



North Cotswold Schools Federation (NCSF)
Little Pickles Nursery

Special Educational Needs and Disabilities and Inclusion Policy
and Information Report

Autumn 2020

Rooted in our Christian understanding of life in its fullness, NCSF schools are safe aspirational learning communities where all are nurtured and cherished to shine and flourish as lights in the world.

This policy was presented to Staff and Governors for discussion and approval in the Autumn Term 2020. This policy was approved by Governors at their meeting on 7 December 2020

SEND Policy 2020 – (statutory) annual review	
Date reviewed: 07.12.20	Minute no: F12.20:10
Date approved: 07.12.20	Minute no: F12.20:10
Date for next review: Autumn 2021	
Signed by the Chair of the Governing Board:.....	
Print:.....	
Date:.....	

Introduction and Aims

The aims of this policy are to explain how the teaching is provided within The North Cotswold Schools Federation, for all children with Special Educational Needs and Disabilities (SEND), and explain the roles and responsibilities of everyone involved in providing for pupils with SEND. SEND includes those gifted with special abilities, those with learning difficulties, children with social and emotional difficulties and those with either physical or mental disabilities. Our first principle is that every child is included and their individual development needs considered.

Other policies that should be read in conjunction with this Policy are the Accessibility Plan, Behaviour, Equality, intimate Care, Medical and Child Protection and Safeguarding, which aim to offer practical advice and guidance on how child protection issues should be dealt with. Other information about SEND can also be found in our SEND information report and the Early Help information which can be accessed via the Federation's website or by contacting the school office.

In our whole school approach we will:

- Have high expectations for all our children;
- create an environment and high-quality provision that meets the special educational needs of each child;
- ensure that the special educational needs of children are identified, assessed and provided for;
- focus on inclusive practice and removing barriers to learning;
- work collaboratively with all agencies (education, health and social care) involved with the child or young person;
- enable all children to have full access to all elements of the school curriculum;
- ensure that our children's views, wishes and feelings and those of their families are at the centre of our provision;
- ensure that parents and carers participate as fully as possible in decision-making and supporting their child's education;
- enable children to participate in decision-making;
- have high expectations and aspirations for children and young people with SEND;
- ensure that our children reach their full potential and become confident, resilient individuals, living fulfilling lives; and ultimately successfully preparing them for independence in adulthood.

The SEND and Inclusion Co-ordinator (SENDCo) is Anna Mason, who can be contacted via the school office.

The SEND Governor is Robin Davis

Legislation and guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

Definition of Special Educational Needs and/or Disability (SEND)

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

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age,
- or

- have 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.

Identifying SEND

The benefits of early identification are widely recognised, where need is identified and then effective provision made at the earliest point. This improves long-term outcomes for the child. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

Early identification of SEND needs is particularly important the Little Pickles nursery. If needs can not be met by a My Plan additional support is sought from the local authority Early Years team.

A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.

Children's current skills and levels of attainment are assessed on entry, building on information from previous settings and key stages where appropriate. All children have access to a broad and balanced curriculum. We set high expectations for every child, whatever their prior attainment. We use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to a child's achievement. Our schools provide a focus on outcomes for our children and this does not always equate to hours of provision or support.

Disabled children and young people

Some children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled and medically unwell children and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Roles and Responsibilities

The role of the SENDCo

Our SENDCo will in collaboration with the Executive Head and governing body, determine the strategic development of SEND policy and provision in the schools. The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual children with SEND, including those who have Education, Health and Care (EHC) plans. The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo is aware of the provision in the Local Offer, as outlined by Gloucestershire, and works with professionals providing a support role to families to ensure that children with SEND receive appropriate support and high-quality teaching. The graduated pathway is followed and further details can be found later in this Policy or on the web link

The key responsibilities of the SENDCo include:

- adhere to the SEND Code of Practice 2014 and the principles that runs throughout this.
- collaborate with the Head of School to overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND and advising on the graduated approach for SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet childrens' needs effectively;
- liaising with parents/carers of children with SEND with the class teacher;
- liaising closely with the parent support worker who supports children 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 child and their parents/carers are informed about options and a smooth transition is planned;
- working with the school's governors to ensure that the schools meet their responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the schools keep the records of all children with SEND up to date.

The Executive Head

The Executive Head is responsible for:

- the day to day management of all aspects of the Federation, including the support for children with SEND;
- work with the SENDCo, Heads of Schools, and SEND governor to determine the strategic development of the SEND and Inclusion Policy and provision in the schools;
- ensuring that the needs of SEND are met;
- keeping the Governing Body up to date about any issues in the school relating to SEND;
- working within the school finances, SENDCo and SEND Governor to plan and spend money for children with SEND effectively, monitoring the impact of such spending.

The SEND governor

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings;
- monitor the quality and effectiveness of SEND, disability and gifted and talented provision within the schools, and update the governing board on this;
- work with the Executive Head and SENDCo to determine the strategic development of the SEND and Inclusion Policy and provision in the schools.

Class teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class;
- providing quality first teaching and the understanding that this is the single most important provision for children with SEND;

- keeping appropriate records and recording the progress, which can be used to identify areas of support;
- working with the SENDCo to write individual 'My Plans' and 'My Plans +' to identify key targets, and ensuring that these are reviewed within the Gloucestershire recommendation of 12 weeks;
- working with the SENDCo and identifying, planning and delivering any additional help needed;
- working with the SENDCo to share and review assessment and progress information.
- informing parents/carers of progress at Parents' Evenings;
- ensuring that all additional adults working in school are helped to deliver the planned work, so they can achieve the best possible progress;
- work with outside agencies who may offer advice and help to support any child;
- ensure they follow the Federation's SEND Policy.

How are we going to do it?

For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. We are alert to emerging difficulties and respond early. We listen, value and understand when parents/carers express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Where there are concerns, we assess to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

We are alert to other events that can lead to learning difficulties or wider social, emotional and mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but can have an impact on well-being and sometimes this can be severe. We ensure we make appropriate provision for a child's short-term needs in order to prevent problems escalating.

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

Identifying and assessing SEND for children whose first language is not English (EAL) requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

SEND information report - Broad Areas of Need

When reviewing and managing special educational provision the broad areas of need and support outlined below are taken into account, and we review how well-equipped we are to provide support across these areas. These five broad areas give an overview of the range of

needs. The purpose of identification is to work out what action we need to take, not to fit a child into a category. Children often have needs that cut across all these areas and their needs may change over time. Our detailed assessment of need aims to ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment.

Communication and interaction.

Children 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 with 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 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 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs.

Some children 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties.

Some with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Moderate/severe/profound and multiple learning difficulties

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.

What is NOT SEND but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour (this is an underlying response to one of the five broad areas of need)

SEND support in our schools

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

All children are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. We identify and address the SEND of the children after high quality first teaching, that is differentiated and personalised for the child and, the use of short-term interventions to address the barriers to learning.

Our schools:

- do their best to ensure that the necessary provision is made for any child who has special educational needs - this means doing everything it can to meet children and young people’s SEND - determining the policy and establishing the appropriate staffing and funding arrangements;
- make sure all reasonable adjustments are made to ensure that a child with SEND joins in and is included in the activities of the school, together with children who do not have SEND;
- designate a teacher to be responsible for co-ordinating SEND provision; the SEND co-ordinator (SENDCo);
- ensure parents/carers and the child are informed and involved when the school is making special educational provision for their children;
- makes arrangements for the admission of disabled children.

A named member of the governing body has specific oversight of the school’s arrangements for SEND and disability. The governors, Executive Head and SENDCo regularly review how SEND expertise and resources are used to build the quality of the Federations provision as part of our approach to the Federations development.

The quality of teaching for children with SEND, and the progress made by children, is a core part of our school’s performance management arrangements and its approach to professional

development for all teaching and support staff. School leaders and teaching staff, including the SENDCo, identify any patterns in the identification of SEND, both within the schools and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEND is built into the overall approach to monitoring the progress and development of all children.

Our teachers are responsible and accountable for the progress and development of the children in their class, including where they access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered. In deciding whether to make special educational provision, the teacher and SENDCo considers all of the information gathered from within the school about the child'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 an early discussion with the child and their parents/carers. These early discussions with parents/carers are structured in such a way that they develop a good understanding of the child's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. We also tell parents/ carers about the cluster's and local authority's information, advice and support service. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the child and their parents. This helps determine the support that is needed and whether it can be provided by adapting the schools' core offer or whether something different or additional is required.

The outcomes considered include those needed to make successful transitions between phases of education and to prepare for adult life. The agreed actions may also include those taken to make sure the schools, meet their duty to ensure that children with SEND engage in school activities, together with those who do not have SEND. A date for reviewing progress is agreed and the parent/carer, child and teaching staff are clear about how they will help the child reach the expected outcomes. The overriding purpose of this early action, is to help the child achieve the identified outcomes, and remove any barriers to learning. Where it is considered that a child does have SEND, the child's parents are formally informed that SEND Support is required, and their consent is sought before it is recorded in the school records. Our arrangements for supporting children who are Looked After by the local authority and have SEND, follow this policy, and the LA's policy for Children Looked After.

This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs, and of those interventions that supports the child, in making good progress and securing good outcomes. This approach is known as the graduated pathway web link https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=3_2. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the child's needs. This should draw on the teacher's assessment and experience of the child, their previous progress and attainment, as well as

information from the school's core approach to child progress, attainment, and behaviour. It should also draw on other teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the child's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the child is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them if the parents agree.

Plan

Where it is decided to provide a child with SEND support, the parents will be formally notified, although parents will have already been involved in forming the assessment of needs. The teacher and the SENDCo will agree in consultation with the parent and the child 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 child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system.

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

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

Do

The class teacher will 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 teacher, they will still retain responsibility for the child. 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 assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the child and their parents. This will feed back into the analysis of the child's needs. The class teacher, working with the SENDCo, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a child has an EHC plan, the local authority will review that plan as a minimum every twelve months. Our school will co-operate with the local authority in the review process and, as part of the review.

Transition

SEND Support includes planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school shares information and plans arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. We engage with secondary schools to help plan for these transitions.

Involving specialists

Where a child continues to make less than expected progress, despite evidence based support and interventions that are matched to the child's area of need, the school considers involving specialists. We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. We always 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 children of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The child's parents are involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, we aim for the child to receive it as quickly as possible. Gloucestershire's Local Offer sets out clearly what support is available from different services and how it may be accessed. Our school works closely with the local authority to agree the range of local services and clear arrangements for making appropriate requests.

Such specialist services include, but are not limited to:

- educational psychologists;
- Children and Young People Services (CYPS – formally known as CAMHS);
- specialist teachers or support services, including specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability;
- therapists (including speech and language therapists, occupational therapists and physiotherapists).

The SENDCo, Head of School and class teacher, together with the specialists, and the child's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Involving parents/carers and children in planning and reviewing progress

We provide an Annual Report for parents/carers on their child's progress throughout the whole school. We also hold two parents' evenings, autumn and spring to provide verbal mid-year reports for parents on how their child is progressing. Where a child is receiving SEND Support, we talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and the school. This information is reflected on the My Plan and My Plan +, which is updated every twelve (12) weeks, in accordance with the Graduated Pathway guidance. Parents/carers are given extra time at parents' evening to discuss these but extra

meetings are planned for any longer discussions required when necessary. The My Plan and My Plan + discussions are led by the class teacher, supported by the Head of School or SENDCo where appropriate. It provides an opportunity for the parent/carer to share their concerns and, together with the class teacher, agree their aspirations for the child. These discussions will allow sufficient time to explore the parents'/carers views and to plan effectively. The views of the child are included in these discussions. This is through involving the child in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff. This record is given to the child's parents/carers. The school's management information system is updated as appropriate. If it is agreed by the school, parents and any agencies working with the child, that the child is now working in line with their peers and their learning can be met by high quality first teaching suitably differentiated and personalised, then the child can be removed from SEND Support records.

Requesting an Education, Health and Care needs assessment

SEND support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parents should consider requesting 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.

Local Offer

The Federations Local Offer of Early Help can be accessed via the Federation's website or contacting the school office. Further information about the Early Help Graduated Pathway can be found at

https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/early-help-for-children-young-people-and-families/_Appendix 1

Supporting Children at School with Medical Conditions

The schools recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

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

All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. They are also encouraged to go on our residential trip(s), and to take part in sports day/school plays/special workshops, etc.

No child is ever excluded from taking part in these activities because of their SEND.

Training and Resources

Most of the funding to support children with additional needs, including those with SEND and disabilities, are determined by the local authority's funding formula. This notional SEND budget is an amount of money delegated as part of the whole school budget to meet the needs of all children with SEND, at all but the most exceptional levels of need. It is not linked to an individual child. We use these funds to meet the needs of those with SEND, as outlined in this policy. The local authority may need to provide additional top up funding in specific cases.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the Federation's SEND provision and practice and to discuss the needs of individual children. The Federation's SENDCo regularly attends cluster and network meetings in order to keep up to date with local and national developments in SEND.

Accessibility

Schools are required under the Equality Act 2010 to have an Accessibility Policy and Action Plan. The purpose of the Action Plan, is to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment.
- Improve the delivery of information to pupils with a disability

Our schools aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Bullying and SEND

We have a zero-tolerance approach to bullying.

Please visit the school's website to view our school's Anti -Bullying policy.

Information Storage and Management

In accordance with General Data Protection Regulations (GPPR), all records are stored securely and passed on the child's next school when they transfer.

Complaints

Complaints relating to the provision for children with SEND will be dealt with, in the first instance, by the Class Teacher. Failure to resolve the problem should then be referred to the SENDCo. and ultimately the Executive Head. The Chair of Governors may be involved if necessary. Parents/carers will be informed of the complaint procedure and support will be given, if required, to help them through the process. In the case of an unresolved complaint the Local Authority (LA) may be involved.

Equal Opportunities for All

We do not discriminate against any child on the grounds of disability, gender, gender identity, sexual orientation, ethnicity, social, cultural or religious background in providing the curriculum, teaching and guidance, in applying standards of behaviour, dress or appearance.