SEND – Special educational Needs and Disability Policy

Date adopted: 17th January 2022
Review Period: 1 year
Next Review: January 2027

History of most recent policy reviews

Date	Review	Who is Responsible?
17January 2022	Inclusion Policy rewritten as SEND policy by LH	**FGB**
22nd January 2024	Additional of new safeguarding information in line with KCSIE 2023 Added statement about pastoral support which will be considered as part of SEND.	**FGB**
January 2024	Added revised training for SENDCos Updated legal framework Updated details regarding top up funding Including mention of Deputy mention throughout report Adding one details of one page profile	**FGB**

	Adding details of Annual review Amending wording for parent's evenings	
January 2026	Added: Embed formative assessment explicitly in SEND identification and monitoring. More detailed guidance on classroom reasonable adjustments and scaffolding. Added: Strengthen collaboration between SEND and EAL provision. More detailed guidance on staff training to include emerging SEND and mental health issues. More detailed guidance on targeted parental engagement strategies. Clarified procedures for specialist referrals and communication.	

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1. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- Equality and Hunan Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils.

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equalities Policy
- Data Protection Policy
- Records Retention Policy
- Confidentiality policy
- Administrating Medicine and Supporting Pupils with Medical Conditions Policy
- Safeguarding Policy
- Positive Handling Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Plan

2. Introduction

This policy was created by the Asst. Head for inclusion and school SENDCo, in liaison with the school's Senior Leadership Team, and Governing Body. The Asst. Head for inclusion (SENDCo) is responsible for managing the provision we put in place for our children with SEND.

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3. Rationale

At Air Balloon Hill Primary School Primary School, we are committed to providing an appropriate and high-quality education to all of the children in our local community. Our mission statement is **Everyone can achieve, Everyone can learn, Everyone belongs.** This applies to all children and young people at ABHPS including those with SEND. All are entitled to an education that enables them to make progress.

- **Everyone belongs-** Our SEND pupils are an integral part of our community at ABHPS
- **Everyone can learn** - Our SEND pupils make a successful transition through the phases of their education
- **Everyone can achieve**- Our SEND pupils will become confident individuals living fulfilling lives, and being supported to achieve their full potential

By this we mean that all children should be equally valued and are entitled to a broad, balanced and relevant academic and social curriculum, which is accessible, and inclusive. We are committed to eliminating discrimination and prejudice to create an environment where all children can develop and grow. Educational inclusion is about equal opportunities for all stakeholders in our community- children, their families, the community and staff. We also recognise how important it is to foster relationships between pupils with SEND and pupils without SEND. We recognise every adult is a teacher of every child including those with SEND.

4. Aims

At Air Balloon Hill Primary School Primary School, we aim:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.

- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work within the guidance provided in the SEND Code of Practice, 2014 following the graduated approach.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To ensure that all children including those with SEND have equality of opportunity and their achievement is monitored in accordance with our equalities objectives.
- To ensure that children with SEND have opportunities to develop their independence and problem-solving abilities.
- To work in cooperation and partnership with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

5. Definitions

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD) can have particular difficulties with social interaction.

Cognition and learning

Pupils with learning difficulties may require support – the school will offer one-to-one learning support where necessary.

- The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD).
- The SENDCo and Deputy SENDCo will ensure that any provision offered will be suitable to the needs of the pupil.
- Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

- Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.
- The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will put in place support as identified by its Behaviour Policy or through the school's Pastoral Support Team.
- The Assistant Headteacher for Inclusion will work closely with the Assistant Headteacher for Pastoral and Safeguarding.
- The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCo will ensure that their support needs are being met.

6. Identifying and Assessing SEND

Pupils are assessed through the school's normal assessment procedures. If any additional needs have been identified on transfer, liaison will be made with the appropriate agencies. Parents must be informed prior to placement on the SEND record so all procedures can be explained and agreement reached regarding future support. Parents are the regularly updated on their child's progress and involved in supporting the child at home with individual targets.

Teachers will use rigorous formative assessment strategies to identify pupils who may have SEND early and to adapt teaching accordingly. This will be supported by regular data reviews with the SENDCo to ensure timely interventions. This helps us identify children who are making less than expected progress given their age and individual circumstances. For these children, we may use previous year group assessment criteria to gain an accurate level of attainment. Pupils are encouraged to be involved in the process of identifying targets and reviewing progress. Pupils with Bristol Support Plans or EHCPs are, if appropriate, invited to attend their Annual Reviews.
At the same time, we consider evidence that a child may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

The following could be indications that a pupil has SEND:

- Attainment 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

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective provision in place.

Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

· Have the potential to be disproportionately impacted by behaviours such as bullying.

· May face additional risks online, e.g. from online bullying, grooming and radicalisation.

· Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

· Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.

· These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.

· The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

· Communication barriers and difficulties in managing or reporting these challenges.

· A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENDCo.

7. SEND provision

The three stages of SEND provision are:

SEND Support

The first response is high quality teaching targeted at their areas of need. For this we use **Bristol's Ordinarily Available Provision.** Teachers use this to map pupil's progress and make reasonable adjustments using a graduated approach to meeting the pupil's

needs (assess, plan, implement, review). Teachers will implement reasonable adjustments such as differentiated tasks, visual aids, and scaffolding techniques to support independence and problem-solving. These strategies will be regularly reviewed for effectiveness. This is targeted support and can be within the classroom or in the form of interventions. The child's progress and the impact of the support/interventions is carefully monitored. Progress is reviewed at least three times a year during meetings with the SENDCo and Deputy SENDCo. Staff are trained to scaffold children's learning carefully through questioning, prompting, providing clues and modelling specific skills so that children have opportunities to develop their independence and problem-solving abilities. If the interventions planned during this time do not enable the child to make satisfactory progress over a period of time, then we, in consultation with the parents/carers may seek support from external agencies.

SEND Support+ (Bristol Support Plan / Top-up / High Needs Block Funding (HNB))
Children with additional SEND funding. These children have a support plan/ individualised programmes with targets. From September 2024, Top up funding ceased although schools will continue to receive funding for pupils with existing Top Up for the period of time which they were originally allocated (up to three years). There is involvement of professionals from outside agencies. These targets are regularly reviewed with professionals and families. The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils. Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

Statutory Education, Health and Care Plan (EHCP)
Only a very small proportion of pupils require an EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support. They will require personalised planning.

The school will also consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

8. Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment and consider specialist provision. Parents also have the right to request an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support and SEND support +.

9. Interventions

The SENDCo, Deputy SENDCo, and the child's class teacher/ practitioners decide on the action needed to help the child progress in the light of ongoing assessments. This may include:

- Providing different learning materials or specialist equipment.
- Putting in place some group or individual support in the form of evidence-based interventions. This may involve individuals or small groups of children being withdrawn from class for an appropriate amount of time.

Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. The SENDCo and Deputy SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

10. Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need but are seen to benefit from the ability to live and learn in more than one language.
As part of the school's ethos of 'everyone belongs', we strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream school of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum. Where pupils have both SEND and EAL needs, the SENDCo and EAL coordinator will work collaboratively to ensure coordinated assessments and targeted interventions that address both linguistic and additional learning needs.

11. Funding for SEND support

Schools are provided with resources to support those with additional needs, including pupils with SEND and disabilities. This is to provide high quality appropriate support from the whole of its budget. We consider a strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. Where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold additional funding can be applied for through

application for a statutory assessment. Whilst this funding is ring-fenced for the individual child, the use of the funding is at the school's discretion and will be highlighted in a child's EHCP.

12. Staff training and support

We are committed to ensuring that our staff gain expertise in different areas of inclusion. Staff training is offered as part of the school's on-going CPD. New staff receive an induction into SEND and how to best meet additional needs as appropriate for their role. Staff training will also include emerging SEND trends, mental health awareness, and trauma-informed approaches to equip staff to meet the evolving needs of pupils. In addition, the SENDCo and Deputy SENDCo meet with staff at least three times a year to review their SEND provision. The most valuable resource for any child is quality first teaching from the adults and support within the classroom. The allocation of such support depends on the nature of the child's needs. The SENDCo and Deputy SENDCo attend relevant local training and keeps up to date with the national picture. We work closely with several outside agencies, which offer expertise and support in their field. In cases where we call upon such expertise, parents' permission is sought and regular reviews are arranged. All relevant information is shared with staff as appropriate.

13. Monitoring student progress

Teachers and practitioners 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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. In deciding whether to make special educational provision, the teacher and SENDCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals. This information gathering includes the child and their parents, to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. We also inform parents and young people about the local authority's information, advice and support service.
We promote and plan for successful transitions between phases of education within and beyond our setting.

14. Partnership with parents

The 2014 SEN act emphasises the role played by parents of children with SEND and additional needs. To ensure this happens parents should be supported so they are able to:

- Recognise and fulfil their responsibilities as parents and play an active role in their child's education.
- Have knowledge of their child's entitlement within the SEN framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support.

The school will employ a range of communication methods, including translated materials and community liaison, to engage all parents effectively, particularly those from disadvantaged backgrounds or with limited English proficiency

This is achieved by:

- Close liaison with parents through regular family consultations, parent's evenings, SENDCo and Deputy SENDCo meetings and invitations to SEN reviews.
- The SENDCo, Deputy SENDCo and class teachers are available by appointment to meet parents who have specific concerns. Annual reports to parents on their child's progress.
- Teachers will meet parents/carers at least three times a year to report on progress and provision for their child. These meetings can be of longer duration for parents of children with SEND.
- Pupils with an EHCP have a formal annual review meeting with the SENDCo or Deputy SENDCo once a year.

15. Pupil Voice

Children are involved in making decisions where possible right from the start of their education.
The way in which children are encouraged to participate should reflect their evolving maturity. At Air Balloon Hill Primary School Primary, we encourage pupils to participate in their learning by involving them where possible in any decisions made. All pupils who are on the SEND register are appropriately supported to complete a one page profile, outlining their views. The pupils should also be involved in setting realistic targets for themselves as part of their own personal development, whilst acknowledging and building on their strengths.

16. Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and
interventions that are matched to the pupil's area of need, we consider involving specialists, including those secured by the school itself or from outside agencies. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions. We involve a specialist where a child 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 SEND support delivered by appropriately trained staff. The children's parents will always be involved in any decision to involve specialists. Referrals to specialists will follow a clear protocol with expected response times. Feedback and recommendations will be shared promptly with parents and staff to inform ongoing provision.

Such specialist services include, but are not limited to:

- Educational psychologists - (EPs support schools and the local authority to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning and can offer a range of appropriate interventions, such as learning programmes and collaborative work with teachers and parents).

- Health professionals- School Health Nurse, Community Paediatrician, Specialist Nurses, Primary Mental Health Specialists, Child and Adolescent Mental Health Services (CAMHS).

- Specialist teachers or support services, Bristol Autism Team, Sensory Support Team

- Therapists (including Speech and Language Therapists, Play Therapists, Occupational Therapists and Physiotherapists)

17. Evaluating Success:

The success of the setting's SEND policy and provision is evaluated through:

- Triannual reviews including analysis of data and test results for individual pupils and for cohorts of pupils showing the impact of SEND support / interventions on children's progress. This is reported to governors and allows stake holders to evaluate if the current SEND provision is effective and adding value to pupils.
- Monitoring of classroom practice by the SENDCo, Senior Leadership Team and subject co-ordinators. This allows SLT to evaluate the effectiveness of the specific SEND CPD which has been provided for staff.
- Appraisal process used to monitor the effectiveness of support staff's CPD and SENDCo's leadership of the support staff team.
- Monitoring of procedures and practice by the SEND link governor and Headteacher to evaluate the effectiveness of the SENDCo's leadership.
- Using the school's self-evaluation to explore, prepare, implement and sustain strategies throughout the year. Then evaluating the success of these strategies.
- A yearly update of the SEND report in response to the previous year's evaluation and any lessons learnt.

18. Publishing information: SEN information report

Air Balloon Hill Primary School Primary School publishes information on their website regarding policy for pupils with SEND. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

19. Arrangements for Complaints

Most concerns can be raised and resolved through discussion with the class teacher and/or SENDCo. Should pupils or parents/carers be unhappy with any aspect of provision for their child they should refer to the school's complaints policy.

SENDCo: Lucy Hennessy
December 2021

SEND Link Governor: Eleanor Taylor and Alice Wills
September 2024

20. Appendix

Roles and Responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENDCo for the school.

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

The governing body in co-operation with the Head teacher has a legal responsibility for determining the policy and provision for pupils with special educational and additional needs.

Specific responsibilities are to:

- Appoint a SEND governor to monitor the quality of SEND provision and report back regularly to the governing body. This governor should meet regularly with the SENDCo.
- Ensure the SENDCo has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- The curriculum governing committee monitor the quality of the provision and progress for children with SEND and additional needs

- Review and develop the school's SEND policy with the SENDCo and make this available to parents
- Ensure that necessary provision is made for any pupil with SEN, a disability or additional need, so that they may take part in all school activities
- Ensure that all staff are aware of the need to identify and provide for pupils with SEN, a disability or additional need
- Be fully informed about current issues, so that they can play a major part in school self-review
- Ensure inclusive provision is an integral part of the School Development Plan
- Report to parents on the implementation and effectiveness of the school's Inclusion policy at the Annual Governors report.

The Head teacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND and additional needs
- Meeting weekly with the SENDCo/ AHT-Inclusion to support them in their role and evaluate their success as a leader
- The deployment of all SEND personnel within the school
- Monitoring and reporting to the governors, different SEND issues and the effects of inclusion policies on the school as whole.

The Special Educational Needs and Disability Coordinator (SENDCo) is a qualified teacher and also the Assistant Head Teacher working as a member of the Senior Leadership Team.
She is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy and co-ordinating the provision for pupils with special educational needs/disabilities and additional needs by:
- Co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Ensuring that an agreed, consistent approach is adopted
- Carrying out/ overseeing detailed assessments and observations of pupils where appropriate.
- Supporting all staff by advising on appropriate targets and strategies, resources and materials for use with pupils and on the effective use of materials and personnel
- Liaising closely with parents of pupils with SEND and additional needs,
- Liaising with the LA Consultants as appropriate and all outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND/ Inclusion records
- Assisting in the monitoring and evaluation of progress of pupils with SEND and additional needs
- Contributing to the in-service training of Teachers and Teaching Assistants.
- Keep up to date with curriculum issues within the setting, the LA and nationally which are specifically related to Inclusion

- Maintain an up-to-date register of, and records for all children at every stage of referral
- Lead staff in any new initiatives related to Inclusive matters- raising awareness of issues arising
- Liaise with class teachers and support staff to establish which children will be worked with within the intervention groups. These decisions will be made in light of assessments, observations and by determining overall priorities in line with the resources available
- Organise regular reviews of all children on the register and arrange meetings as appropriate with staff, parents and outside agencies.
- Liaise with parents/ carers of Children with SEND and additional needs
- Liaising with the SENDCos/ Inclusion leads in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- Model and ensure exemplary practice and demonstrate impact
- Line manage, deploy and induct TAs to maximise learning for all.
- 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.
- advising on the graduated approach to providing SEND support
- liaising with parents of pupils with SEND
- 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 head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

Class teachers are responsible for:

- Identify, access and make provision for children with SEND and additional needs, with support from the SENDCo
- Provide differentiated and personalised curriculum to meet the needs of all children so they are able to access the curriculum
- Develop, write and carry out individual education plans for children requiring activities additional to and/or different from the needs of the other children in the group/class, using appropriate resources and deploying extra support where necessary
- Review plans at regular intervals with support staff, parents, outside agencies, SENDCo and child where appropriate.
- Hold regular meetings giving feedback to parents of pupils with SEND and additional needs
- Keep clear records of intervention, provisions and assessments of progress

- Seek help and advice from colleagues to provide appropriately for children with SEND and additional needs

Learning Support Assistants

- Support pupils' individual needs and help with inclusion of pupils with SEND and additional needs within the class
- Play an important role in contributing to and implementing IEPs etc and monitoring progress
- Contribute to review meetings
- Give feedback to teachers about pupils' responses to tasks and strategies.
- Keep clear records of interventions, provisions and assessments

School Meals Supervision Assistants

- Are given any necessary information relating to the supervision of pupils at lunchtime, in particular to their behaviour management and other issues for particular pupils with SEND.