

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

September 2026

Hollyfield Primary School
...a place where everyone matters



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Contents

1. Aims and objectives
2. Vision and values
3. Legislation and guidance
4. Inclusion and equal opportunities
5. Inclusive Teaching and Adaptive Practice
6. Definitions
7. Roles and responsibilities
8. SEND Information Report
9. Our approach to SEND support
10. Expertise and training of staff
11. Links with external professional agencies
12. Complaints about SEND provision
13. Monitoring arrangements
14. Links with other policies and documents
15. Contact details of support services for parents of pupils with SEND

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Hollyfield Primary School, we believe that inclusion is the responsibility of every member of our school community. We are committed to ensuring that pupils with SEND experience success, develop independence and participate fully in all aspects of school life.

We recognise that SEND is not a barrier to ambition and that pupils with SEND should access a rich, challenging and carefully adapted curriculum alongside their peers wherever possible. Our approach is rooted in high-quality teaching, early identification, strong relationships with families and effective collaboration with professionals.

We use the graduated approach of Assess, Plan, Do, Review to ensure that support is purposeful, evidence-informed and leads to improved outcomes for pupils.

3. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governor's responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

The school's Accessibility Plan outlines how we will improve access to the curriculum, physical environment and information for pupils with disabilities.

Inclusion at Hollyfield means that pupils with SEND are supported to participate fully in the life of the school, develop independence and experience success alongside their peers.

5. Inclusive teaching and adaptive practice

At Hollyfield Primary School, we recognise that high-quality teaching is the foundation of SEND provision. Teachers are responsible for ensuring that learning is accessible through adaptive teaching approaches which remove barriers and enable pupils with SEND to access ambitious curriculum content.

Teachers consider:

- reasonable adjustments required to ensure pupils can access learning and participate fully
- pupils' starting points and prior knowledge
- individual strengths, interests and barriers to learning
- communication and language needs
- sensory, emotional and physical needs
- appropriate scaffolding and modelling
- use of resources and practical equipment
- opportunities to develop independence
- appropriate challenge and aspiration

Examples of adaptive strategies used across school include:

- pre-teaching and vocabulary development
- visual supports and communication systems
- structured routines and predictable learning sequences
- use of manipulatives and concrete resources
- movement breaks and sensory regulation strategies
- chunking instructions and reducing cognitive load
- targeted adult support which promotes independence rather than dependency

6. Definitions

6.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

6.2 Disability

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

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

6.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

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

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences • The school recognises that persistent absence linked to anxiety (including EBSA – Emotionally Based School Avoidance) may indicate an underlying SEND and will be considered as part of the graduated approach. These needs may present in different ways, including difficulties with emotional regulation, anxiety, communication, relationships, engagement or behaviour.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

7. Roles and responsibilities

7.1 The SENDCO

The SENDCO at our school is Mrs Hayley Cooper-Jones.

The SENDCO is a qualified teacher and holds the National Award for SEN Coordination in line with statutory requirements.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adaptive teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

7.2 The governing board

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

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

- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

7.3 The SEND link governor

The SEND link governor is Mrs Emma Kavanagh.

The SEND governor will:

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

7.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

7.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Teaching assistants and support staff are deployed strategically to support access, independence and progress through planned and purposeful interactions. Adult support is carefully planned to avoid creating dependency and to ensure pupils remain actively engaged with learning.

7.6 Parents or carers

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

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

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil.

7.7 The pupil

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

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

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

8. SEND information report

This policy should be read alongside Hollyfield Primary School's SEND Information Report, which is published on the school website and provides further detail about how this policy is implemented, our SEND provision, local offer and arrangements for supporting pupils with SEND.

The SEN Information Report will be updated annually and as soon as possible following any changes to the information it contains.

The SEND Information Report reflects the current provision and support available at Hollyfield Primary School and is reviewed in consultation with staff, governors, pupils and parents/carers where appropriate.

9. Our approach to SEND support

9.1 Identifying pupils with SEND and assessing their needs

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

Identification of SEND is based on a range of evidence, including:

- teacher assessment and professional knowledge of pupils
- progress data and attainment information
- observations of pupils in different contexts
- pupil voice and the views of parents/carers
- developmental information and knowledge of the child's strengths and needs

- screening assessments and other assessment information
- advice and recommendations from external professionals
- information from previous settings or professionals involved with the child
- behaviour, attendance and wellbeing information where this may indicate an underlying SEND need

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

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

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is experiencing difficulty, they will respond through adaptive, high-quality teaching and reasonable adjustments to remove barriers to learning.

The school uses a graduated approach to identifying and supporting pupils with SEND:

- Wave 1: Adaptive teaching within the classroom- High-quality, adaptive teaching is the first step in responding to pupils who may have SEND. All teachers are responsible for ensuring that teaching is inclusive and responsive to individual needs before additional or different provision is considered.
- Wave 2: Time-limited targeted intervention- Where pupils require additional support beyond classroom adaptations, targeted interventions may be provided. These are carefully selected, time-limited and monitored to evaluate their impact on progress and outcomes.
- Wave 3: SEN Support (SEND Register)- If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need.

All staff are responsible for identifying barriers to learning and implementing appropriate adaptations. The SENDCO supports staff through assessment, advice, monitoring and coordination of additional provision.

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

Equally, pupils may have SEND where attainment is in line with age-related expectations, particularly where their needs relate to communication and interaction, social, emotional and mental health, sensory processing, physical needs or independence.

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

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

When pupils join Hollyfield Primary School, we work collaboratively with previous settings, parents/carers and external professionals to gather relevant information as early as possible. This includes pupils who:

- have already been identified as having SEND
- are known to external agencies
- have an Education, Health and Care Plan (EHCP)

This ensures that appropriate support and reasonable adjustments can be considered before the pupil starts school.

9.2 Provision for SEND at Hollyfield Primary School

Hollyfield Primary School's ordinarily available provision provides a range of adaptive strategies and approaches which are available to all pupils. Additional SEND provision is identified through the graduated approach where pupils require support beyond this universal offer.

At Hollyfield Primary School, we recognise that pupils with SEND have a wide range of individual strengths, needs and barriers to learning. Provision is personalised and based on careful assessment, pupil and parent voice, and professional advice where appropriate.

Our approach is based on the principle that pupils with SEND should access an ambitious curriculum alongside their peers wherever possible. Support is designed to remove barriers to learning, develop independence and enable pupils to make meaningful progress from their individual starting points.

Provision may include:

Communication and Interaction

- Speech and Language programmes and advice
- Communication systems including visuals, symbols and communication books
- Support for understanding language, expressing needs and developing social communication
- Autism-informed approaches and structured routines
- Pre-teaching of vocabulary and concepts

Cognition and Learning

- Adaptive teaching within the classroom
- Targeted literacy and maths interventions
- Pre-teaching and overlearning opportunities
- Use of concrete resources and scaffolding

- Individualised SEN Support plans with targets

Social, Emotional and Mental Health

- Emotional regulation approaches including The Good Morning Club (TGMC)
- Pastoral support
- Support for anxiety and emotional wellbeing
- Safe spaces and regulation strategies
- Attendance support where SEMH needs create barriers to accessing education

Sensory and/or Physical

- Sensory regulation strategies
- Movement breaks
- Adapted equipment and resources
- Environmental adjustments
- Support from specialist services where required

Provision is monitored regularly to evaluate its impact. Where support is not having the intended impact, adjustments will be made through the graduated approach of Assess, Plan, Do, Review.

Staff are supported through regular SEND training, guidance and collaboration with the SENDCO and external professionals to ensure that provision is evidence-informed and responsive to pupil need.

9.3 Consulting and involving pupils and parents

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

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

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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

9.4 The graduated approach to SEN support

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

1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

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

2. Plan

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

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, (Arbor) and will be made accessible to staff in a learning plan and/or one-page profile.

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

3. Do

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

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

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

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on a termly basis, where the teacher and/or SENDCO will revise the outcomes with pupil and parents and set new targets.

Provision is only continued where there is evidence that it is improving outcomes. Where interventions are not having the intended impact, the school will review the approach, consider alternative strategies and seek further advice where appropriate.

9.5 Levels of support

School-based SEN Support

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

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

On the census these pupils with SEN Support will be marked with the code (K)

Education, health and care (EHC) plan

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

Provision for pupils with an EHCP is funded through the school's delegated SEND funding and, where appropriate, additional funding from the Local Authority's high-needs funding allocation.

Children with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by school and also through an annual review, where the outcomes on the EHCP will be considered.

On the census, pupils with an EHCP will be marked with the code (E).

9.6 Evaluating the effectiveness of SEN provision

At Hollyfield Primary School, we are committed to ensuring that SEND provision leads to positive outcomes for pupils. We evaluate the effectiveness of support by considering the impact it has on pupils' progress, access to learning, confidence, independence and participation in school life.

The effectiveness of individual SEND provision is evaluated through:

- tracking pupils' progress and attainment from their individual starting points
- reviewing pupils' outcomes and targets through termly SEND support reviews
- evaluating the impact of interventions and additional provision through provision maps and pupil trackers
- completing the review stage of the graduated approach (Assess, Plan, Do, Review)
- gathering pupil voice to understand pupils' experiences, strengths and views of the support they receive
- gathering feedback from parents/carers about the impact of support
- holding annual reviews for pupils with Education, Health and Care Plans (EHCPs)

- reviewing advice and recommendations from external professionals

The SENDCO, senior leaders and governors monitor the quality and effectiveness of SEND provision across the school through:

- learning walks and lesson observations focusing on adaptive teaching and curriculum access
- work scrutiny to evaluate appropriate challenge and support for pupils with SEND
- reviewing the consistency and impact of SEND support plans and provision
- analysing SEND data and identifying patterns in progress, attainment, attendance and wellbeing
- monitoring the effectiveness of interventions and whether they continue to meet pupils' needs
- seeking feedback from pupils, families and staff

Monitoring activities are planned across the academic year and form part of the school's wider quality assurance cycle.

Findings from monitoring activities are used to identify strengths, areas for development and priorities for improvement. They inform the school improvement plan, SEND development priorities, staff training and future provision.

Where provision is not having the intended impact, the school uses the graduated approach to review, adapt or enhance support, including seeking advice from external professionals where appropriate.

10. Expertise and training of staff

At Hollyfield Primary School, we recognise that developing staff expertise is essential to creating an inclusive learning environment where pupils with SEND can access an ambitious curriculum, make progress from their individual starting points and develop independence.

We are committed to ensuring that all staff have the knowledge, skills and confidence to identify and support the diverse needs of pupils with SEND. SEND is the responsibility of all staff, and all teachers of pupils with SEND. Professional development is planned to ensure that teachers and support staff understand how to remove barriers to learning through effective adaptive teaching and appropriate provision.

The Headteacher and SENDCO oversee the development of SEND expertise across the school. Training needs are identified through:

- analysis of the needs of the current cohort of pupils
- SEND monitoring activities, including learning walks, pupil progress reviews and provision reviews
- feedback from staff, pupils and parents/carers
- changes to statutory guidance and local/national priorities
- recommendations from external professionals

Staff development opportunities may include:

- whole-school SEND training
- focused training for specific areas of need, including autism, ADHD, speech, language and communication needs, sensory processing differences and social, emotional and mental health needs
- guidance on adaptive teaching strategies and making reasonable adjustments
- training linked to individual pupils' needs, including advice from external specialists
- opportunities to share effective practice and collaborate with colleagues

The SENDCO works alongside the leadership team to ensure that training priorities align with school improvement priorities and the needs of pupils. Staff are provided with practical strategies, resources and guidance to support pupils effectively within the classroom and across the wider school environment.

Teaching assistants and support staff receive appropriate training and guidance to enable them to provide effective support. Their deployment is carefully considered to promote access, participation and independence, avoiding over-reliance on adult support.

The SENDCO regularly attends SENDCO network meetings, professional development opportunities and relevant training to remain up to date with current legislation, guidance and evidence-informed approaches. Key updates and learning are shared with staff to support ongoing improvement in SEND provision.

The impact of staff training is evaluated through monitoring activities, staff feedback and the progress and experiences of pupils with SEND.

11. Links with external professional agencies

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

- Speech and language therapists (SaLT)
- Pupil and School Support (PSS)
- Communication and Autism Team (CAT)
- Educational Psychology Service (EPS)
- Occupational therapists (OT)
- General practitioners or paediatricians
- School nurses

12. Complaints about SEND provision

Where parents have concerns or complaints regarding SEND provision or the care and welfare of their child, they are to follow our school's complaint procedure which can be found on the school website. If parents/carers would like to discuss concerns with the Head Teacher, an appointment can be made with the school office. Parents also have the right to seek advice from SENDIASS and, where relevant, mediation through the Local Authority.

13. Monitoring arrangements

This policy will be reviewed annually by the SENDCO in consultation with the headteacher and SEND governor. The effectiveness of SEND provision is monitored throughout the year as outlined in Section 9.6. The policy will be updated where there are changes to legislation, guidance or school procedures and approved by the governing board.

14. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding and child protection policy - Pupils with SEND are statistically more vulnerable to safeguarding risks and will be monitored accordingly.
- Complaints policy

15. Contact details of support services for parents of pupils with SEND

We are happy to listen to parents concerns and needs providing a sign posting service and making referrals if required.

SENAR

Tel: 0121 303 0829

School Health Advisory Service

Tel: 0121 465 5457

Forward Thinking Birmingham

Tel: 0121 250 1560

Child Development Centre

Tel: 0121 465 1582

Birmingham Children's Trust

Tel: 0121 303 1888

SEND Information Advice Support Service

Tel: 0121 303 5004