



YCAT
YORKSHIRE
COLLABORATIVE
ACADEMY TRUST

**Special Educational
Needs and Disability
POLICY**

Statutory Policy: Yes No

School Level Appendix attached: Yes No

Policy to be published on the YCAT website: Yes No

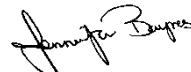
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

The Yorkshire Collaborative Academy Trust September 2024

Chair of Trustees: Mrs Jenny Baynes	
Signature:	
Frequency of review:	1 year
To be reviewed by:	SILG

REVIEW RECORD

Date of review	Reason for review	Date of next review
September 2024	Policy Review Cycle	September 2025

Name:	Mrs Jenny Baynes	Signature:	
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on behalf of YCAT Full Board

Date of review	Reason for review	Date of next review

Name :		Signature:	
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on behalf of YCAT Full Board

YCAT SCHOOL: The Federation of Darley and Summerbridge Primary Schools

SENCo: Aileen Cameron

Date of NASENCo Award: 13th November 2020

The SENCo is a member of the senior leadership team

SEN Governor: Lucy Martin

Link to schools SEN information report on website:

<https://darleyandsummerbridge.co.uk/about-us/send/>

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Current teachers' standards
- Current teaching assistant standards
- School's Accessibility Plan
- Current Keeping Children Safe in Education guidance

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School Ethos

The Federation of Darley and Summerbridge Primary Schools' ethos has developed and evolved historically over time and is based upon the simple, yet effective, beliefs that are:

“Keep me safe, make me happy, help me to learn.”

We work hard to ensure that our school is a safe and inclusive place to work and learn and all children and adults within the school are encouraged to be the best that they can be.

All children are equally valued and respected and school has high expectations for all.

All children are entitled to a knowledge rich curriculum, which is personalised and focused on outcomes to enable all children to learn more and remember more. At Darley and Summerbridge, we believe that vulnerable pupils, pupils not achieving at expected rates and pupils with SEND should have access to an inclusive curriculum that is ambitious, planned, sequenced and adapted, where necessary. We intend to support them to develop the knowledge and skills for future learning and to make good progress relative to their starting points, helping and guiding them to gain the knowledge and cultural capital they need to succeed in life.

All children will be encouraged to give their views on what learning is like for them. All staff will ensure a child is included, by promoting the child's presence, participation and achievement and removing barriers to learning. All children are included in the educational and social life of the school; supported alongside their peers and encouraged to join extra-curricular activities.

Inclusion strategies extend beyond SEND and include all Vulnerable groups e.g. medical conditions, Looked After Children (LAC) and English as an Additional Language (EAL). Positive attitudes towards learning and personal autonomy will be encouraged providing opportunities for children to make choices, be involved in their education and have their voice heard. A child's views, wishes and feelings will be listened to and respected. They will be encouraged to participate in decisions affecting their provision and support.

Objectives and aims

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use '**must**' when referring to a statutory requirement.

All items in italics are taken directly from the [SEND Code of Practice 2015](#)

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilled lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Things we **must** do:

- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND

- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the Special Educational Needs co-ordinator, or SENCo
- inform parents when we are making special educational provision for their child
- prepare a SEN information report, which we publish on our school website
- state our arrangements for the admission of disabled children,
- state the steps being taken to prevent disabled children from being treated less favourably than others,
- provide facilities to enable access to our school for disabled children and publish our [accessibility plan](#) on our school website showing how we plan to improve access progressively over time
- have due regard to the general duties to promote disability equality.

A member of our governing body or a sub-committee has specific oversight of the school's arrangements for SEN and disability. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by pupils with SEN is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

How Do Teachers Identify Pupils with SEND

See [Appendix 1 Flowchart for teachers](#)

6.2 Every school is required to identify and address the SEN of the pupils that they support.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The identification of SEN is built into our overall approach to monitoring the progress and development of all our pupils.

The steps below outline the process that you as a teacher will follow to identify pupils with SEN.

1. Any child who gives you a concern whether it is due to a lack of academic progress, development or social need will be noted and dated on the child's records. This is referred to as a '**short note**' in the SEND CoP. It is imperative that your initial concern is logged and dated. We use an Expressions of Concern form (saved within the child's pupil folder in school). Inform the federation SENCo of your concern in person or via email and talk to parents to find out if they have any concerns. (If there is a child protection issue then our school's safeguarding procedures **MUST** be followed)
2. If a parent or pupil also raises a concern, this must be taken seriously and we must listen to these concerns. These will be noted and dated on the child's records, as above. Again, inform the federation SENCo of their concern within 2 working days and log as above. (If there is a child protection issue then our school's safeguarding procedures **MUST** be followed)
3. N.B. At this point the child is not regarded as having SEN. How well the child responds or otherwise to the adjustments will determine if s/he has SEN.

4. Class teacher will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Our SENCo will support you, if required. You will make any reasonable adjustments to your teaching that are required and report at the next pupil progress meeting on the impact of your adjustments (or at the next agreed time – this will be a maximum period of one term, though may be shorter if needed).

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEN. Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENCo, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.

If appropriate, the SENCo may approach others such as Early Help as per the guidance in North Yorkshire County Council's (NYCC) [Ladder of Intervention](#). Any child in our school with SEND will not be discriminated against, sanctioned or disciplined due to their special educational need.

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

5. At this point, a decision as to whether the child has SEN will be made in conjunction with the SENCo. The child or young person (CYP) is now described as being at 'SEN Support'. They will appear as Code K on our school census. If required, we can seek advice from the local SEND Hub manager to clarify our decision. This will be undertaken by the SENCo.
6. Our SENCo will maintain a list of pupils who have been identified as having SEN and identifications of SEN will also be recorded on children's personal administration files on Scholarpack. Anyone accessing this information must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). It is the responsibility of the class teacher to look regularly at the content for their pupils for any updates. All information such as SEN support plans, communications, reports, EHCPs, annual reviews etc. are saved within the child's individual pupil folder on Staff Share. This must be kept up to date in line with our policy. Teachers are required to upload any

information and plans to the correct pupil file within 5 working days of them being received or written.

There are 4 broad areas of need

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28- 6.35 or discuss with our SENCo. We have detailed each area of need within our SEN information report which is available via our website and the link is at the top of this policy.

Special Educational Provision

Once the CYP has been identified as having SEN then the formal process begins. We **must** take action to remove barriers to learning and put effective special educational provision in place.

This is called the **Graduated Response**. It is a 4-part cycle: Assess, Plan, Do and Review.

Parents **must** be informed that their child has SEN and that additional and different provision is being provided for their child. Parents will be signposted to NYC special educational needs and disabilities advisory and support service ([SENDIASS](#)) and the [local offer](#) . A link to this can also be found on our school website.

The graduated response is outlined below:

1. **Assess.** Assess CYPs needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP's need. The SENCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required. We look at the four areas of need and identify children's strengths and difficulties across these areas. This information is detailed on their Individual Provision Map (IPM).
2. **Plan.** This will be undertaken at least termly with the parents and CYP . The views of parents and pupils are of paramount importance. This will be recorded on the IPM. The IPM is written by the class teacher supported by the SENCo if required (See Appendix 2 – IPM template). The focus will be on how to overcome the barriers to learning identified in the assessment. An agreed date to review the plan with the parents will be made at this meeting. Teachers are advised to refer to our whole school provision maps (displayed on staff room noticeboards and in SEN folder on staff shared drive) to help plan any adjustments, approaches, resources or interventions required. If additional adult support is to be provided whether in class or outside of class, it must be clear how, what and when this will be undertaken. The class teacher is responsible for monitoring the impact, supported by the SENCo. The additional adult support is someone who must be suitably trained to undertake the intervention.

The autumn plans will be written before the October half term holiday, the spring and summer plans will be written within the first two weeks of each term. The plans will be uploaded onto our server within 5 working days of the meeting and a copy given to the parent. The date of the next meeting will be put into the school diary. Do not agree to any evidence-based interventions being put into the plan without first consulting the SENCo to ensure availability of the person delivering it. The SENCo will monitor the quality and appropriateness of the plans.

3. **Do.** The class teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child in order to plan and assess the impact of any adjustments support or interventions. The SENCo will support the class teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENCo will monitor this provision.
4. **Review** The class teacher will review the progress that pupils are making towards their targets each half term, with a full review taking place with parents termly. Half-term reviews will be recorded on the IPM in a different colour and dated at the half term point. This half-termly review will support teachers in setting realistic, achievable and aspirational targets to support pupils with SEND to overcome barriers. The class teacher will complete a full review of the plan with the parents and CYP on the agreed termly date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Involving Specialists

If at any point the class teacher, in consultation with the SENCo, feel they need additional advice and support from an outside agency, then the consent of the parent **must** be obtained first.

This would be undertaken by the SENCo, in consultation with parents and teachers when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The class teacher will be asked to support the completion of the application. Class teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

Involving parents, carers and children

We believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

- Holding parents' evenings twice a year (Autumn and Spring) to discuss children's progress
- Sending an annual report (Summer term) to parents in which we explain the progress made by each child and indicate how the child can develop their learning
- Holding regular "Parent Pop-ins" and sharing assemblies so that parents have up-to-date knowledge of the topics being covered and the learning their children are completing in school.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school and for taking part in activities

- Inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in the home/school agreement

We believe that children should play a major part in the target setting process and are involved in planning and evaluating their IPMs. Furthermore;

- Teachers will share targets with the children and they will be involved in setting and agreeing their IPM targets
- Learning objectives will be discussed daily with the children during work linked to their targets
- Children will be invited to annual reviews
- Children complete questionnaires about their thoughts surrounding the provision in place for them and how they are included in school life. This information is then used to inform future practice within the school, classroom and with the individual child
- Children are also encouraged to write a review of their targets termly as part of the monitoring process of the graduated response. These are recorded on the IPM.
- Pupil interviews are conducted throughout the year by all members of the SLT as well as subject leaders, with children receiving SEN support and support from an EHCP included in this process

Transition

SEN support will include a plan for effective transition between phases of education. Plans will be shared with the SENCo in the receiving setting and opportunities for phonecall discussions will be made where required. This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENCo will support the class teacher.

Education, Health and Care Plans (EHCP)

Where a child is in receipt of an EHCP, the provision in Section F of the EHCP **must** be provided. Our teachers remain responsible for the CYP's progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an 'Annual Review' held each year. This **must** be before the date of the anniversary of the plan being issued. The SENCo will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENCo.

Requesting EHC needs assessment

If a child has lifelong or significant complex difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by the family. These assessments take place where the complexity of need or the lack of clarity around the needs of the child is such that a multi-agency approach is needed.

Information from a variety of sources, including parents/carers, teachers, SENCOs, social care and health care professionals is combined to form an Education, Health and Care (EHC) Plan assessment. If it is decided that the child's needs are not being met by the support that is ordinarily available, an EHC plan is provided. Parents have the right to appeal against the content of an EHC plan. Once the plan has been agreed it will be reviewed annually.

Parents/carers and the child are fully involved in every step of this graduated approach and the school meets with parents/carers three times a year to discuss progress in addition to the annual review where a child has an EHC plan. Parents/carers are also encouraged to contact the SENCO at any time during the year where they have questions or concerns.

Confidentiality and Data Protection

Staff may have access to personal data about pupils and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a CYP or her/his family for their own, or others advantage (including that of partners, friends, relatives, or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the CYP's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Funding

- *6.95 All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local school's forum, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.*
- *6.96 Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.*
- *6.97 It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.*
- *6.98 This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN.*
- *6.99 Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.*

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Funding is closely monitored by the SENCo as part of the termly review and reported to governors through the SEN report.

Pupils with medical conditions

The school 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 may also have special educational needs (SEND) and may have an Education, Health, and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. The school's policy on medical needs can be found on the school website: <https://darleyandsummerbridge.co.uk/policies/>

Safeguarding

The NSPCC alerts us that statistically, children with SEND are more likely than their peers to experience bullying. Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living, including personal intimate care, hence being mindful that such situations can increase risk.

Consequently, staff and governors endeavour to generate a culture of support and care amongst children.

All children are taught about anti-bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons and regular whole-school assemblies. Children with specific difficulties may be teamed up with a friend to ensure their inclusion, safety, and well-being on the playground. Additionally, all staff are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child. Online safety is taught in an age-appropriate manner throughout the school, as part of both the PSHE and the Computing curriculum, recognising the potential dangers and issues on the internet. Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request. In accordance with legislation, the school has a Designated Safeguarding Lead (DSL) and a deputy DSL to deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training.

Complaints process

The Head, SENCO and all staff are committed to providing the absolute best education for all children. However, there may be occasions when a parent is not satisfied with their child's provision. They should first request a meeting with the SENCO or class teacher to outline the area of concern. Should this not resolve the matter, the next step is to arrange a meeting with the Head and SENCO when the issues can be discussed and addressed. Should this not resolve the matter and if there is still cause for complaint, it will be forwarded to the Chair of Governors and the correct procedures will take place in accordance with the school complaints procedure, the complaint being managed by the Head.

Roles and Responsibilities

Our school leaders and teaching staff, including the SENCo, will analyse data to identify any patterns in the identification of SEN, within the school and in comparison with local and national data. We will then use this information to reflect on and improve the quality of education. The SENCo will use the data dashboards to compare our school with local and national data annually and report to our senior leadership team. (The January census is used, and the data is supplied by NYC at the end of the summer term or early autumn term each year).

Role of the Governors

Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the [Children & Families Act 2014](#), particularly section 66 regarding using their best endeavours and [Equality Act 2010](#).

Our Governors **must** have regard to the SEND Code of Practice.

Our Governors **must** ensure that a Special Educational Needs Coordinator (SENCo) is appointed and that they are qualified, i.e. they are a qualified teacher and have the national award for special educational needs and disabilities (NASENCo). If our SENCo does not have this award on the day they are appointed, then our Governing Body **must** ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENCo.

- *6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.*
- *6.97 They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.*

In our school, this means that a SEN Governor is appointed to work directly with the SENCo and other members of the senior leadership team and report to the governing body about matters related to SEND.

The Governors **must** publish at least annually a [SEN Information report](#).

- *6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*

The report **must** contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting CYP who are looked after by the local authority and have SEN. Therefore, we will produce this annually and it will be uploaded onto our school website in the SEND section.

*xxi School governing bodies and proprietors **must** also 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 their accessibility plans.*

Role of the SEN Governor

Our SEN Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENCo by visiting at least once a term
- be aware of the numbers of CYP at our school with SEN and disabilities
- be aware of our SEND action plan

Monitor:

- the progress and attainment of our CYP with SEND
- attendance rates of our CYP with SEND
- fixed term and permanent exclusion rates of our CYP with SEND
- any internal exclusions including the frequency and length of time our CYP with SEND are sent out of lessons as a behaviour management strategy
- that our CYP are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences
- that our CYP receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities, and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND

Investigate:

- the gaps or differences in our performance, attendance, or exclusion (including internal exclusions) levels between our CYP with and without SEND
- our strengths and areas for development regarding SEND provision
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents of CYP with SEND, about their experience of the school's SEN provision
- obtain the views of our CYP with SEND including their enjoyment and experience of learning
- obtain the views of our teachers, about their ability to implement the SEND plan

Report:

- each term to our full governing board on their findings

Role of the Headteacher

The Headteacher is responsible for the strategic development, policy, and provision in our school.

They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Headteacher along with other members of our senior leadership team and SENCo will publish a clear picture of the resources (e.g. a whole school provision map) that are available to the school.

Our Headteacher will ensure that any member of staff working with any CYP who has SEND is aware of their needs and have arrangements in place to meet them.

Role of the SENCo

6.87 The SENCo has a significant role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

6.89 The SENCo provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

6.90 The key responsibilities of the SENCo will include:

- overseeing the day-to-day operation of the school’s SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Our school will ensure that the SENCo has sufficient time and resources to carry out these functions. We will provide our SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in an equivalent way to other important strategic roles within a school.

Our SENCo has a strategic and operational aspect to their role.

Operational	Strategic
Day to day systems	Knowing our school data and types of SEND and respond according with CPD for staff
Paperwork	Write and implement an action plan
Liaise with agencies	Monitor and review provision and impact

Liaise with parents and teachers	Budget – Value for money
Transitions	Review processes and systems
	Report to SLT/Governors

The monitoring of SEND provision in our school is an essential role of our SENCo, as it will inform any areas for development.

This will be undertaken in a variety of ways such as, but not limited to:

- classroom observation with a focus on: SEND provision, resources, and environment
- scrutiny of all SEND support plans content, implementation, and impact
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND at least termly via book scrutiny, involving subject leaders
- attendance at pupil progress meetings
- CYP questionnaires/discussions: after interventions, about support/provision in class and homework
- staff voice
- effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills
- informal/formal feedback from staff, parents and CYP
- CYP progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND
- whole school provision map
- supporting CYP and staff with effective transition
- consider examination/test access arrangements
- support CPD with a focus on SEND in school
- termly meeting with our SEN Governor and report to our senior leadership team

Role of class teachers

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The role of the class teachers is to:

- support the SENCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENCo regarding the SEND monitoring role
- identify pupils with SEND
- write effective SEN support plans, and implement and review them, as set out in this policy
- set high expectations for every CYP including those with SEND
- liaise effectively with parents, listen and act upon their concerns
- use appropriate assessments to identify barriers to learning and set targets that are ambitious for all CYP

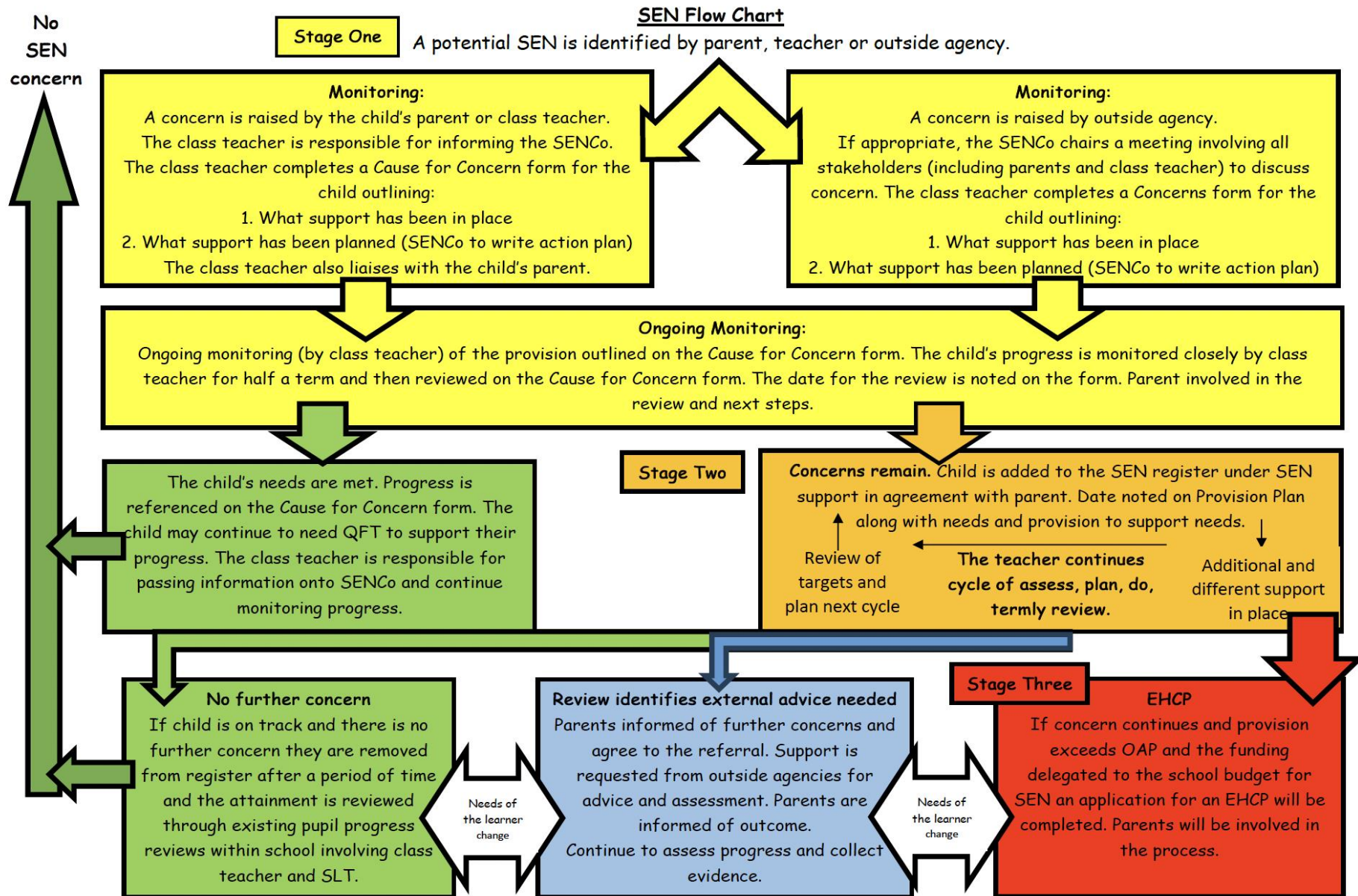
- plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- use their best endeavours to meet the needs of CYP with SEND
- make reasonable adjustments to overcome barriers to learning
- remain responsible for working with the CYP with SEN daily
- keep abreast of SEND initiatives and CPD
- ensure High Quality Teaching (HQT) meets the needs of all learners and their starting points

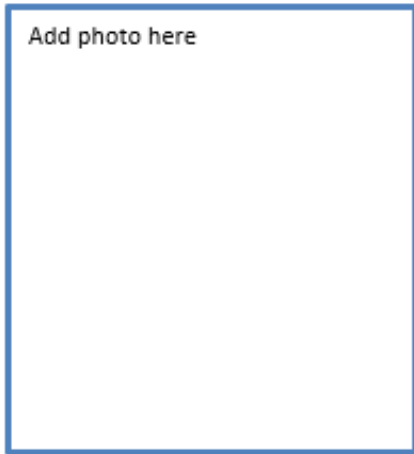
Role of all support staff

The role of the support staff is to:

- ensure CYP become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the class teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)
- maintain accurate records of support using Intervention Tracking Sheets

Appendix 1. Flowchart for Teachers





INDIVIDUAL PROVISION MAP (IPM) SEND 2024 - 2025

Name of Child:

Darley and Summerbridge Primary Schools

Darley and Summerbridge Primary School
SEN Individual Provision Map Term by Term 2024-25

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Darley and Summerbridge Primary School
SEN Individual Provision Map Term by Term 2024-25

Strengths and Difficulties

Name:		DOB:	Year:	SEN status:
Important health information:		What I enjoy:		
Area of Need	My strengths:	My difficulties:		
Cognition and Learning (CL)	•	•		
Communication and Interaction (CI)	•	•		
Social, Emotional and Mental Health (SEMH)	•	•		
Specific Physical Need/ Sensory (SPN)	•	•		
Independent and Self-Help Skills	•	•		

Darley and Summerbridge Primary School
SEN Individual Provision Map Term by Term 2024-25

Autumn Term 2024 provision, targets and review

Name:	DOB:	Year:	SEN status:
Autumn Term 2024			
Quality First Teaching – How to enable me and support me to achieve across my day			
•	•		
Group interventions and support		1:1 support and resources for me	
•	•		
IEP Target 1: Progress against target:		IEP Target 2: Progress against target:	
Review date:	Reviewed by:		
What helped me:	What hasn't helped me:	What needs changing for next term:	
Parent View:		Pupil View:	
Date shared with parents:		Parents Signature:	

Darley and Summerbridge Primary School
SEN Individual Provision Map Term by Term 2024-25

Spring Term 2025 provision, targets and review

Name:		DOB:	Year:	SEN status:
Spring Term 2025				
Quality First Teaching – How to enable me and support me to achieve across my day				
•		•		
Group interventions and support		1:1 support and resources for me		
•		•		
IEP Target 1: Progress against target:		IEP Target 2: Progress against target:		
Review date:		Reviewed by:		
What helped me:	What hasn't helped me:	What needs changing for next term:		
Parent View:		Pupil View:		
Date shared with parents:		Parents Signature:		

Darley and Summerbridge Primary School
SEN Individual Provision Map Term by Term 2024-25

Summer Term 2025 provision, targets and review

Name:		DOB:	Year:	SEN status:
Summer Term 2025				
Quality First Teaching – How to enable me and support me to achieve across my day				
•		•		
Group interventions and support		1:1 support and resources for me		
•		•		
IEP Target 1:		IEP Target 2:		
Progress against target:		Progress against target:		
Review date:		Reviewed by:		
What helped me:	What hasn't helped me:	What needs changing for next term:		
Parent View:		Pupil View:		
Date shared with parents:		Parents Signature:		

Darley and Summerbridge Primary School
SEN Individual Provision Map Term by Term 2024-25

Assessment data and dates

Name:					DOB:	Year:	SEN status:
ASSESSMENT	Sum 24	Aut 24	Spr 25	Sum 25	Important dates		
Reading					EHCP:	Annual Review:	
Writing					E of C:	Attendance:	
Maths					SEN Register:	Total Cost of Provision:	

Professionals involved

Professionals involved:	Contact no	Date	Evidence	Discharged
GP				
Paediatrician				

EHCP outcomes and review

EHCP Outcomes	To be achieved by	Progress notes for Annual Review

Professional recommendations and review

Report recommendations	Review:	Review:

Darley and Summerbridge Primary School
 SEN Individual Provision Map Term by Term 2024-25

Chronology demonstrating the graduated response

Chronology (if not on CPOMS)			
Date	What happened?	Who was involved?	Actions