

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Children and Families Act (2014)
- Equality Act 2010: Advice for schools, DfE 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- The National Curriculum in England for Key Stage 1.
- The Early Years Foundation Stage (2021)
- Normanton All Saints CE (A) Infant School Safeguarding Policy
- Accessibility Plan
- Disability and Equality Scheme
- Teacher Standards (2021 update)

The current SENCO is Mrs Elizabeth Cowling. She holds the National Award for SEN Coordination and is a member of the Senior Leadership Team. She can be contacted at school on 01924 894309 or by email at [headteacher@allsaints-normanton.wakefield.sch.uk](mailto:headteacher@allsaints-normanton.wakefield.sch.uk).

At Normanton All Saints we strongly believe that all our learners have gifts and talents and regard it as a privilege to find and nurture the growth of each child. All children are special and may have varying levels of Special Educational Needs (SEN) that we aim to cater for within the daily routine. Some children experience greater difficulty in learning compared to most children of the same age. Other children are particularly gifted. All pupils have daily access to well-planned and differentiated work that provides opportunities to challenge and extend every child's learning. Some will benefit from the extra help given by the support staff who are available to encourage and guide children towards achieving their full potential. All teachers are teachers of pupils with special educational needs and disabilities. Teaching such pupils is therefore a whole school responsibility. Our educational aims for pupils with SEND are the same as those for all children in our school: we wish to raise the expectations and aspirations for all with a focus on excellent outcomes for our pupils.

As an inclusive school, we strive to make all reasonable adjustments to meet the learning needs of all our pupils. This SEN policy details how our school will do its best to ensure that the necessary provision is made to include any pupil who has SEND. Our school will have made regard to the 'Special Educational Needs Code of Practice 0-25' when carrying out its duties toward all pupils with SEND, and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents plays a key role in enabling pupils with SEND to achieve their full potential. Our school recognises that parents hold information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents of pupils with SEND will be treated as partners and supported to play an active and valued role in their child's education. Pupils with SEND often have knowledge of their own needs and their views about what sort of help they would like to make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

#### **Definition of Special Educational Needs (SEN):**

Normanton All Saints CE (A) Infant School adopts the definition of special educational needs as stated in the Special Educational Needs Code of Practice 0-25 (DfES 2014).

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

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

- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Children must not be registered as having a learning difficulty solely because of a language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- For children two or over, educational or training provision which is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers;
- For children under two, educational provision of any kind.

Within school, pupils with SEN are identified on the schools SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

#### **Definition of a disability (D):**

A person has a disability if he or she has a physical or mental impairment that has substantial and long term adverse effect on his / her ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have a difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school. Children within the school who have special education provision made for them as a result of a disability are also identified on the school SEND register.

It is possible to have a disability without having special educational needs.

#### **What needs do we have experience of supporting at our school?**

Normanton All Saints CE (A) Infant School is a mainstream school with experience of supporting pupils with a range of differing needs including learning difficulties; social, emotional, behavioural and mental health difficulties; physical difficulties; autistic spectrum disorders; sensory impairments; speech, communication and language difficulties; medical difficulties and other difficulties or disabilities.

All teachers in our school are teachers of children with special educational needs. As such, Normanton All Saints adopts a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. All members of staff in school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole. SEND provision is managed by the SENCO (Mrs. Elizabeth Cowling).

#### **The SEND Team:**

1. The Headteacher: The Headteacher has responsibility for the strategic management of SEND.
2. The SEN Co-coordinators (SENCO): All mainstream schools must appoint a designated teacher, the Special Educational Needs Coordinator, who is responsible for the day to day operation of the school's SEND policy. In accordance with the Children's and Families Act (2014), The SENCO at Normanton All Saints has undertaken the Postgraduate National Award in Special Educational Needs Coordination. She co-ordinates provision for pupils with SEND and liaises with parents, staff and external agencies.

SEND at Normanton All Saints CE (A) Infant School is led by the SENCO. The SENCO works with pupils, staff, parents/ carers and outside agencies. An appointment to meet with the SENCO can be made by speaking to the administrative staff in the school office.

The key responsibilities of the SENCO include:

- helping identify pupils with SEND
- liaise with and provide support and advice to colleagues to ensure effective teaching and inclusive practices
- liaise with and support the Learning Mentor
- maintaining an SEND register, with records on pupils with SEND
- managing and coordinating provision for pupils with SEND
- overseeing the records of all pupils with SEND
- liaising with parents of pupils with SEND
- contributing to the in-service training of staff
- be the key point of contact and liaise with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- the day-to-day operation of the school's SEND policy
- advising on the deployment of the schools delegated budget and other resources to meet pupils' needs effectively
- tracking the progress and attainment of pupils with SEND alongside the SLT
- tracking the progress and attainment of pupils who are at risk of falling into the criteria for SEN intervention
- publish an annual SEN Information Report
- reporting to the head teacher and governing body

#### **The SEND Governor:**

A member of the Governing Body also takes a special interest in SEND, although the Governing Body as a whole are responsible for making provision for pupils with special educational needs. Governors have responsibility for:

- defining, developing and monitoring the SEND policy;
- ensuring that they are up-to-date with their knowledge of the school's SEND provision;
- Ensuring that SEND is integral part of the School Improvement Plan;
- Ensuring that parental complaints are dealt with in accordance with school policy;
- Reporting to parents annually on the implementation of the SEN policy.

#### **Teaching Assistants (TAs) and Learning Mentor:**

Our TAs work mainly within class based sessions, supporting identified children. This enables us to offer small group support to those children with higher level of need at SEN support. Their work is carried out under the direction of the class teacher, SENCO and SLT.

Additionally, TAs may run some of the many interventions on offer within school for example Musical Interaction (Social and communication programme), Fit to Learn (balance and motor skills) and Lego therapy (social and emotional well-being, self-esteem), Secret Writers club or Marvelous Math's.

Our Learning Mentor and many of our TAs provide support for pupils with social, emotional or mental health difficulties. They provide safe and secure environments in which pupils can talk to an adult, particularly for those pupils who have low self-esteem or poor social skills. Many of our TAs are also trained in bereavement counselling and can support pupils and families who are bereaved.

TAs work with pupils who have an IEP, MSP or and EHCP, supporting them in the classroom and through 1:1 work. They plan with the class teacher, SENCO and external agencies to support a child's targets. Support is tailored to suit the individual needs of the child as identified within their IEP, MSP or EHCP.

## **External Agencies:**

Normanton All Saints Infant School has access to advice and training from a wide range of experts from outside the school. These include:

- Educational Psychologists
- Learning Support teachers
- WISENDSS advisory teachers
- Pre- 5 Service
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Behaviour Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- CFit (Child and Family Inclusion Team)
- School nurses
- Social Care Direct
- Educational Welfare Officers
- STAR Bereavement

The SENCO meets biannually with the WISENDSS advisory service and she meets biannually with the Educational Psychologist service and a representative from the Learning Support Service (LSS). Parents must give their consent for the SENCO to discuss their child's needs at any biannual planning meetings held with the Educational Psychologist and WISENDSS service. The SENCO will complete referral forms, signed by parents and gather any evidence regarding the learning needs and progress of the individual pupil. From this meeting the services of other support agencies may be requested to support the learning and/or behaviour of the child.

We also help parents by signposting services such as:

- Wesail
- Safe at Home

## **Wakefield LA's Local Offer:**

Local Authorities must publish a local offer, setting out in one place, information about provision they expect to be available across education, health and social care for children and young people in the area who have SEN or are disabled. This can be found at [www.wakefield.mylocaloffer.org](http://www.wakefield.mylocaloffer.org).

Similarly, Normanton All Saints produces its own local offer which includes this policy, our SEN Information Report, Accessibility Plan, Disability Equality Scheme and provision maps. These may be found on the school's website.

## **Identification, Assessment and Provision**

Provision for pupils with SEND is a matter for the school as a whole. In addition to the governing body, the head teacher, the SENCO all other members of staff have important day-to-day responsibilities. *All teachers are teachers of pupils with special educational needs.* Teaching such pupils is therefore a whole school responsibility.

Special educational provision and additional support may be required if a pupil has one or more of the following needs:

- Learning difficulties
- Communication difficulties
- ASD- Autistic Spectrum Disorder
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health

The identification and assessment of the SEN of pupils whose first language is not English, requires particular care. Where there is uncertainty about an individual pupil, teachers will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language or arise from SEN.

#### **A graduated approach to SEN support:**

All pupils will receive quality first teaching and have access to a highly differentiated curriculum before the SEN continuum of need is triggered.

In order to help pupils who have SEND, our school adopts a graduated response recognising there is a continuum of SEN and uses increasing specialist expertise as necessary.

1. Areas of concern recorded and discussed with parents
2. SEN School Support initiated (IEPS, care plans and individual provision maps are created in response to individual needs)
3. My Support Plan created using a multiagency approach
4. School request for a statutory assessment
5. Education, Health Care Plan (EHCP)
6. Annual review of EHCP.

1. **Areas of concern record** Teachers will liaise with the SENCO for advice and support regarding pupils in their class. If they have any significant areas of concern regarding the learning or social, emotional and mental health of any pupils, they will record these on an Areas of Concern record. This is kept by the SENCO and monitored in subsequent assessment weeks. The SENCO will also observe pupils in their classroom setting and key times throughout the day and will work with pupils on a 1:1 basis to perform any further assessments. The SENCO also closely tracks and monitors pupils at risk of needing SEN intervention through analysis of data and test results e.g. Year 1 phonics screening check, analysis of pupils who did not reach a good level of development in the EYFS.

#### **2. SEN School Support**

**Foundation Stage** Our school will assess each pupil's levels of attainment on entry (baseline assessment), at stages identified on the assessment calendar and at intermediate intervals as appropriate. The results of these assessments will highlight pupils who do not meet our year group expectations or progress and attainment. These pupils may be put on to our Special Needs Register (SEND register).

**Key Stage 1.** Pupils will be placed on the SEN register under this category when:

- despite receiving differentiated learning opportunities, they make little or no progress
- they show signs of difficulty in developing literacy or mathematics skills
- they are working significantly below the expected standard in their year group for reading, writing or math's
- they present persistent emotional or behavioural difficulties which require extra behaviour management strategies above and beyond school procedures outlined in our behaviour policy
- they have sensory or physical problems
- they have communication and/or interaction difficulties.

The pupil's class teacher will use this information to support the child in their learning. This will include differentiating the curriculum and resources and provide reasonable adjustments to ensure that do all we can to meet the child's needs in our mainstream setting. Individual targets will be set and these will be recorded and agreed on the pupil's IEP. Parents will be kept informed and involved at each stage of this process.

3. **My Support Plans** A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the pupil's IEP. At *this stage* external support services, will usually see the pupil so that they can advise teachers on new IEP targets with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support

for particular activities. The triggers for the writing of a My Support Plan will be that, despite receiving individualized support under SEN *School Support*, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of similar aged pupils
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The resulting IEP and My Support Plan for the pupil will set out fresh strategies for supporting the pupil's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP and My Support Plan continues to be the responsibility of the class teacher. IEPs will be reviewed and updated every half term and My Support Plans will be reviewed and updated every term.

**Individual Education Plans and My Support Plans** An IEP / My Support Plan will record any support the child will need above or beyond that offered by a differentiated curriculum. This plan will be discussed and written at a meeting with the child and their parent. The IEP/ My Support Plan will include up to four or five individual SMART targets that match the pupil's needs. One target will be a home target and strategies will be suggested to support parents. The IEP will be reviewed each half term and the My Support Plan every term, with parents prior to a new one being set. Some children with a My Support Plan or those with an EHCP may however need to be on a different IEP / My Support Plan review cycles to allow all external agencies to be involved in the setting of targets for that child. Any outstanding targets may be put onto the new IEP. Some pupils may have made so much progress that a new IEP may not be needed and the pupil will be taken off the SEN register. All pupils will also take part in the review process and be involved in setting and agreeing the targets to the best of their ability. It is important that the ethos of the review meeting is a celebration of the progress made whilst remaining clear that the pupil is still requiring extra support to achieve our expectations.

The IEP will include:

- the short-term targets set for the pupil
- the provision to be put in place e.g. different learning materials or special equipment, some group or individual support, extra adult time
- access to LA support services for advice
- when the plan is to be reviewed

On some occasions, pupils may enter Lower Foundation with SEND that have been identified by other assessments e.g. Health visitor or other medical professional. Their information will be transferred onto an education system automatically at *the stage in which the child has already been assessed at*.

**4. School request for a statutory assessment** If we refer a pupil for a statutory assessment, we should provide the LA with a record of their work with the pupil including the arrangements already made in school.

Where the school makes a request for a statutory assessment to an LA, the pupil will have demonstrated significant cause for concern. The LA will need information about the pupil's progress over time, and will also need documentation in relation to the pupil's special educational needs or disability and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through SEN *School Support* and *My Support Plans*. This information may include:

- individual education plans for the pupil (IEPs)
- reviewed My Support Plan with minutes of meeting held with outside agencies
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- National Curriculum attainment in reading, writing, mathematics and science or EYFS Profile scores
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist

- views of the parents and of the pupil
- involvement of other professionals such as health, social services or education welfare service.

## **5. Statutory Assessment of Special Educational Needs**

Statutory assessment involves consideration by the LA, working cooperatively with parents, the pupil's school and, as appropriate, other agencies, as to whether a statutory assessment of the pupil's special educational needs is necessary. A pupil will be brought to the LA's attention as possibly requiring an assessment through a request by the pupil's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the pupil's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the pupil's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the pupil's special educational needs is such as to require the LEA to determine the child's special educational provision through an Education, Health and Care Plan (EHCP).

**Education Health and Care Plan** will include:

- the pupil's name, address and date of birth
- details of the child's history, in line with the 'only tell it once' initiative
- details of all of the pupil's special needs
- identify the special educational provision necessary to meet the pupil special educational needs
- identify the type and name of the school (if necessary) where the provision is to be made
- include relevant non-educational needs of the pupil
- include information on non-educational provision
- the child's hopes and aspirations for the future
- long term targets to support each child's individual needs
- details of the waves of intervention a child is accessing to support their special needs at Waves 1, 2 and 3.

All pupils with an Education Health and Care Plan will have short-term targets set for them that have been established after consultation with parents, pupil and include targets identified in the statements of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

**Annual review of an Education, Health and Care Plan** All EHCP must be reviewed at least annually with the parents; the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At the review in year 2, a phase transfer takes place where the SENCO of the receiving junior school is invited to attend, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur. (Pupils in Year 2, must have their annual review before the end of the Autumn Term in Year 2.)

**Supporting pupils at school with medical conditions (please refer to Supporting pupils at school with medical conditions policy 2016):**

Normanton All Saints recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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 may also have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and in such cases the SEN Code of Practice (2014) is adhered to.

In all cases staff will take into account:

- the needs of the pupils with medical conditions that they teach,
- receive sufficient and suitable training and achieve the necessary level of competency,
- act accordingly when they become aware that a medical condition needs help.

On notification that a pupil has a medical condition the following procedures will be adhered to:

1. Parents or healthcare professional informs school that a child has been newly diagnosed, or is due to attend new school, or is due to return to school after a long-term absence, or that needs have changed.
2. Headteacher or senior member of staff (SENCO and Assistant Headteacher) will coordinate a meeting to discuss the child's medical support needs and identifies a member/ members of school staff who will provide support to the child.
3. A meeting will be held to discuss and agree on the need for an Individual Health Care Plan (IHCP) to include key school staff, child, parent and relevant healthcare professionals (or to consider written evidence provided for them).
4. An IHCP will be developed in partnership with healthcare professionals and those involved will agree who leads the plan.
5. School staff training will be identified.
6. Healthcare professional commissions / delivers training to staff and a review date will be agreed.
7. IHCP implemented and circulated to relevant staff
8. IHCP reviewed annually or when conditions change. In this case the parent's / healthcare professionals to initiate stage 3 again.

#### **Individual Health Care Plans (IHCP):**

Some pupils may require their own IHCP. This will be written by the school SENCO alongside external agencies such as school nursing to support pupils with long term, complex medical conditions whilst at school. IHCPs will be developed with the child's best interest in mind and ensure that the school assesses and manages risks to the child's education, health and social well-being, and minimizes disruption. The IHCP will be reviewed annually or when the conditions change. For pupils who have medical conditions that require an EHCP, compliance with the SEN Code of Practice (2014) will ensure compliance with this guidance with respect to those children.

#### **Relationships with Parents/Carers:**

At Normanton All Saints we recognise the value of parents / carers' knowledge of their children and will seek to use that information in planning support for pupils. Parents / carers' are encouraged to be fully involved with their child's educational provision, so that a collaborative approach can be implemented and are always welcomed into the school.

Class teachers will meet with the parents / carers' of pupils identified as having SEND six times a year (every half term) to discuss the progress of their child, review current targets and set new targets where necessary. These meetings may also be attended by the SENCO or representatives by outside agencies.

Throughout all stages of support (outlined in the graduated response), parents / carers' are kept informed. Their permission is sought for referrals to outside agencies, such as the learning support service, Speech and Language therapy services, Educational Psychology etc.

We actively encourage parents to discuss any concerns that they have about their child's needs. This is usually with the class teacher, although parents are welcome to make an appointment to meet with the SENCO directly.

The school can provide information about the Parent Partnership Service to all parents of pupils with special educational needs and / or disabilities. Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice.

**Access to the curriculum:**

All children are entitled to a broad and balanced curriculum including The Early Years and National Curriculum in line with the school's policy for inclusion. Where pupils have special educational needs and/or a disability, a graduated approach will be taken. The school will, in other than exceptional cases make full use of classroom and school resources before drawing on external support.

It is desirable to work with SEND pupils in the classroom and to enable them to access the full curriculum at their level through quality first teaching, differentiation and by supporting their learning alongside the class teacher and their peers. Sometimes pupils benefit from access to 1:1 support or small group support, external to the classroom, to address specific skills to enable them to access the curriculum more fully or to address individual needs or targets. If appropriate, pupils are withdrawn into a specialist group intervention and given 1:1 or small group support in a quiet, distraction free environment.

All pupils are encouraged to communicate how they feel about their learning and their progress and are encouraged to 'have a go' and take charge of their own learning. All pupils are encouraged to be supportive to one another and join in with praise and encouragement through candle time, peer working, talk partner work etc. We believe this alongside the staff's praise and encouragement is fundamental to pupils making progress.

Planning reflects the whole school approach to teaching and learning and will take account of special educational needs. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

**Educational Visits and sporting activities:**

The school will actively support pupils with medical conditions and SEND to participate in school trips and visits, or in sporting activities, and not prevent them from doing so. Appropriate staff will be aware of how a child's medical condition or SEND will impact on their participation, but there should be enough flexibility for all children to participate according to their own abilities and within any reasonable adjustments. The school will consider what reasonable adjustments they might make to enable children with medical conditions and SEND to participate fully and safely on visits. A risk assessment will be in place and will take account of advice from parents and relevant healthcare professionals.

**Allocation of resources:**

The LA provides the school with money in the school budget towards meeting pupils' SEND and additional funding can be provided for pupils with EHCPs. In addition, the school provides and plans for pupils with SEN from their delegated SEN budget. The school spends this money on:

- Teaching assistants
- Training for all teachers and TAs so they can meet pupils' needs more effectively;
- Specialist books and equipment.

**The school building:**

The school complies with the Disability Discrimination Act, through ensuring equal access to both the school's building and curriculum. There is wheelchair access to the building and the school has disabled toilets.

**Specialist Facilities:**

The school does not have any specialist provision or unit for SEND.

**Admission and inclusion Arrangements:**

Pupils with SEND are admitted to the school on the same basis as any other child, as outlined in the admissions policy (this can be found on the school website).

**Remote learning:**

In the case of school closures due to Covid 19 all pupils with an EHCP will be offered a place in school in consultation with their parents and the SEND service.

The school uses the online learning platform Seesaw and Microsoft Teams and pupils are offered a range of pre-recorded and live lessons.

When remote learning is required (e.g. school closure , bubble closure or isolation) all pupils on the SEND register will continue to have access to learning that is matched to their individual needs and stages of development. The SENCO will liaise with parents and external SEND services about the format of this and adaptations made as necessary.

Annual reviews and My Support Plan reviews will continue remotely to ensure timely and appropriate access to provision.

**Further Information:**

For further information about provision for pupils with SEND, please contact our SENCO.

**Complaints:**

If any parents/carer of a child with SEND has a complaint, they should contact the SENCO or Headteacher in the first instance. A copy of the school's complaint policy can be found on the school website.

**Safeguarding statement**

**Child Protection** Through their day-to-day contact with pupils and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect. Where it appears to a member of staff that a child may have been abused, the school is required, as part of local child protection procedures, to report their concerns to social services immediately. The Head teacher (and the Assistant Head teacher in her absence) is the designated teacher responsible for child protection. The Chair of Governors is the designated governor responsible for child protection.

**UK-GDPR** School collects data in order to meet its statutory responsibilities for the provision of education to children in accordance with the requirements of the Education Act 1996 and The School Standards and Framework Act 1998. Some of this data will be shared with Wakefield Metropolitan District Council and may be shared with other agencies that are involved in the health and welfare of school children. Please be aware that personal data is also covered by the UK-GDPR whereby you as an individual may be liable if you disclose personal data inappropriately. Please see the school's Data Protection policy.

Safe recruitment and selection of staff: This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts are exempt from the Rehabilitation of Offenders Act; therefore, all convictions must be declared. Providing false information is an offence. Appointed staff, governors, regular volunteers and trainees have identity, qualification and DBS checks and have been successfully cleared to work with children.

Monitoring and review: This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request. It will be reviewed appropriate to new legislation or to the needs of the school.

Signed.....  
Head teacher

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Chair of Governors

### Glossary of terms

SEN	Special Educational Needs
D	Disability
SEND	Special Educational Need and Disability.
SSS	School SEN Support
IEP	Individual Education Plan
IBP	Individual Behaviour Plan
MSP	My Support Plan
EHCP	Education, Health and Care Plan
IHCP	Individual Health Care Plan
ICP	Intimate Care Plan
RA	Risk Assessment
AR	Annual Review
SENCO	Special Educational Needs Co-ordinator