

Special educational needs and disabilities (SEND) policy

Chapel St Leonards Primary School



Approved by: [Name] Date: [Date]

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1. Aims and objectives

Aims

Our aim at Chapel St Leonard's Primary is to identify children with Special Educational Needs as early as possible and as quickly as is consistent with thoroughness so that their needs are met as effectively as possible, and that each child may attain their full potential. Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum. We practice a policy of educational inclusion aiming to meet as far as possible the needs of all pupils within mainstream education.

We work in close partnership with parents/carers who have a vital role to play in supporting their child's education. At Chapel St Leonard's we believe in the importance of Parent/Carer Forums as platforms for co-operative and collaborative working.

We strive, through an innovative and interactive curriculum and through providing exciting educational experiences to engage, motivate and inspire our children and young people. We seek to raise aspirations to provide a future-facing purpose, that will help our children and young people regardless of SEND, to plan, strive and develop pathways that will carry them to their long-term goals in life. Ensuring positive outcomes is at the forefront of everything that we do.

Objectives

The objectives of our policy are:

- To work within the guidance provided in the SEND Code of Practice, 2014
- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised
- To manage resources to ensure all children's needs are met
- To involve children and parents/carers in the identification and review of the targets set for individual children
- To monitor and review provision and progress regularly through evidence-based approaches and shared delivery towards outcomes
- To work in co-production with parents/carers of children who have special educational needs.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- To provide support and advice for all staff working with special educational needs pupils.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
- To review Education and Health Care Plans annually
- To ensure that the targets set for children and young people with SENDs are specific, measurable, achievable, realistic and time related

2. Vision and values

Vision

At Chapel St Leonard's, we envision an inclusive and nurturing learning environment where every student, regardless of their individual needs, is empowered to reach their full potential. We are committed to:

1. **Inclusivity and Diversity:** Embracing and celebrating the unique abilities and strengths of all students, fostering a culture of acceptance and mutual respect.
2. **Equity in Education:** Providing equal opportunities for all students, ensuring that they have access to the resources, support, and personalized learning experiences they need to succeed.
3. **High Expectations and Achievement:** Setting high expectations for all students and providing the necessary support to help them achieve academic excellence and personal growth.
4. **Holistic Development:** Focusing on the holistic development of each student, addressing their academic, social, emotional, and physical needs.
5. **Collaborative Partnerships:** Engaging with parents, caregivers, specialists, and the wider community to create a supportive network that enhances the educational experience and well-being of every student.

6. **Continuous Improvement:** Continuously reviewing and improving our SEND policies and practices, staying informed by the latest research and best practices in special education.
7. **Empowerment and Independence:** Equipping students with the skills and confidence they need to become independent, self-advocating, and active participants in their communities.
8. **Safe and Supportive Environment:** Ensuring a safe, supportive, and adaptable learning environment where every student feels valued and included.

By adhering to these principles, Chapel St Leonard's Primary aims to create a learning community where all students with Special Educational Needs and Disabilities (SEND) are given the opportunity to thrive and achieve their personal best.

Values

Chapel St Leonard's Values of Communication, Organisation, Resilience, Ambition, Leadership, and Safety play a crucial role in shaping a positive and productive school community.

- **Communication:** Effective communication helps students express their ideas, needs, and concerns, fostering a collaborative and inclusive environment.
- **Organisation:** Organisational skills help students manage their time and resources effectively, leading to better academic performance and reduced stress.
- **Resilience:** Resilience helps students cope with challenges and setbacks, fostering a growth mindset and perseverance in school and in their personal lives.
- **Ambition:** Ambition motivates students to set and achieve high goals, pushing them to reach their full potential academically and personally.
- **Leadership:** Developing leadership skills in students encourages them to take initiative, inspire their peers, and contribute positively to the school community.
- **Safety:** A safe environment is essential for students to feel secure, allowing them to focus on learning without fear or distraction.

Together, these values create a supportive, dynamic, and effective school environment where students can thrive academically, socially, and emotionally. By embedding these values into the fabric of the school community, everyone from students to administrators can contribute to a positive and productive educational experience.

3. Legislation and guidance

This 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 (SENCOs) 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 governors'/trustees' 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

This policy has been written alongside our SEND Information Report and in light of our Safeguarding Policy and has direct links to our policies on behaviour, anti-bullying, disability and equality and Accessibility Plan in particular. It was written in consultation with the Governing Body, Head Teacher and current staff. The information in this policy will be

updated regularly and any changes occurring during the year will be updated as soon as possible. Under normal circumstances it will be formally reviewed every 3 years as part of the school's policy review cycle.

4. Inclusion and equal opportunities

At Chapel St Leonard's Primary, we are dedicated to fostering an inclusive teaching environment that caters to the diverse needs and abilities of all our pupils. We aim to provide a comprehensive, balanced, and stimulating curriculum designed to engage every student. Our commitment is to ensure that all pupils, regardless of their individual challenges or strengths, have the opportunity to thrive and achieve their aspirations.

To achieve this, we will implement reasonable adjustments across teaching methods, curriculum design, and the school environment. These adjustments are tailored to support pupils with Special Educational Needs and Disabilities (SEND), ensuring they are fully included in all aspects of school life. Our goal is to create a supportive and enriching educational experience where every pupil feels valued and empowered to succeed.

5. Definitions

5.1 Special educational needs

A pupil has SEND 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.

5.2 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.

5.3 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.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • 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	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • 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 <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENDCo

The SENDCo at Chapel St Leonard's Primary is Charlotte Smith charlotte.smith@chapel-cit.co.uk

They will:

- Inform any parents that their child may have SEND 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 SEND, 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 SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 SEND 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 with regard to 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 SEND, 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 SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board/board of trustees

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 SEND 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 SENCO 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

6.3 The SEND link governor

The SEND link governor is Nicola Green

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

6.4 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 with regard to 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
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, 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 SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted and scaffolded 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 SEND 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

6.6 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 review the provision that is in place for their child 3 times per year
- Asked to provide information about the impact of SEND 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 take into account the views of the parent or carer in any decisions made about the pupil.

6.7 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
- Contributing their thoughts for review meetings

The pupils' views will be taken into account in making decisions that affect them, whenever possible.

7. SEND information report

A SEND Information Report is a detailed document that schools in the UK are required to publish and update annually, in line with the Children and Families Act 2014. This report provides comprehensive information about how the school supports children and young people with Special Educational Needs and Disabilities (SEND). Here are the key components typically included in a SEND Information Report:

- Identification and Assessment.
- Types of support available for pupils with SEND.
- Methods used to track and measure the progress of pupils with SEND.
- Training and professional development provided to staff to support pupils with SEND.
- How the school involves pupils and their parents in decision-making processes.
- Support provided during key transition periods, such as moving between different stages of education or transferring to another school.
- Additional Support Services.
- Complaints Procedure.

The SEND Information Report aims to provide transparency and assurance to parents and carers about the school's commitment to supporting pupils with SEND, ensuring they receive the appropriate support to achieve their full potential.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

At Chapel St Leonard's 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.

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 making slow progress, they will target the pupil's area of development with adapted and scaffolded, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether the lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Limited progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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 SEND 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

At Chapel St Leonard's Primary we 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 take into account 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.

8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action 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 taken into account. 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 needs.

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 systems, Edukey/BROMCOM, and will be made accessible to staff in an individual education plan accessed via Edukey.

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

3. Do

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

Where the plan involves group or 1-to-1 teaching away from the main class 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 in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEND provision

Pupils receiving SEND provision 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, the SENDCo 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 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 SEND provision, may be entitled to an EHC plan. 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.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will be systematically provided to both teaching and support staff on a regular basis. The headteacher and the SENDCo will continually assess and identify specific training requirements among staff, integrating these into the school's comprehensive plan for continuous professional development.

Identifying appropriate Continuing Professional Development (CPD) for Special Educational Needs and Disabilities (SEND) training within a school involves several essential steps to ensure alignment with staff needs and effective support for diverse student needs. By following these steps, we ensure that the chosen CPD for SEND training is tailored to the school's requirements, thereby enhancing support for students with SEND and improving overall educational outcomes.

Data from SEND in a Nutshell informs the identification of training needs across the school. Once needs are identified, training is sourced, delivered, and its impact is monitored in classroom settings.

10. Links with external professional agencies

Whenever necessary the school will work with external support services such as:

- Speech and language therapists (SALT)
- Specialist Teacher Team (STT)
- Working together Team (WTT)
- Pupil Reintegration Team (PRT)
- Behaviour Outreach Support Service (BOSS)
- Educational Psychologists (EP)
- Occupational Therapists (OT)
- Physiotherapist (PT)
- General Practitioners (GP) or Community Pediatricians (CP)
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team (MHST)
- Education Welfare Officers (EWO)
- Early Help Workers (EHW)
- Social Services

11. Admission and accessibility arrangements

11.1 Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Lincolnshire policy. At Chapel St Leonard's Primary we strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement/EHC or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed on by the full governing body.

11.2 Accessibility arrangements

At Chapel St Leonard's Primary School, we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school. We have high ambitions for any of our pupils who may be disabled, and we expect them to participate and achieve in every aspect of school life. At Chapel St Leonard's we feel that we have a duty to provide the best education possible for all pupils of school age, regardless of any disability. We will strive to accommodate whatever disabilities pupils, and their families may have, utilising the support of outside agencies wherever necessary.

Our school is single-story with ramps or alternative entry points for easy access. There is a toilet which has been modified to help pupils with disabilities. There are no specialist facilities or a special unit in the school.

Increasing the extent to which disabled pupils can participate in the school curriculum

We will work with the pupils, parents, staff members or governor alongside specialists (outside agencies) who can advise what we need to alter to be fully inclusive. Adults involved in the school will be given appropriate advice and training to enable them to provide a fully inclusive education. Early identification of the needs of any new pupils with disabilities is also an important part of this plan. The school has identified the following overall priorities for ensuring curriculum access:

- Ensure that TAs are well trained, supported and utilised

- Ensure that new pupils with additional needs are quickly but effectively identified, and their needs known and met as far as practically possible
- Ensure that outside agencies continue to be approached to deal with issues involving greater expertise than staff possess

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Chapel St Leonard’s is the fully accessible school. The school needs to continue to ensure that physical accessibility is not compromised due to building works and was fully involved in ensuring that the extension completed in 2014 was fully accessible. Future planning will consider the way in which coaches are able to access the school site. At present coaches will not come onto the school grounds to collect children for school trips as they are unable to turn around once within the car park. This is a key development area for the school as pupils with physical disabilities may be caused unnecessary stress when the coaches pick up and drop off.

Improving the delivery to disabled pupils and the wider school community of information that is provided in writing for pupils who are not disabled:

As a Primary School we do not rely on providing too much information for any pupil in a written format. Those who have disabilities therefore are no different from other pupils. We are not aware of any parents who have a need for information in any other format. In future newsletter we will include information informing the reader about how to request assistance if necessary. If at any time we became aware of the need for written information to be produced for any other audience, we undertake that we would enlist the support of outside agencies who could assist us. The school has set the following priorities for providing information for disabled pupils:

- To continually monitor the success of our written communications.
- To provide amended/altered information as necessary and as far as practically possible

12. Complaints about SEND provision

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 Headteacher. The named governor or Chief Executive Officer of the Community Inclusive Trust may be involved if necessary. In the case of unresolved complaints, the school will follow its complaints policy procedure. If the complaint relates to a child who has an Education and Health Care Plan or is Looked After by the Local Authority, and there is funding from the LA to support this plan, then the LA may use their own complaints policy.

13. Monitoring and evaluation arrangements

This policy will be reviewed by the SENDCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents

- SEND information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy