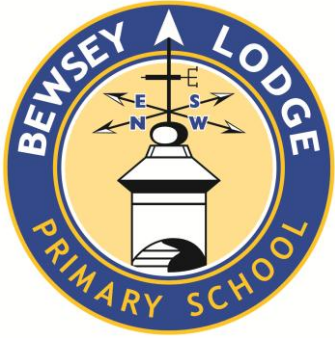


# BEWSEY LODGE PRIMARY SCHOOL



## SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

Date of Review	September 2025
Date of next Review	September 2026

## **COMPLIANCE**

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (January 2015)
- Equality Act 2010: advice for schools DfE (May 2014)
- Schools Special Educational Needs (SEN) Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Ensuring a good education for children who cannot attend school because of health needs (January 2013)
- Teachers Standards 2011 (updated 2013, 2021)
- Schools Safeguarding Suite of Policies

This policy was created by the Special Educational Needs & Disabilities Co-ordinator (SENCO) and in liaison with the Senior Leadership Team (SLT). It has been shared with all Governors, staff and parents/carers.

## **SEND TEAM**

The SENCO is Mrs Mullen, who has completed The National Award for SEN Co-ordination. She is also a class teacher.

Mrs Stringer is the DP Manager, who is an Assistant Headteacher, SEND support and a Specialist Leader in Education in SEND provision for the Warrington Teacher Alliance.

Mrs Mullen and Mrs Stringer can be contacted via the school office on 01925 632 730.

## **INTRODUCTION**

At Bewsey Lodge Primary School we recognise that each child has a variety of abilities and that children with SEND will require additional support, over and above the usual differentiated activities, to enable them to access a broad and balanced curriculum, both in our mainstream school and our designated provision units.

We are committed to the inclusion of all children, receiving the Committed to Inclusion Award 2024-2025. We believe that all class teachers and subject leaders are teachers/leaders of SEND, and ensure that we meet our responsibility under the Equality Act (2010).

We believe every child should have the opportunity to participate to the best of their ability and be integrated into the everyday life of the school. All children at our school are valued and respected and we respond with sensitivity to their individual needs.

Wherever possible, we do not withdraw children from the classroom environment. There are times though, when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. There are also times where children may transition to other classrooms to access learning appropriate to their abilities.

We believe these five principles are essential to developing an inclusive curriculum:

- Setting suitable learning challenges based on a thorough knowledge of pupils' needs.
- Responding to pupil's diverse needs.
- Overcoming potential barriers to learning by effectively using assessment for learning for individuals and groups of pupils.
- Effective planning, which includes clear differentiation/adaptation.
- Monitoring and evaluating provision and pupil progress to be aware of the impact of our practice on individuals and groups of pupils with particular needs.

## **AIMS**

- To show care, empathy and understanding so every child feels valued and respected.
- To expect all children to experience success and achievement, by raising aspirations so that each child can reach their full potential and make progress.
- That all children will follow the Early Years Foundation Stage curriculum and the National Curriculum at their appropriate level and ability.
- To provide access to a rich, broad and balanced curriculum within class whilst also offering small group interventions, or individual help, where children have specific needs.

## **OBJECTIVES**

- To work within the guidance provided in the SEND Code of Practice (January 2015).
- To provide a SENCO who will work within the SEND Policy.
- To provide support and advice for all staff working with SEND pupils.
- To identify pupils with SEND early, so an inclusive intervention can be implemented for specific needs.
- To work in partnership with parents/carers of identified children by keeping them informed of their child's progress/attainment, involving them in decision making and offering support.
- To involve the child in the planning of targets, future provision and to listen to the child's own views of their learning and achievement.
- To apply a variety of teaching styles to engage and motivate pupils.
- To seek specialist advice from external agencies in order to meet the needs of the child.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

*'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.'* (para. 6.15, p94. SEND Code of Practice, January 2015).

The SEND Code of Practice identifies four broad areas of need, which need to be considered when planning appropriate provision. The SEND Code of Practice advised that these areas are not to be used to put a pupil into a category, as children often have needs in more than one area.

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), 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 difficulties**

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support/equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Bewsey Lodge Primary School when identifying the needs of a child we consider the whole child, not just their special educational needs.

## **What is not a special educational need (SEND) but may impact on progress and attainment:**

- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of a Pupil Premium Grant
- Being a Child in Care/Looked After Child/Previously Looked After Child
- Being a child of a Serviceman/woman
- Persistent or withdrawn behaviours caused by external factors

## **A GRADUATED APPROACH TO SEND SUPPORT**

### **Quality First Teaching**

Teachers at Bewsey Lodge Primary School 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/adapted 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 review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

It is only when a child does not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching that they should be identified as having SEN.

### **The Graduated Approach - assess, plan, do, review**

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

At Bewsey Lodge Primary School we follow the Graduated Approach for identification and assessment as laid out in the Code of Practice, unless our concerns, or specified advice, mean that we have to miss out a stage and move straight to an Education, Health and Care Plan. This may happen with children new to the school or with a medical condition.

### **Assess**

Early identification of pupils with SEND is a priority. If there is a concern about a child's progress, the SENCO and class teacher will analyse all the information gathered from within school about the child. This will include:

- Appropriate screening and high quality assessment tools.
- Evidence obtained by teacher observations/formative assessments.
- Tracking of performance across the Foundation Stage or National Curriculum, this is compared with expectations nationally.
- Pupil's views.
- Views and experience of parents/carers'.
- Advice from external support services.

### **Plan**

When it is decided to provide a pupil with SEN support, the parents/carers must be notified, although parents/carers should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent/carers and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. These are recorded on the child's Individual Educational Plan (IEP) and the whole school Provision Map. It is the class teacher's responsibility to maintain and update IEPs and evidence progress.

An IEP uses a small-steps approach to learning by breaking down the existing levels of attainment into very specific, achievable targets, ensuring that all children will experience success. All children on the SEND Register have an IEP every term.

In addition to this, children on the SEND Register also have target cards and soft data sheets.

Target cards contain three targets written in child friendly language and are referred to throughout lessons by staff and children, when appropriate. Children are supported to evaluate them at the end of every term and encouraged to identify some next steps in their learning/development.

Soft data sheets evidence a child's achievements in subjects other than literacy and maths. They also evidence achievements in developing confidence and independence and acting as a responsible citizen.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents/carers should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

## **Do**

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They 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 SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date, along with the views of the pupil and their parents/carers. This should feed back into the analysis of the pupil's needs and is discussed at pupil progress meetings. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

All interventions have a start date, with a baseline assessment and regular interim assessments until the end of the intervention. If the intervention is not seen to be having an impact it may be necessary to alter it. Programmes written by outside agencies are reviewed in accordance with their procedures or the child's individual needs.

## **Adequate progress is that which:**

- Narrows the attainment gap between pupil and peers within the same year group.
- Prevents the attainment gap widening.

- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.

## **SEND REGISTER**

Children are placed on the School's SEND Register when staff have discussed the identification process with the SENCO, parents/carers and pupils, in line with the SEND Code of Practice.

Children who are on the SEND Register will be under the category of SEN Support unless they have an Education, Health and Care (EHC) Plan.

If a child on the SEND Register no longer requires support, then after discussion with the class teacher, the SENCO and parents/carers, they will be taken off the Register.

The Initial Concern Register is also used for any children who do not at this stage require SEN Support but who there are still concerns about. They will receive a short intervention and are monitored to see if this is sufficient to ensure progress or whether a longer term intervention/advice from an outside agency is required. In this instance they may be placed on the SEND Register. Parents/carers will be informed if their child is placed on the Initial Concern Register.

IEPs, target cards and soft data sheets are not required for children on the Initial Concern Register, although some teachers may find them a useful tool to monitor progress.

## **SEN SUPPORT**

This stage is characterised by interventions that are 'different from or additional to' the normal curriculum. SEN Support interventions can be triggered through concern, supplemented by evidence that, despite receiving high quality teaching and differentiation pupils:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent social and emotional difficulties, which are not improved by whole school behaviour management strategies.
- Have sensory and/or physical problems, and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

## **EHC PLANS**

Where concerns remain despite sustained interventions, the school will consider requesting a Statutory Assessment for an EHC Plan. This is a detailed investigation to find out exactly what a child's needs are. Parents/carers will be fully consulted at each stage.

We also recognise that parents/carers have the right to request a Statutory Assessment for an EHC Plan. Requests may also come from an outside agency acting on behalf of the school, health or social care professionals.

An EHC Plan will normally be provided, after a Statutory Assessment, where the LA considers that the child requires special education provision beyond what the school can offer and meets their criteria. However, a request for an EHC Assessment does not inevitably lead to an EHC Plan. If the LA decides not to provide an EHC Plan, then the child needs to remain at SEN support and monitored carefully.

An EHC Plan will state the needs a child has across education, health and care. Professionals from each area, along with parents/carers and the child, will consider what outcomes are desired and what is needed to achieve them.

Where a child has an EHC Plan, Warrington Local Authority (LA) must review that plan at least every twelve months (6 months for children under the age of five years old). Bewsey Lodge Primary School holds the annual review meetings at school on the LA's behalf.

Early reviews can be called if the needs of the child have changed significantly. All adults working with the child will be involved in the review including parents/carers and if appropriate the child.

**For further support on EHC Plans go to:**

**<https://www.warrington.gov.uk/education-health-and-care-ehc-plan>**

## **SUPPORTING PUPILS AND FAMILIES WITH SEND**

### **Where to get support**

Parents/carers are welcome to request an appointment at any time with Mrs Mullen.

Children can request Talk Time (a children's 'drop in'), with a member of staff anytime during the school week.

All our SEND policies and our Local Offer/SEN Information Report can be found on the school website or on request from the school office.

Warrington's local offer can be found on;

<https://www.warrington.gov.uk/local-offer-send>

Parent Partnership offer support to parents/carers of children with SEND. Contact them on 01925 442978.

ADDvanced Solutions Community Network, an open access offer that supports the emotional health and wellbeing of neurodivergent children and young people, their families and the professionals that work with them can be found on;

<https://www.advancedsolutions.co.uk>

### **Transition**

Children moving from other schools are assessed to specify areas of weakness and strength. The SENCO/class teacher will liaise with the SENCO/class teacher at the previous school and parents/carers to gather as much information as possible about the child's needs. Physical, medical or known cognitive difficulties are discussed when a child starts at school. Medical/physical needs are recorded on the admission form, which is signed by parents/carers.

To support transitions to other schools, we share information with the school the child is moving to, with both parent and child's views shared. This includes our Year 6 children's transfer to secondary school.

At the end of each summer term all children have the opportunity to spend time in their new class, with their new teachers. For children with additional needs it is often necessary for them to have a longer transition period and this is devised in accordance with an individual child's needs. This also applies to children starting at our school or moving to a new school.

### **Admission Arrangements**

All admissions to the school are through Warrington Borough Council and follow their admissions procedure <https://www.warrington.gov.uk/primary-school-admissions> There is no differentiation made between pupils with, or without SEND.

### **Exams/Assessment**

Our Assessment Co-ordinator is Miss Muia.

Children who are unable to access age related National Curriculum assessments are assessed using a year group below or B Squared. Both of these assessments allow the opportunity to show progress matched to the child's needs.

All children with an EHC Plan are allowed extra time to complete assessments, if necessary. All other children who require extra time will be assessed against government guidelines and the appropriate paper work submitted.

## **MEDICAL CONDITIONS**

The class teacher is informed when information passed onto the SENCO concerns a medical condition which is likely to affect the child's ability to learn, such as a hearing or visual impairment. It may be appropriate for a Care Plan to be written by the class teacher.

School recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. In these cases, school will refer to the statutory guidance, 'Supporting pupils at school with medical conditions' when compiling a Care Plan, to specify the type and level of support required to meet the medical needs of a pupil. 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.

Where a pupil has an EHC Plan, their provision will be planned and delivered in a co-ordinated way to reflect their Care Plan. These plans will involve the views of parents/carers, pupils and, if appropriate other professionals.

For full details of our arrangements to support pupils at school with medical conditions please see our Medical Conditions Policy.

## **PERSONAL CARE POLICY**

Every child who needs personal care during school hours will be fully supported. For further details, please consult our Personal Care Policy available on the SEND section of our website.

## **CHILDREN WHO CANNOT ATTEND SCHOOL DUE TO HEALTH NEEDS**

At Bewsey Lodge we provide support to children who are absent from school because of illness for a short period of time, for example when experiencing chicken pox or influenza, if this is appropriate.

We also work alongside the Local Authority, parents/carers and other relevant agencies to support children who cannot attend school because of ill health. We will help to ensure that the provision offered to the child is as effective as possible and that the child can be reintegrated back into school successfully, if this is appropriate.

## **FUNDING**

All Warrington schools receive funding for pupils with SEND in these main ways:

- The base budget covers teaching and curriculum expenses for all pupils (based on the LA formula, and generated on the numbers of pupils with Free School Meals (FSM)).
- The notational SEN budget covers the additional support required for SEN Support.
- High Needs Block funds/resources allocated to pupils with EHC plan.
- The Designated Provision funds allocated to all pupils in our two designated provisions.

At Bewsey Lodge Primary School we follow the SEND Code of Practice and LA guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated amongst pupils with SEND are included in the school's provision map.

## **SUPERVISION**

The SENDCO and DP Manager meets with the Head of School on a termly basis to engage in professional supervision. These meetings provide an opportunity to discuss any emerging issues, with a particular focus on pupils' development, wellbeing, and any safeguarding concerns. During this time, appropriate solutions are identified and agreed upon to address challenges as they arise. The sessions also offer a space for reflective dialogue and coaching, supporting the SENDCO/DP Manager in developing their personal effectiveness and leadership practice alongside wellbeing support. In addition, adhoc supervision takes place as and when required to respond to emerging needs or urgent concerns.

## **RESOURCES**

The SENCO holds a number of specialist resources, for example First Class Number, reading assessment activities, Plus 1, Word Wasp, Sandwell Maths Assessment, ICT programmes, workbooks and games.

These are provided to members of staff, when required, and need to be returned when finished with.

Resources are regularly reviewed in line with children's needs.

The well-being of the children and the safe use of equipment is ensured at all times.

For further information on the safe use of equipment, please refer to our school's Health and Safety Policy.

## **ROLES AND RESPONSIBILITIES OF THE GOVERNORS AND THE HEADTEACHER**

- Ensure there is a SEND Policy in place and it is in line with the Code of Practice.
- The Children and Learning Committee, which includes the SEND Governor, meet with the SENCO every term, to evaluate the success of SEND provision and areas of improvement.

- Headteacher to ensure the Governing Body is well informed about SEND within the school.
- Attend any relevant training.

## **ROLES AND RESPONSIBILITIES OF THE SENCO**

- Ensure all staff have received copies and read the SEND policy.
- Ensure parents/carers know where to find the SEND policy.
- Carry out regular observations of class teachers/TAs supporting SEND children.
- Ensure integration, where possible.
- Take day-to-day responsibility for the operation of the SEND Policy and provision.
- Setting targets for improvement.
- Keep an up to date SEND, Initial Concern and Care Plan Register and Provision Map, which are reviewed every term.
- Ensure up to date records are kept on all SEND.
- Gather pupil's views.
- Invite the appropriate people and attend annual review meetings for the children in the mainstream.
- Monitor the progress of SEND children.
- Collect and collate information when arranging further assessment.
- Provide support to all staff, including relevant training.
- Help to establish IEPs, Support Plans, Care Plans and Positive Handling Plans and monitor in the autumn term.
- Manage transitions to different provisions.
- Develop and maintain positive and constructive relationships with parents/carers.
- Keep the Headteacher and Governors informed of developments and updates once a term through the termly Inclusion Report.
- Keep up to date with new developments by attending courses provided by the LA and other organisations and disseminating relevant information to staff.
- Attend SENCO Network Meetings.
- Organise staff training when required.
- Update the School's Local Offer/SEN Information Report.
- Keep the SEND page on the school website up to date.
- Ensure that there are adequate resources in school.
- Complete any actions from Pupil Progress Meetings.
- Provide the appropriate data for the Headteacher's report for Governors every term.
- Have ongoing team meetings throughout the year, as appropriate.

## **ROLE AND RESPONSIBILITIES OF THE DP MANAGER**

- Setting targets for improvement.
- Invite the appropriate people and attend annual review meetings for children in the DP.
- Monitor the progress of SEND children within the DP.

- Support SENCO to complete Inclusion Governor's report every term
- Collect and collate information when arranging further assessment.
- Provide support to staff, including relevant training.
- Liaise regularly with SENCO.
- Help to establish IEPs, Care Plans and Positive Handling Plans within the DP and monitor every term.
- Manage transitions to different provisions.
- Develop and maintain positive and constructive relationships with parents/carers.
- Keep up to date with new developments by attending courses provided by the LA and other organisations and disseminating relevant information to staff.
- Attend DP Network Meetings.
- Keep the DP page on the school website up to date.
- Ensure that there are adequate resources within the provision
- Liaise with outside agencies.
- Gather pupil's views.

## **ROLES AND RESPONSIBILITIES OF THE SEN SUPPORT**

- Check inclusion files are set up at the start of each academic year
- Check provision maps, IEP evaluations are completed and loaded onto OneDrive (termly)
- Check IEPs, & Support Plans (spring & summer term).
- Organise any additional 1:1 reading support, if appropriate.
- Monitor interventions, throughout the year.
- Carry out intervention observations.
- Update the intervention page of the school website.
- To liaise with teachers and speech and language therapists (SALT).
- To share SAL programmes/resources to class teachers.
- To keep an up to date SAL Register.
- To meet with the SENCO throughout the year, as appropriate.

## **ROLES AND RESPONSIBILITIES OF THE CLASS TEACHER**

- Identify pupils who make little or no progress despite differentiated learning opportunities and inform the SENCO.
- Take overall responsibility for interventions within their class.
- Work with the SENCO and parents/carers in collecting and recording information about the pupil, when determining action to be taken.
- Invite parents/carers into school to write and review IEPs, Support Plans, Care Plans and Positive Handling Plans & All About Me documents.

- Write/review IEPs, Support Plans, Care Plans, Positive Handling Plans & All About Me documents every term, ensuring parents/carers read and sign them, then providing the SENCO with copies.
- Ensure children know what their targets are and involve them at an appropriate level in planning for their own learning and reviewing their success.
- Send out letters to parents/carers to inform them if their child is having an intervention programme.
- Plan and deliver appropriate work to enable pupils on an IEP/Support Plan to reach their individual targets.
- Liaise with outside agencies.
- Incorporate any additional resources and support specified from outside agencies into day-to-day teaching and record on child's IEP.
- Keep an up to date class Inclusion File on the 1Drive.
- Accept teaching assistant's as team members within the classroom and liaise with them when planning work for children they support with SEND.
- Attend any training, as appropriate.
- Complete annual review reports, as appropriate.

## **ROLES AND RESPONSIBILITIES OF THE TEACHING ASSISTANT**

- Support children with SEND within the classroom, as planned for by the class teacher.
- Work with individuals/small group on individual/group targets with the class teacher's guidance. For short periods of time, a level three teaching assistant may supervise the rest of the class to allow the class teacher to work with a small group of children.
- Carry out half termly initial, interim and final assessments to show the impact of the intervention.
- Plan, monitor and evaluate interventions.
- Liaise with the class teacher.
- Support the class teacher in assessment and planning.
- Provide a timetable of interventions to the Support SENCO.
- Access training, when appropriate.

## **ACCESSIBILITY**

The Disability Discrimination Act (DDA) (1995), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Bewsey Lodge Primary School's accessibility plans and strategies are within the school's Equality & Accessibility Policy, this can be found on the school website or upon request from the school office.

## **COMPLAINTS**

Parents/carers' complaints about SEND issues are, in the first instance dealt with by the SENCO. If there is still a problem the Headteacher will become involved and the school's formal Complaints Policy implemented in the unlikely event of the problem continuing. A copy of this policy is available on our school website or upon request from the school office. Parents/carers will also be reminded of the Parents in Partnership scheme, where they will be able to receive independent advice if necessary.

## **BULLYING**

Please refer to the school's Anti-Bullying Policy. This clearly identifies the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners at our school.

