St Mary's CE Primary School

Special Educational Needs and Disabilities Policy 2026-2027

Policy: Special Educational Needs/Disabilities Information Report	
Date of Issue: October 2026	**Date of Last Review:** September 26
Next review Date: September 2027 (Reviewed annually alongside the SEND Policy)	

Headteacher	SENDCo	IEB
Approved D Holding	Approved K. Jones	Approved

Name of SENDCo	Name of SEND Link Governor
Mrs K Jones	Mr R Dean

*This report should be read in conjunction with the school's **SEND Information Report**,* which provides parents and carers with practical information about how the school's SEND arrangements are implemented on a day-to-day basis. *Whilst each document has a distinct statutory purpose, they are intended to complement one another. The SEND Policy outlines the school's principles, procedures and statutory duties for supporting pupils with Special Educational Needs and Disabilities, whilst the SEND Information Report provides practical information for parents and carers about how these arrangements are implemented in practice at St Mary's CE Primary School. Reading both documents together provides a comprehensive overview of the school's approach to SEND.*

Our Aims

At St Mary's CE Primary School, we are committed to ensuring that every child is valued, included and supported to achieve their full potential.

We believe that every teacher is a teacher of pupils with SEND and that high-quality, adaptive teaching is the first step in responding to individual needs. Where additional support is required, we work closely with pupils, parents, external professionals and the Local Authority to ensure the right provision is in place.

This report explains how we identify, support and review pupils with Special Educational Needs and Disabilities and how we work in partnership with families.

What are Special Educational Needs?

At *St Mary's CE Primary School*, we recognise that every child is unique and that some pupils may require additional support to help them achieve their full potential. A pupil is identified as having Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them.

A pupil has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of pupils of the same age; or
- A disability that prevents or hinders them from making use of educational facilities generally provided for pupils of the same age in mainstream schools.

Special educational provision is provision that is additional to, or different from, the support and teaching approaches normally available to all pupils. This may include targeted interventions, adaptations to teaching, specialist resources or support from external professionals.

Disability

A pupil is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school is committed to ensuring that pupils with disabilities are not placed at a substantial disadvantage compared with their peers. We will make reasonable adjustments to the environment, curriculum and provision to ensure that all pupils can access learning, participate fully in school life and achieve positive outcomes.

St Mary's Special Educational Needs and Disabilities Coordinator (SENDCo) is Mrs K. Jones. She holds the National Award for SEN Coordination in accordance with statutory requirements. Mrs Holding is the school's Designated Teacher for Looked After and Previously Looked After Children

The school recognises that children who are looked after or previously looked after may also have SEND. Both SENDCo and Designated Teacher, ensures a joined-up approach to identifying needs, planning provision and monitoring outcomes for these pupils. In addition, the school's Designated Safeguarding Lead has completed Designated Teacher training, along with Mrs Jones and provides support in fulfilling this role where appropriate, helping to ensure continuity and effective multi-agency working.

Aims of the Policy

At St Mary's Primary School, we are determined to meet the educational needs of all our pupils, to encourage independence and full participation in the life of the school. A number of pupils will, at some stage of their school career, experience some degree of special educational need. Working within the guidelines of the Code of Practice, it is our intention that the educational needs of all pupils are identified and provision made to meet these as early as possible. It is expected that all relevant information concerning children with special educational needs will be treated with the appropriate respect and confidentiality. Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. St Mary's Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs and ensure that parents are notified when SEN provision is being made for their child.

Preparing for Adulthood

At St Mary's Primary School, we recognise that preparing for adulthood begins in the primary years. Through our inclusive curriculum and SEND provision, we support pupils to develop independence, communication, resilience, confidence and self-advocacy. We encourage pupils to become increasingly independent learners, make informed choices, build positive relationships and develop the skills they will need for future education, employment and adult life.

Objectives of the Policy

At St Mary's Primary School the aims of our Special Educational Needs and Disability policy and practice are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- To request, monitor and respond to parent/carers' and pupils' views to evidence high levels of confidence and partnership.

- To ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need: communication and interaction, cognition and learning, social, mental and emotional health and sensory/physical.

Identification and review of pupil needs

Children and young people make progress at different rates and in different areas throughout their school life. This may be affected by their health, absence from school, difficulties in their home circumstances, or other reasons such as their lack of English if they have newly arrived in this country. These reasons alone would not mean that a child or young person has Special Educational Needs.

We identify whether children and young people have SEN in the following ways:

- Information that we may receive when a child or young person transfers to the school;
- Considering information and assessments that we may receive from other professionals outside of the educational area e.g. health services;
- Identifying where pupils have greater difficulties in learning in relation to other children of the same age;
- Constant monitoring of progress of individual children at regular intervals;
- Considering whether the pupils' rate of progress is in line with the progress of other children of the same age
- Listening to what children and young people and their parents/carers tell us;
- Seeking further views through consultations with other external educational professionals e.g. Educational Psychologists, Advisory Teachers.
- Pupil observation indicates that they have additional needs in one of the four areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

AREA OF NEED	
Communication and interaction	Pupils with needs in this area may have difficulties with speech, language and communication. They may experience challenges with understanding language, expressing their thoughts, feelings and ideas, or using and understanding the social rules of communication. Some pupils may have difficulties with social interaction, communication and flexibility of thought. This includes many pupils with **autism spectrum disorder (ASD)**, whose needs may fall within this area of SEND. At St Mary's Primary School, we recognise that communication and interaction needs can present differently for each pupil. We provide appropriate support and adaptations to help pupils develop their communication skills, build positive relationships and access learning successfully.
Cognition and learning	Pupils with needs in this area may require additional support to develop their learning skills and make progress. They may learn at a different pace to their peers and may need adaptations, targeted interventions and personalised approaches to help them access the curriculum and achieve their potential. A range of needs are included within this area of SEND, including: • **Specific learning difficulties (SpLD)**, which affect particular aspects of learning. These may include dyslexia, dyscalculia and dyspraxia. • **Moderate learning difficulties (MLD)**, where pupils may experience greater challenges in acquiring knowledge, skills and understanding across areas of the curriculum. • **Severe learning difficulties (SLD)**, where pupils may have significant difficulties with learning and require a high level of personalised support. • **Profound and multiple learning difficulties (PMLD)**, where pupils have severe and complex learning difficulties, often alongside additional physical disabilities or sensory impairments. At St Mary's Primary School, we recognise that cognition and learning needs can present differently for each pupil. We use adaptive teaching, targeted support and personalised approaches to help pupils develop their independence, confidence and progress in their learning.

AREA OF NEED	
Social, emotional and mental health	Pupils with needs in this area may experience a range of social, emotional and mental health difficulties that affect their wellbeing, relationships, behaviour and ability to access learning. These needs can arise from a variety of factors and may present differently for each pupil. Pupils may experience: • Mental health difficulties, such as anxiety, depression or other emotional wellbeing needs. • Conditions such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment-related difficulties. • The impact of adverse childhood experiences (ACEs) or other significant life experiences. These needs may be expressed in different ways, including difficulties with emotional regulation, managing feelings, forming relationships, maintaining concentration, responding to expectations, or engaging with learning. Some pupils may display behaviours that appear challenging, disruptive or concerning, while others may become withdrawn, anxious or isolated. At St Mary's Primary School, we recognise that behaviour is a form of communication and seek to understand the underlying needs of each pupil. We provide supportive, nurturing approaches and appropriate interventions to help pupils develop emotional resilience, positive relationships and the skills needed to thrive.

AREA OF NEED	
Sensory and/or physical	Pupils with needs in this area have a disability or medical condition that may affect their access to the learning environment, curriculum or wider school opportunities. They may require additional support, adaptations or specialist resources to enable them to participate fully alongside their peers. Pupils may have: • A sensory impairment, such as a vision impairment, hearing impairment or multi-sensory impairment. • A physical disability or medical condition that affects their mobility, access or ability to engage with aspects of school life. Some pupils may require ongoing support, adjustments, specialist equipment or advice from external professionals to ensure they can access learning and participate in the full range of opportunities available at school. At St Mary's Primary School, we work closely with pupils, parents/carers and relevant specialists to identify barriers, make reasonable adjustments and provide appropriate support to enable pupils with sensory and/or physical needs to achieve their potential.

A Graduated Response to SEND Support

The Code of Practice states that a **Graduated Approach** to the identification and assessment of SEND should be undertaken. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a learner may experience.

High-Quality Teaching	At St Mary's Primary School, we believe that high-quality teaching is the foundation of effective SEND provision. Every pupil benefits from high-quality adaptive teaching and inclusive classroom practice, regardless of whether they have identified SEND. We provide Ordinarily Available Inclusive Provision (OAIP) for all pupils, ensuring that adaptive teaching, reasonable adjustments and inclusive classroom practice form the foundation of support before additional SEND provision is considered. Teachers carefully plan and adapt learning to ensure that activities are accessible, appropriately challenging and responsive to individual needs. This enables all pupils to make good progress, participate fully in school life and experience success. Teachers use adaptive teaching strategies and make reasonable adjustments to ensure that all pupils can access the curriculum. This may include:

	• Targeted adult support and effective use of additional staff. • Pre-teaching and overlearning of key knowledge and skills. • Flexible grouping and scaffolding. • Visual supports and communication strategies. • Adapted resources, equipment and approaches. • Adjustments to the learning environment. Through careful planning, assessment and ongoing evaluation, teachers identify and remove barriers to learning, ensuring that all pupils, including those with SEND, are supported to achieve their potential.
Monitoring	***Please note, monitoring is an internal school process and does not mean that a pupil has been identified as having SEND*** Pupils who are not making expected progress over time and/or who are causing pastoral concern may be placed on **Monitoring**. This allows the school to closely track progress, identify any emerging needs and ensure that appropriate support is considered. A monitoring record will be completed, outlining the concerns identified, actions being taken and progress being monitored. This will be discussed with parents/carers by the class teacher, and their views and feedback will be recorded. Monitoring will usually be in place for a maximum of **12 weeks**, during which time progress will be reviewed and appropriate support strategies or interventions considered. If the pupil continues to make limited progress or concerns remain, further targeted diagnostic assessments and interventions may be introduced and recorded as part of the next steps. In some circumstances, a pupil may remain on Monitoring beyond 12 weeks where they are undergoing a referral process, awaiting advice from external professionals or waiting for the outcome of an assessment or diagnosis. The pupil's progress and support needs will continue to be reviewed throughout this period.
SEN support	A pupil is recorded as receiving SEN Support following a thorough analysis and triangulation of information, including attainment and progress data, the impact of high-quality teaching and any targeted interventions already provided, outcomes from diagnostic assessments, SENDCo observations, and discussions with the class teacher, pupil and parents/carers. Once identified as requiring SEN Support, the learner will receive additional support either within the classroom and/or through targeted intervention groups. A one-page profile will be completed to capture the learner's strengths, needs and the support strategies that will help them to make progress. Individual targets will be set and agreed collaboratively between the SENDCo, class teacher, pupil and parents/carers. A minimum of three Assess, Plan, Do, Review (APDR) cycles will be completed while a pupil is receiving SEN Support. At St Mary's, APDR provision maps are

	typically reviewed on a half-termly basis (approximately every six weeks), with formal discussions taking place with parents at least once each term, unless there are significant changes that require an earlier review. Each APDR cycle includes ongoing monitoring, analysis of progress, discussions with all relevant parties, and a review of the effectiveness of the support in place. This process ensures that the level and type of support can be increased, adapted, or reduced in response to the learner's progress, the impact of the provision, and their changing needs. Where evidence indicates that a pupil requires additional specialist advice or a higher level of support, referrals to external agencies or consideration of an Education, Health and Care (EHC) needs assessment may be made at any stage of the graduated approach. Pupils receiving SEN Support will be placed on the school's SEND register. These pupils have identified needs that can be met through the school's graduated approach and available resources. Where a pupil's needs cannot be fully met through the expertise and provision available within school, consideration will be given to involving external specialists and appropriate agencies as soon as possible to ensure the right support is in place. Provision for pupils receiving SEN Support is funded through the school's delegated and notional SEND budget. On the school census, pupils receiving SEN Support are recorded using the code K.
EHCP	Pupils who require more support than is available through the school's SEN provision may be entitled to an Education, Health and Care Plan. An EHC Plan is a legal document that describes the pupil's needs, the provision that will be put in place to support them, and the outcomes that are being sought. If the provision required to meet a learner's needs increases over time to the level of the notional SEND spend set by the Local Authority and meets the relevant thresholds, an application for a formal assessment for an EHC Plan will be discussed with parents/carers. Parents/carers also have the right to request an assessment themselves. Where an EHC Plan is agreed, the learner will receive specific banded support funded jointly by the school and the Local Authority. The provision for these pupils will be funded from the school's notional SEND budget and, where appropriate, from the Local Authority through the high-needs funding block of the Dedicated Schools Grant. A one-page profile will be completed, and targets will be set to ensure that support is personalised and focused on the individual learner's needs and outcomes. On the school census, pupils with an EHC Plan will be recorded using the code E.

Assess, Plan, Do, Review

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess:** The class teacher, supported by the SENDCo, will carry out a clear analysis of the pupil's needs. This will include consideration of the pupil's progress, attainment, strengths, areas of difficulty and any barriers to learning. The views of the pupil and their parents/carers will be taken into account, and advice may be sought from external professionals where appropriate. The pupil's needs will be reviewed regularly to ensure that the support provided continues to be appropriate and effective. For many pupils, the most effective way to identify needs and appropriate strategies is through observing how they respond to carefully planned adaptations, interventions and support.
2. **Plan:** Following consultation with the pupil and their parents/carers, the class teacher, with support from the SENDCo, will agree the adjustments, interventions and additional support to be provided, the intended outcomes and a clear date for review. All staff working with the pupil will be made aware of their individual needs, the outcomes being sought, the support in place and any teaching strategies or approaches required to enable them to make progress. This information will be recorded on the school's management information system and within the pupil's personalised SEND documentation, such as a One Page Profile, SEND Support Plan or provision record. Parents/carers will be fully informed of the planned support and interventions and will be encouraged to contribute their views, share information and support their child's progress where appropriate.
3. **Do:** The pupil's class teacher remains responsible for the pupil's progress and development, including where interventions or additional support are delivered by teaching assistants or specialist staff. The class teacher will work closely with those delivering support to plan, monitor and evaluate the impact of interventions and ensure that support is linked effectively to classroom teaching. The SENDCo will provide support and guidance to the class teacher, helping to assess the pupil's needs, identify appropriate strategies, monitor provision and ensure that support is implemented effectively.
4. **Review:** The effectiveness of support and interventions, and their impact on the pupil's progress towards agreed outcomes, will be reviewed at the planned review date. The review will consider:

- The views of the pupil and their parents/carers.
- The progress the pupil has made towards their intended outcomes.
- Feedback from staff involved in supporting the pupil.
- The impact and effectiveness of the provision provided.

Following the review, the class teacher and SENDCo will consider whether support should continue, be adapted, increased or reduced, and will agree the next steps with the pupil and their parents/carers.

<u>Evaluating the effectiveness of SEN provision</u>

We regularly evaluate the effectiveness of SEN provision to ensure that the support provided is having a positive impact on pupils' progress, outcomes and wellbeing. This enables us to identify what is working well, make informed adjustments and ensure provision continues to meet pupils' individual needs.

We evaluate provision through:

- Tracking and reviewing pupils' progress and attainment, including through the use of provision maps.

- Completing the Review stage of the graduated approach during each cycle of SEN Support (Assess, Plan, Do, Review).
- Monitoring the impact of interventions and additional support provided.
- Gathering the views and feedback of pupils through questionnaires, discussions and pupil voice activities.
- Monitoring provision and outcomes through the SENDCo.
- Holding annual reviews for pupils with Education, Health and Care Plans.
- Gathering feedback from parents/carers and working collaboratively with families to review the effectiveness of support.

The information gathered from these reviews is used to adapt provision, inform future planning and ensure that pupils with SEN receive the most appropriate support to help them achieve their outcomes.

Roles and Responsibilities

SENDCo	The SENDCo leads the strategic development and day-to-day operation of SEND provision across the school. This includes coordinating support for pupils with SEND, monitoring its effectiveness, maintaining the SEND register, coordinating referrals and Education, Health and Care plans, advising staff on the graduated approach and adaptive teaching, supporting staff training, liaising with parents, governors and external agencies, contributing to the school's SEND Information Report and ensuring effective transition arrangements. The SENDCo works in partnership with pupils and their parents, placing them at the centre of all decisions about special educational provision. Where concerns about a child's progress or development are identified, an early discussion will take place with the pupil (where appropriate) and their parents to: • Develop a shared understanding of the child's strengths and areas of need. • Consider parents' views and any concerns they may have. • Agree the outcomes being sought. • Decide the next steps and any support required. A record of these discussions will be kept and shared with parents. If it is agreed that a pupil requires SEND support, parents will be formally informed and involved in planning, reviewing and evaluating the provision throughout their child's time at the school.
Interim Executive Board **SEND Link Governor:** Rob Dean	The IEB is responsible for: • Ensuring the school meets its statutory duties under the SEND Code of Practice and Equality Act 2010. • Monitoring the quality and effectiveness of SEND provision. • Ensuring appropriate resources are available to support pupils with SEND. • Appointing a qualified SENDCo. • Publishing the school's SEND Information Report and Accessibility Plan. SEND Link Governor is responsible for: • Monitoring SEND provision and its effectiveness. • Supporting the strategic development of SEND across the school. • Reporting SEND matters to the IEB.

Headteacher	The Headteacher is responsible for: • Providing strategic leadership for SEND. • Working with the SENDCo and IEB to ensure high-quality provision. • Overseeing the effective use of SEND funding and resources. • Ensuring the school fulfils its statutory responsibilities, including reasonable adjustments and staff training.
Class Teachers	Class teachers are responsible for: • Delivering high-quality, adaptive teaching for all pupils. • Identifying and responding to emerging SEND needs. • Implementing the graduated approach and agreed support strategies. • Monitoring progress and working with the SENDCo to review provision. • Maintaining regular communication with parents and carers.
Parents and Carers	Parents and carers are encouraged to: • Share concerns about their child's progress or development. • Work in partnership with the school to review and plan support. • Attend review meetings and contribute to decision-making.
Pupils	Pupils will be encouraged, where appropriate, to: • Share their views about their learning and support. • Contribute to setting targets and reviewing progress. • Participate in decisions that affect them.

Expertise and Training of Staff

We are committed to ensuring that all staff have the knowledge, skills and confidence to support pupils with SEND effectively. Regular training and professional development opportunities are provided for teaching and support staff to develop their understanding of a range of needs and to ensure that pupils receive high-quality, inclusive provision.

The Headteacher and SENDCo regularly monitor staff training needs and identify areas for further development. These needs are incorporated into the school's ongoing Continuing Professional Development programme to ensure that staff expertise continues to develop in line with the needs of our pupils.

Where appropriate, staff will receive advice, training and guidance from external specialists, informed by the emerging needs of our pupils, to enhance their understanding and ability to support individual pupils with specific needs.

Transition

At St Mary's Primary School, we recognise that transitions can be a significant time for children with SEND and manage them sensitively to ensure every child feels confident, secure and well prepared for change.

For children moving between classes within school, transition meetings are held at the end of each academic year, allowing teachers to share information about individual children's needs, strengths and support strategies. All pupils have the opportunity to meet their new teacher, visit their new

classroom and become familiar with new routines before the start of the new academic year. Where appropriate, children with SEND may receive additional transition support, including extra visits, personalised transition resources such as transition books and opportunities for parents/carers to meet with staff to discuss their child's needs.

When pupils transfer to secondary school or another setting, we work closely with the receiving school to ensure a smooth transition. Information is shared with the new school's SENDCo and relevant staff before transition visits take place. For pupils with an Education, Health and Care Plan, transition planning will form part of the review process, with the new school invited to contribute and discuss the child's individual needs and provision. Where appropriate, pupils will be supported to visit their new school with a member of staff or a parent/carer.

We also work closely with specialist services and external agencies where required to ensure the right support is in place for individual children. The Inclusion Team and SENDCo provide additional guidance and support to help children feel prepared and confident about their next steps.

For pupils joining St Mary's Primary School from another setting, previous school records are requested promptly and meetings are arranged with parents/carers to gather information, understand the child's needs and address any concerns to support a successful transition.

Admission and Accessibility arrangements

Please refer to the information contained on our school website regarding admissions and accessibility.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

The school complies with all relevant accessibility requirements. Reasonable adjustments may include adaptations to the curriculum, learning environment, communication methods, resources and assessment arrangements to ensure that pupils with disabilities are not placed at a substantial disadvantage and can access all aspects of school life.

St Mary's is accessible to children and adult wheelchair users, through the use of three stair lifts. We have a disabled toilet and a wet room which can be used for changing.

Evaluating the Effectiveness of the SEND Policy

We are committed to the continuous improvement of our SEND provision and regularly evaluate the effectiveness of this policy and the support provided to pupils with SEND. This ensures that we are meeting the objectives outlined within this policy and that provision continues to have a positive impact on pupils' progress, wellbeing and inclusion.

We evaluate the effectiveness of our SEND provision through:

- Ensuring all staff have a clear understanding of the needs of pupils with SEND at the start of each academic year.
- Monitoring how effectively and how early pupils with SEND are identified.
- Tracking the progress and attainment of pupils with SEND following identification and throughout their time at school.
- Reviewing pupils' individual progress towards their targets each term.

- Evaluating the impact of interventions after a minimum of six weeks and adapting provision where necessary.
- Gathering feedback from pupils and parents/carers to understand their experiences and views of SEND provision.
- Using pupil questionnaires and pupil voice activities to ensure pupils with SEND feel safe, valued and included within the school community.
- Monitoring SEND provision through the SENDCo and Senior Leadership Team (SLT), including learning walks, work scrutiny, pupil discussions and staff drop-ins.
- Reviewing targeted intervention records and provision maps to monitor impact and measure progress.
- Using the school's assessment systems, including Arbor data, to triangulate information from a range of sources, such as Arbor assessment records, National Test-style standardised assessments and small-step tracking for individual learners.
- Holding person-centred annual reviews for pupils receiving SEN Support Plus funding or those with Education, Health and Care Plans.

The findings from monitoring and evaluation activities are used to inform future planning, staff development and improvements to SEND provision across the school. We use this ongoing review process to ensure that pupils with SEND receive effective, appropriate and inclusive support that enables them to achieve their best outcomes.

Legislation and Guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND.
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Complaints about SEND provision

We are committed to working in partnership with pupils, parents and carers to ensure that concerns about SEND provision are listened to and addressed promptly. If you have a concern regarding the support or provision provided for a pupil with SEND, please contact the class teacher in the first instance, as they are best placed to discuss your child's day-to-day support.

If your concern remains unresolved regarding SEND provision, please speak to:

1. SENDCo: Mrs Jones
2. Headteacher: Mrs Holding
3. Where appropriate, concerns may also be discussed with the **SEND Link Governor and Chair of the IEB, Mr Dean**.

If concerns remain unresolved, parents may follow the school's Complaints Policy, which is available on the school website.

Parents and carers may also seek independent advice and support from the Local Authority SEND team or SEND Information, Advice and Support Service (SENDIASS):

- **Bury SEN Team:** 0161 253 5969
- **Bury SENDIASS:** 01706 769634

We encourage parents and carers to raise concerns as early as possible so that we can work together to resolve issues and ensure pupils with SEND receive the support they need.

Key Contacts:		
Role:	**Name:**	**Contact details:**
Head Teacher	Mrs Holding	Telephone: 0161 773 3794 Email: stmarysprestwich@bury.gov.uk
Designated Safeguarding Lead **Designated Teacher for CLA**	Mrs Holding	Telephone: 0161 773 3794 Email: stmarysprestwich@bury.gov.uk
SENDCo **Inclusion Lead**	Mrs Jones	Telephone: 0161 773 3794 Email: **senco@stmarys-prestwich.co.uk**
SEND Linked Governors **Chair of IEB**	Mr Dean	r.dean@stmarys-prestwich.co.uk

Links with other Policies and Documents

This policy links to the following documents:

- ✓ SEND Report
- ✓ The Local Offer/ SEND Additional Information
- ✓ Accessibility Plan
- ✓ Behaviour Policy
- ✓ Equality Policy and Statement
- ✓ Medical Policy
- ✓ Attendance Policy

- ✓ Admissions Policy
- ✓ Safeguarding and Child Protection Policy
- ✓ Complaints Policy