of those with Special Educational Needs and Disabilities to ensure that there is good representative participation from these groups.

**What support St Oswald's Catholic Primary School offers for improving the Emotional, Mental and Social Development of pupils with special educational needs.**

St Oswald's Catholic Primary School recognises that some children and young people may experience a wide range of social and emotional difficulties that may manifest in different ways. These may include:

- Becoming withdrawn or isolated
- Displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviour because of low self-esteem or other issues such as neglect. The school employs two home/school link officers: Mrs. J Finch and Mrs. S Mahon who support families with a range of family issues.

**At St Oswald's Catholic Primary School, we have clear processes to support children and young people and these are linked to our Relationship and Anti bullying policies.**

These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

EYFS	KS1	KS2
1-1 Sessions	1-1 Sessions	1:1 Sessions
Think Yourself Great	Think Yourself Great	Socially Speaking
	Lego Therapy	Lego Therapy
	Play Therapy	Play Therapy
		Emotional Literacy
		SMHT

### **Supporting Children with Medical Needs**

At St Oswald's Primary School, we recognise that children with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children with medical conditions may have a disability and where this is the case, the school will comply with its duties under the Equality Act 2010. Some also may have SEND and may have an Educational Health Care Plan (EHCP). If so the SEND Code of Practice (2015) is followed. Please see our Supporting Children with Medical Needs Policy.

### **How senior leaders and governors at St Oswald's Catholic Primary School monitor and evaluate the impact of the school's SEND provision.**

The SEND Governors at St Oswald's Catholic Primary School are Mrs. Cheryl Kirk and Mr. Graham Manley. They can be contacted via the school office, Head teacher or Chair of Governors. The SEND Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body
- being familiar with key legislation and policy
- fostering communication between parents/carers of children with SEND and the school
- meeting regularly with the SENDCO and visiting classrooms
- ensuring they understand the role of the SENDCO and how pupils are supported
- developing an awareness of the types of SEND present within the school cohort;
- reporting regularly to the Governing Body
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND
- assisting in monitoring the progress of vulnerable pupils
- reviewing and monitoring the effectiveness of the SEND Policy

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy' (pg.5). The SEND Governors will also liaise with the SENDCo's in relation to the Local Offer and the SEND Information report.

In evaluating the effectiveness of this policy, the school will consider the views of reports presented by the Head teacher, SENDCOs and Link SEND Governor, Parents/Carers, pupils and outside agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and these will be analysed carefully through:

- consideration of each pupil's success in meeting outcomes
- use of standardised tests
- an analysis of external tests including SATs
- the school's tracking systems and teacher assessments
- evidence generated from Provision maps and Annual Review meetings.
- reports provided by outside agencies including OFSTED

#### **What training on SEND will be available for teachers, support staff and the SENDCOs?**

All primary schools within Liverpool belong to a Primary SEND Support Partnership (PSSP), which provides opportunities to share best practice and offers support within the locality. Training on SEND is arranged with the support and involvement of the services attached to PSSP. The training is needs led and linked to the school development plan, needs of the particular PSSP and the school's Local offer. Specific training can be provided for the SENDCO, teachers, teaching assistants, whole school and parents. Liverpool School Improvement service provides two SENDCO Briefings and an annual SENDCO Transition Forum (KS2/3) in June, where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place. Training can also be accessed outside the PSSP if it is needed.

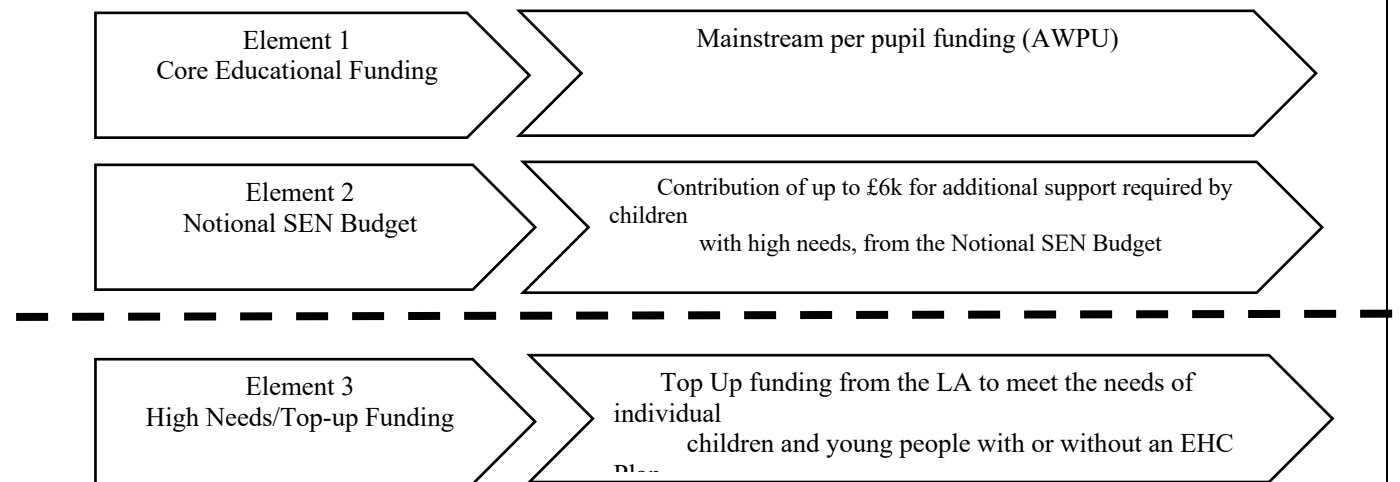
All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENDCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

#### **How SEND is funded at St Oswald's Catholic Primary School.**

All schools receive an amount of money to support children with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to have a 'notional SEND budget' which caters sufficiently for the special educational needs of the children within their school.

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. This is not a personal budget for specific SEND children. It can for example be aligned with other funding (e.g., pupil premium) to optimise impact. The Head teacher, SENDCO and senior leaders have a key role in determining how this budget is used, for example to provide staff, interventions and targeted support.

The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:



The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- specialist training for SEND roles
- Learning Support Teachers and Teaching Assistants
- training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively
- specialist books, resources and equipment
- in class and withdrawal support from support staff
- bought in professional services

**How St Oswald's Catholic Primary School approaches its statutory duties in terms of increasing its accessibility over time.**

(Also see Accessibility Plan and Disability Equality Scheme)

All pupils at St Oswald's Catholic Primary School have equal access to a broad and balanced curriculum and Adaptive Teaching to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is monitored closely.

Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria; they are differentiated appropriately and assessed to inform the next stage of learning.

Provision Mapping reflects the SEND provision provided by the school. Personal Provision Plans contain outcomes to ensure that all pupils experience success.

Following the Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHCP). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

#### **How St Oswald's Catholic Primary School handles complaints from parents/ carers of pupils with SEND about SEND provision.**

Complaint will be dealt with using the procedures outlined in the Complaints Policy 2025 to 2026 which can be found on the school's website.

#### **Who is responsible for what?**

We acknowledge that the SENDCO shares responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEND, they often appoint a SEND Governor to support their work. The SEND Governors at St Oswald's Catholic Primary School promote the development of SEND provision in the ways identified previously.

The Governing Body will report annually on the success of this policy under the statements listed in '**The aims and objectives of this policy**' (page 3)

In evaluating the effectiveness of this policy, the school will consider:

- Findings of the SEND information report including its Local Offer.
- Reports presented by the Head teacher, SENDCO and Link SEND Governors
- Views of Parents/carers
- Views of Pupils
- Outside Agencies with evidence of joined together working.

- Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:
- Consideration of each pupil's success in meeting their agreed outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from Provision mapping and related interventions and person-centered planning reviews from Education, Health and Care plans and EHATs.
- Reports provided by outside agencies including Ofsted.

### **The role of the SENDCO**

The role of the SENDCO involves:

- A non-teaching member of the Senior Leadership Team
- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- Advising and supporting colleagues
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually, updating the school's SEND information report in line with statutory guidelines.
- Co-coordinating 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/carers 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 head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Monitor and support a Graduated Approach of Assess, Plan, Do and Review.
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.
- Ensuring that the school keeps the records of all pupils with SEND up to date for example participation of pupils in clubs and activities.
- In line with good practice reference to children with SEND is included in all our policies.

### **Storing and managing Information**

All information is stored according to the Confidentiality Policy and the Data protection Policy.

### **Reviewing the Policy**

We will review this SEND Policy annually as part of our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND policy reflects our current working.

### **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:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2015 – effective from 1<sup>st</sup> April 2015
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers’ Standards 2012
- Children’s and Families Act 2014