Castle Hill Primary School

Special Educational Needs & Disabilities Policy & Information Report

Version	**7**
Name of Policy Writer	**Sam Greenwood**
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Intent:

The intent of Special Educational Needs and Disability (SEND) provision at Castle Hill Primary School is;

- **That all pupils with Special educational Needs and Disabilities experience success; that they achieve well and develop as individuals and members of the community.**
- **At Castle Hill every teacher is a teacher of every child including those with SEND.**

The inclusion manager and SENDCo is Sam Greenwood, who has Qualified Teacher Status and can be contacted through admin@castlehill.calderdale.sch.uk or through the school office on 01706 813163.

1. **Compliance:**

This policy was developed and written in consultation with stakeholders and includes our information report. It reflects the statutory Special Educational Needs and Disability (SEND) Code of Practice and should be read alongside our Safeguarding Policy and Accessibility Plan and was written in line with the following legislation:

- https://www.gov.uk/guidance/equality-act-2010-guidance as laid out in the school's accessibility Plan.
- School's SEN Information Report Regulations (2014)
- The National Curriculum in England KS1 & 2 framework document (Sept 2013)
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.
- Expectations of Teachers through Teachers' standards https://www.gov.uk/government/publications/teachers-standards
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014) and detailed in our medical needs policy.
- Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan Right Support, Right Place, Right Time March 2023 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1139561/SEND_and_alternative_provision_improvement_plan.pdf

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities

2.Aims and Objectives

Aims:

- At Castle Hill Primary school we make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs (unless there is a specified modification or disapplication outlined in an Educational Health Care Plan) in line with the Special Educational Needs Code of Practice.
- We aim to provide every child with access to a broad and balanced education and to have access to the National Curriculum in accordance with its Inclusion Statement which sets out three principles of inclusion:
    - Setting suitable learning challenges
    - Responding to pupils' diverse learning needs
    - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- That all learners feel secure and valued and consequently are able to learn and contribute to school life.

Objectives:

- Seek to identify the needs of pupils with SEND or disability as early as possible.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Work in partnership with parents.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning.
- Make all reasonable adjustments for any pupils with SEND.

3.Identification of pupils with SEND and assessing their needs:

Definitions of Special Educational Needs (SEND) -*taken from section 20 of the Children and Families Act 2014.*

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have:

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

Not SEND

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. *However it should be noted that whilst slow progress and low attainment may be an indicator of a range of learning difficulties or disabilities or that they are looked after, or a child of service personnel but it does not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Some pupils may be underachieving due to absence, poor teaching or ineffective support and intervention. The majority of these pupils will be in receipt of the Pupil Premium. It is important to try to identify the causes of this underachievement through the Pupil Premium Strategy.*

There are four broad categories of SEND provided for:

- ***Communication and interaction*** – includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, hearing impairment and those who demonstrate autistic spectrum issues.

- ***Cognition and learning*** – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties.

- ***Social, emotional and mental health*** – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lacks concentration or who have particular behavioural difficulties associated with a disability.

- ***Physical and Sensory*** – this includes children with sensory, multi-sensory and physical difficulties, including medical issues.

4. A Graduated Approach:

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored regardless of SEND needs.

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. Any concerns will be discussed with parents informally or during parents' evenings.

Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

The SENDCo may be consulted as necessary for support and advice and may wish to observe the pupil in class. Parents will be informed of the plan for their child's development. They are encouraged to share information and knowledge with the school, to reinforce or contribute to progress and to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

The child is recorded by the school as being under observation due to concern by parent or teacher and this does not automatically place the child on the school's SEND register.

Do

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. **The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher.** They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

This process will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Assessing and reviewing pupils' progress towards outcomes:

Monitoring Pupil Progress

We accept the principle that pupils' needs should be identified and met as early as possible. Regular assessment will identify where progress-

- 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
- in areas other than attainment is a cause for concern– for instance where a pupil needs to make additional progress with wider development or social needs
- where behaviour as a consequence of a disability is a barrier to learning
- where there continue to be barriers to learning despite usual interventions taking place

We use whole school tracking data as an early identification indicator using half-termly assessment data along with a number of other sources of information as indicators of SEND:

- analysis of data including entry profiles, Foundation Stage Profile, SATs, annual pupil assessments
- formative teacher assessment in class
- Teachers' knowledge of the pupils
- Derbyshire Tracker/Calderdale Tracker in Early Years.
- analysis of pupils' learning history
- following up parental concerns
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

A small number of pupils are unable to work to the standard of the national curriculum at end of KS assessment, with many of these pupils having special educational needs. The pre-key stage standards have been developed to help ensure that these pupils are better supported to transition onto the national curriculum, when and if they are ready to do so. It also give us the information needed to make sure these children are realising their full potential and enables us to have the freedom to develop our own curriculum and assessments to meet the needs of pupils.

Our approaches SEND provision

The universal offer:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND, or in the case of disabled pupils who may or may not have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The curriculum is differentiated for individual pupils. In class planning, provision and support are deployed effectively to ensure the curriculum is differentiated appropriately including making reasonable adjustments in line with the Equality Act 2010. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. The provision for pupils is related specifically to their needs. A provision map records the graduated response to individual intervention. We aim to ensure that all of the learning areas support:

- Sensory processing integration
- Full communication environment
- Inclusive learning

We will also provide a range of Wave interventions including:

- Better Reading
- Beat Dyslexia
- Thrive,
- Toe by toe
- Speed up handwriting
- Phonics
- Spelling
- Adacus
- Wave 3 maths
- Sensory circuits
- Social use of language/socially speaking

Additional support for learning:

Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of Teaching Assistants is a combination of class-based and pupil-centred strategies and takes into account staff skills' audits undertaken by the SENDCo. We have a number of staff who are trained to deliver the interventions.

Support for improving emotional and social development:

- Some pupils have Individual Behaviour Plans for their personal needs and these will be discussed and agreed with parents if necessary.
- All staff are trained in Team-Teach strategies which enables staff to safely diffuse and manage difficult situations.
- Staff have been trained in metacognition and self-regulation strategies.

- Early years staff have been training on inclusive practice through Dingley's Promise.

Consulting and involving parents and pupils:

The school aims to work in partnership with parents and carers.
We do so by:

- proactively identifying children who may need extra support and communicating with parents
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets, next steps and outcomes for the child
- sign-posting parents and carers to the Parent Partnership services
- display information on the school parent information board
- formally notify parents when deciding on SEN support and placing on the additional needs register

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour fully to involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- Self-review their progress and set new targets.
- In addition pupils who are identified as having SEND are invited to participate in:
    - ISP reviews and setting of ISP targets
    - Working with learning and behaviour mentors
    - Annual reviews

Working with other agencies:

We will work with the following agencies to provide support for pupils:

- Speech and Language Therapy Service
- Occupational therapy service
- Autistic Spectrum Disorder service
- Educational Psychology Service - Orange Psychology
- Specialist Inclusion Service

- Community Health Service LOCALA
- Family support, Social Care and safeguarding
- Parent Partnership Service
- Open Minds -CAMHS (child and adolescent mental health services)
- THIPS (therapeutic intervention in primary schools)

5. Criteria for exiting the SEND register

Pupils will be removed from the SEND register when they have progressed in line with age appropriate expectations. However, for some pupils it would be inappropriate to remove support, such as when a pupil needs ongoing support for physical or sensory needs. If outside agencies have supported the pupil their advice will be sought before removing a pupil from the SEN register. The school will inform parents in writing if their child is removed from the register.

If a pupil has recently been removed from the SEND register they will continue to be part of the cycle of monitoring and will continue to be closely monitored by the class teacher to ensure they continue to make acceptable progress by accessing high quality differentiated class teaching and 'wave 2' support if necessary.

6. Supporting pupils and families

The Local Authority Local Offer:

The SEND Local Offer is designed to support children, young people and the families of those with special educational needs and/or disabilities. It includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Please refer to https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/contact-SENDd

Contact details of support services for parents of pupils with SEND:

Parents can be supported by our Learning Mentor should they need help to get their views across with other agencies or we can attend agency appointments with you if the need arises, in order to be able to support your child's needs.

'Calderdale Parents & Carers' are also available to offer advice and support www.parents-and-carers.org.uk

Calderdale SENDIASS offer support and guidance for families and pupils, which is a confidential and impartial service. This includes information, support and advice in the following areas:

- Support in meetings or with letter writing;
- Assessment process and Education, Health and Care (EHC) plan needs;
- Secondary schools choice;
- Fixed or permanent exclusions;
- Advice about Education law and SEND Code of Practice.

01422 266141 infor@calderdalesendiass.org.uk

Further information about EHC Plans can found via the SEND Local Offer website: or by speaking to a member of the SEND team on: **01422 394141**

Supporting pupils moving between phases

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. At Key Stage Phase Transitions Reviews, receiving schools are invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Pupils undertake early induction sessions to help familiarise with the new school and support for this is provided appropriately.

7. Supporting pupils with medical needs

The school recognises that pupils with medical conditions should be properly supported to have full access to school provision in line with our duties under the Equality Act 2010. Parents should provide the school with sufficient and up-to-date information about their child's medical needs. This may also include notifying the school in the first instance that their child has a medical condition and cooperating with the school to support their child. A care plan will be written in accordance with medical advice and parental input. For further information see our medical needs policy.

Education, Health and Care Plan (EHC Plan)

Some pupils with medical needs may also have SEN and an EHCP may be required, this brings together health and social care needs as well as SEN provision.

Referral:

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.
The application for an EHCP will combine information from a variety of sources including: Parents, Teachers, SENDCo, Social Care, Health professionals.
Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans:

- Following Statutory Assessment, an EHC Plan will be provided by Calderdale Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.
- Within the time limits set out in the Code of Practice, the SENDCo will complete the annual review forms and SEND it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEND.

8. Evaluating effectiveness of SEND provision:

Support Plans and Individual Education/Support Plans

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties, these pupils will be recorded as 'Teacher Aware' and specific needs/issues identified. Concerns are tracked on the school's CPOMS system.

Where pupils are identified as having special educational needs, the provision is outlined in the School's Local Offer SEND report. The report is published on the school's website alongside this policy.

All pupils on the SEND register will have a support plan which may be a Pupil Passport or an Individual Education Plan setting out targets and any provision made that is additional to and different from the usual classroom provision.

For pupils with an EHC plan, provision will meet the recommendations on the plan.

In subjects where all children have curriculum targets these are used to inform ISPs.

Strategies for pupils' progress will be recorded in a support plan and ISP including:

- pen portrait outlining wave 1 access needs/ description of the pupil
- current assessment and intervention information
- short-term targets
- teaching strategies
- provision made and impact
- date for review
- success criteria
- the outcomes recorded at review
- the ISP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs..

Reviewing an ISP

- Review meetings are held three times a year where parents' and pupils' views will be sought and to review and set new targets which will be reviewed whenever targets are met.
- Where a pupil has external agency involvement their contribution may be sought.
- At SEND support, class teachers are responsible for preparing for ISP review meetings and regularly updating targets to ensure new, challenging targets are set, these should also be discussed and shared with parents, and the discussion should be logged on CPOMS.
- For pupils with statements/EHC plans the SENDCo is responsible for planning reviews using class teachers' record keeping.

9. Training and Resources

Expertise and training of staff:

The staff has expertise and qualifications in the following areas:

- Four staff members have HLTA status,
- Three staff members are trained in dyslexic/dyscalculia screening,
- Two staff members have ASD training,
- All staff on rolling programme for Team Teach.
- Three members of staff are THRIVE licenced practitioners.

- One member of staff is trained to deliver counselling services.
- Two members of staff are licenced family thrive trainers.

The SENDCo will maintain links with other SENDCos through the SENDCo network meetings and cluster work. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the schools in the cluster of Calder Valley Cluster. Recent courses undertaken are listed in the schools CPD records which are managed by the Headteacher.

Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's AWPU (Age weighted pupil unit) and the notional budget which equates to a further £6,000 per pupil. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs - HLN) is retained by the local authority. The SENDCo will refer individual applications to the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCo, Senior leadership team and Headteacher to agree how the allocation of resources is used.

Additional funding: Early Years inclusion Funding (SENIF) is available for pupils in under 5 settings and available by referral. This is aimed to support enhanced adult:child ratios in an inclusive provision and to ensure that a suitably differentiate curriculum is accessible and supports a child's individual needs to secure better outcomes. DAF (disability Access Fund) is also available for pupils claiming DLA. Early Years pupil premium and Deprivation funding are also available with the aim of overcoming barriers for disadvantaged pupils.

10. Roles and Responsibilities:

The SENDCo is responsible for:

- overseeing the day to day operation of this policy
- co-ordinating provision for children with special educational needs
- provide advice and guidance to support staff with strategies for SEND pupils
- managing teaching assistants
- liaise with staff regarding written expectations of EHCP/Referrals/ISPs etc
- overseeing the records on all children with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies
- provision mapping of interventions, overseeing the delivery and impact upon the child.
- liaising with the governor with responsibility for SEND
- reports to the Headteacher and the Governor with responsibility for SEND
- maintains a register of pupils identified as having a SEND
- reviews the register each term following pupil progress meetings

The SEND Governor:

The SEND Governor will:

- Ensure that appropriate provision is made for all pupils with SEND.
- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability 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.

The Headteacher:

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class teachers:

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

> *4.1 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious. SEND CofP 2014*

Each class teacher is responsible for:

- 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 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
- Setting targets ISP (Individual Education/Support Plans)
- **The National Curriculum for England 2014** sets out teachers' responsibilities in section 4 of the framework.
- Working within the framework of Teachers' standards, Part One: Teaching.

11. Storing and managing information

Record Keeping

The school will record the steps taken to meet pupils' individual needs. Staff will maintain the pupil records and ensure The SENDCo has access to them on the in-school data system. In addition to the usual school records, the pupil's profile may include:

- Information from parents
- Information on progress, behaviour and attendance
- Intervention records
- Impact of interventions
- Pen portraits/Pupil passports including pupil's own perceptions of difficulties
- Support Plans and ISP's with tracked progress
- Information from health/social services
- Information from other agencies

We collect and store information in line with the school GDPR policy.

12. Monitoring arrangements:

Review of the SEND Policy:
The school considers the SEND Policy document to be vital and in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

13. Accessibility

Special Provision/Enhanced Resource Facility

The school has the following special facilities: Disabled toilet facilities, wheelchair access, hand rails and ramps on all external entrances. Other resources are available to the children where it is felt it would be beneficial. The school's accessibility plan has further details on this.
Additionally we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND:

Admission Arrangements:
In line with the SEND and Disability Act we will not discriminate against disabled children and we will make all reasonable adjustments to provide effective educational provision (please see the Local Authority Admission Policy). No pupil will be refused admission to school on the basis of his or her special educational need.

Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and playground pals in the playground. Pupil participation will be supported by the Pupil Premium Grant where possible.
Inclusion and support staff are outside during all playtimes to ensure vulnerable children have someone looking out for them and to help promote social skills

To allow all pupils to access residential experiences and other educational trips that Castle Hill offers; risk assessments are carried out using EVOLVE and make accommodation for any special or additional needs. Where required, additional staff will be available to ensure access and safety or all.

14. Complaints:

Contact details for raising concerns:

We do our very best to provide for all of our pupils. However, if you have any worries about the process or feel there is something additional that your child needs, we will always consider our practice to ensure that we address any concerns. Please contact the SENDCo in the first instance via the school admin email. admin@castlehill.calderdale.sch.uk, or 01706 813163
Staff are always happy to discuss progress with parents and are friendly and approachable. Any concerns will be recorded on our school CPOMs system.

The Governor with responsibility for SEND : Mary Carrigan

The Headteacher: Duncan Hetherington

SENDCo: Sam Greenwood

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the SENDCo and the Headteacher. The Chair of Governors may be involved if necessary and in the case of an unresolved complaint the Local Authority may be involved. The School's Complaints Policy is available on the school website.

15. Bullying:

Children with SEND and disabilities may;

- be adversely affected by negative attitudes to disability and perceptions of difference;
- find it more difficult to resist bullies;
- be more isolated, not have many friends;
- not understand that what is happening is bullying;
- have difficulties telling people about bullying.

Our anti-bullying policy is designed to:

- Support learners with SEND and disabilities.
- Understand, prevent and respond to bullying of children with SEND and disabilities.
- Eliminate disability based discrimination and harassment.
- Develop a non-bullying ethos

And by doing so:

- Raise achievement and participation in safe, positive environments.
- Meet legal safeguarding obligations and comply with the Disability Discrimination Acts and other legislation.
- Build on the requirements of the SEND Code of Practice.
- Uphold the fundamental human right of children to be free from abuse

The school will:

- Undertake staff training in disability equality and raise awareness of the disability equality duties.
- Contribute to policy development and review and enable the participation of disabled children in consultations.
- Ensure learners with SEND and disabilities who are bullied receive support and help in preventing and dealing with it.
- Monitor the impact of anti-bullying interventions on individual learners with SEND and disabilities.
- Ensure learners with social and behavioural needs receive appropriate support to prevent bullying behaviour where needed.

If pupils with SEND themselves bully, perhaps because behaviour problems are linked to their disability, then it would be appropriate to provide help with social skills or mentoring, as part of their package of support and careful consideration of their needs would be given in line with our exclusions policy.

16. Appendices:

Links with other policies and documents:

This policy builds on our School Mission Statement, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Other integral policies are Equality which is in line with The Equality Act 2010 legislation, Early Years, Teaching and Learning, Attendance, Health and Safety, Child Protection and Safeguarding Vulnerable Pupils, Admissions and The Accessibility Plan.

The schools Anti-bullying policy and Behaviour policy complement this and the Care and Control policy provides details on positive handling for pupils with behavioural needs. This policy is also in line with supporting pupils with medical needs requirements and the school's policy on Medical Needs and Administering Medicines gives more details on this. The Home School Agreement sets out key rights and responsibilities of school, parents and pupils.

Provision for mental health will be paramount and this policy should be read in conjunction with the Government guidance on supporting mental health in schools
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/634725/Supporting_Mental-Health_synthesis_report.pdf