

Special Educational Needs & Disability Policy



Status:	Statutory
Responsible Person	SENDCo
Responsible Governor	Kate Bown
Ratified by the Headteacher	Deborah Leach
Date approved by the GB	February 2024
Review Period	Annually
Review Date	February 2025

Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, January 2015. A link to the Code of Practice is found here: [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)
- Part 3 of the Children and Families Act 2014 and associated regulations.

Governor responsible for SEND: Kate Bown

Head teacher: Deborah Leach

SENDCo

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SENDCo

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Special Educational Needs and Disability (SEND) Policy

This policy aims to support inclusion for all our children. The responsibility for the management of this policy falls to the Head teacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disabilities Co-ordinator (SENDCo). The Governing Board, Head teacher and the SENDCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is planned to meet the needs of most pupils. Some pupils will need something **additional to** and **different from** what is provided for most pupils; this is special educational provision, and we will use our best endeavours to ensure that provision is made for those who need it.

North Newton Community Primary School will do its best to ensure that the necessary provision is in place for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of North Newton Community Primary School will also work to ensure that all SEND pupils reach their full potential, are fully integrated within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress, and achievement of SEND pupils.

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND are therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved which may include Local Authority (LA), Access to Inclusion, Educational Psychology, Integrated Services, Early Help, Social Care and medical professionals etc.

School Admissions

No pupil will be refused admission to school based on his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children. We will use our best endeavours to provide effective educational provision.

Aims and Objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school, and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all our pupils can access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential, and promoting their well-being.

Objectives

The SEND Policy of North Newton Community Primary School reflects the principles of the 0-25 SEND Code of Practice (January 2015). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are in place.

- To enable pupils with special educational needs, have their needs met and identify these as early as possible.
- To consider the views of the pupils with special educational needs.
- To encourage effective communication and genuine partnerships with parents/carers of children with special educational needs.
- To facilitate full access to a broad, balanced, and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,
- To ensure children with medical conditions are fully supported via accurate and sensitive risk assessments, liaison with medical colleagues and parents and the incorporation of a Health Care Plan as required. Full regard to the following statutory guidance will always be given: [Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/362222/supporting-pupils-at-school-with-medical-conditions.pdf)
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process.
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach between learners with a SEN or disability, their families, staff within school and other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
- Share expertise and good practice across the school and local learning community.
- Make efficient and effective use of school resources.
- Have regard to the Code of Practice (2015) for the identification, assessment, support, and review of special educational needs,
- Have regard to guidance detailed by Somerset County Council.

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision **which is additional to or different from** that normally available in a differentiated curriculum. North Newton Community Primary School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age,
or
- b) 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 or mainstream post-16 institutions.
or
- c) Are a child under compulsory age & they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

North Newton Community Primary School will have regard to the SEND Code of Practice 2015 when performing its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

When a child is identified as having a Special Educational Need, they will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory

and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be within one or more of the following categories of need:

Cognition and Learning.

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or because of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

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.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include becoming withdrawn or isolated and/or displaying challenging, disruptive, or concerning behaviour.

Other children may be diagnosed with or show signs of learning needs such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Social, Emotional and Mental Health Difficulties include:
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Disorder

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) can have difficulty in communicating with others.

This may be because they have difficulty saying what they want to say or understanding what is being said to them or because 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 or multiple aspects of speech, language or social communication at different times of their lives. Children with autism are likely to have difficulties with social interaction.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism

Sensory and/or Physical needs

Some children require special educational provision because they have a disability, and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may change 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. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including children that are deaf or have a hearing impairment)
- Multi-sensory impairment (MSI)
- Physical disability (PD).

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist. **If concerns remain the teacher must complete an Initial Concern Form in order to request involvement from SENDCO.**

How we identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making little progress or is falling behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could be seen to be:

- Similar to that of peers.
- Match or better the pupils' previous rate of progress.
- Close the attainment gap between the pupil and their peers.
- Prevent the attainment gap growing wider.
- Small steps progress or specific 'soft data' observations (i.e. improved tolerance, increasing interest, better friendships etc)

Where pupils continue to make little or no progress despite support and high-quality teaching, the class teacher will collaborate with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or Educational Psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted to a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in curriculum areas.
- Persistent emotional or behavioural difficulties which, after kind and appropriate behaviour management strategies have not improved or are increasing in severity or complexity.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment and intervention.
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum, key visuals etc.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour support programme.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learn.

Assess, Plan, Do and Review

When a pupil is identified with a SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place.

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 pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do and Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set alongside the termly Pupil Progress Meetings.

SENDCo coaching meetings occur half termly which enable class teachers to meet with the SENDCo and discuss individual children with SEND. The SENDCo will also be available in class and after school on his/her working day.

Parents and staff can access Somerset's Graduated Response Tool here: [SCC - Public - Somerset's Graduated Response Tool.pdf - All Documents \(sharepoint.com\)](#)

Graduated Response

Assess

- In identifying a pupil as needing **SEND support** the class teacher, working with the SENDCo, should conduct a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services
- The school and parents/carers will consult, and parental consent will be gathered.
- Progress will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed.
- Specialist assessment such as BPVS, TALC etc may be completed as necessary following Somerset's Graduated Response Toolkit.

Plan

- Parents/carers, with their child, will meet with the class teacher, and the SENDCo if appropriate, to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on the child's APDR Document.
- All targets must be SMART. Each learning intention written should be completed with a *so that* statement to ensure staff are continually mindful of the need for a genuine, useful, aspirational, and measurable outcome for the child,
- It is likely that a clear and concise Pupil Passport will be written at this point to ensure all staff are aware of child's needs, likes and fears and agreed strategies.
- The support and intervention provided will be planned to meet the outcomes identified for the pupil.
- The SEND Learning Passport and APDR Document will often involve a contribution by parents/carers to reinforce learning at home. **It is the class teacher's responsibility to ensure this is discussed with parents (usually at 3 x yearly parent's evening).**

Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any learning support 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 class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and must contribute to it**

Review

- There will be a review of the targets from the APDR process and other interventions carried out which are recorded on the child's personal APDR Document. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupil's needs and the frequency of the educational reviews as to whether external agencies attend each educational review.
- This review will feedback into the analysis of the pupil's needs. The class teacher working with the SENDCo as appropriate, will then revise the support considering the pupil's progress and development. Decisions on any changes made will be in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency. This will usually take the form of a SEND Support Review which can also be used as the key document with which to request statutory assessment for an EHCP if required. It can also be used as a tool to gather information in more complex cases or for SEN children new to the school.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register.

Statutory Assessment of Needs (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment. **For most children where statutory assessment is being requested, it will be essential that the school collates accurate and significant evidence of at least two cycles of the assess, plan, do review protocol detailed above, in order to submit the initial request.**

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate and so North Newton Community Primary School will hold annual review meetings on behalf of Somerset LA and complete the appropriate paperwork for this process in the school setting.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition to the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At North Newton Community Primary School, we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with the SENDCo at regular points. The SENDCo is happy to meet with parents/carers whenever possible though it is advisable to call the school to ensure she is available.

Parents/carers may also wish to seek help and advice from Independent Information Advice and Support services (listed below). These can provide impartial and independent advice, support and information on special educational needs and disabilities.

Somerset Parent Carer Forum [Somerset Parent Carer Forum CIC Ltd \(not for profit\) company no. 10227489](#)

SENDIAS [Contact \(somensetsend.org.uk\)](#)

CAOT [Children's Autism Outreach Team \(CAOT\) \(somerset.gov.uk\)](#)

Parents/carers are also encouraged to visit the Somerset County Council Local Offer website [Somerset's SEND Local Offer](#)

This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children Looked After:

When a child is in the care of the Local Authority, the carers have the same rights and responsibilities as parents.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils can share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought at the point of writing or reviewing their Pupil Passport and during the Annual or SEND Support Review process.

Partnership with External Agencies

A wide range of different agencies and teams support North Newton Community Primary School. North Newton Community Primary School's SEND Information report details which agencies the school frequently works. This report can be found on the school website and is up-dated annually. The SENCO and Head Teacher take part fully in the Access to Inclusion Annual Planning Meetings and are committed to working closely with Educational Psychology, Integrated Therapy Services, Access to Inclusion, paediatricians, health and social care colleagues.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be particularly challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families.

Each transition will depend on the individual child and North Newton Community Primary School will endeavour to work with the new school and family to make the transition as easy as possible.

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Learning Support Assistant (LSA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs, as necessary.
- Learning Support Assistants are engaged in ongoing training.
- External trainers attend periodically to address more specialist training needs such as dealing with specific medical conditions.
- Peer support and guidance is available daily for all staff.

Funding

Funding for SEND in mainstream schools is delegated to the individual school budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school will request additional funding via the EHCP process.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Care Plan (EHCP).

Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCo.

Roles and Responsibilities

Provision for pupils with special educational needs is a high priority for the whole school community.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs and Disabilities.
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND coordinator, or SENDCo.
- inform parents/carers when they are making special educational provision for a child.
- prepare a SEND information report and arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Head Teacher:

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Head Teacher will keep the Governing Body fully informed on Special Educational Needs issues. The Head Teacher will work closely with the SENDCo and the Governor with responsibility for SEND.

SENDCo:

In collaboration with the Head Teacher and Governing Body, the SENDCo advises on the strategic development of the SEND policy and provision with the aim of raising the achievement of pupils with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, collaborating closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high quality teaching for children with special educational needs.

Through analysis and assessment of children's needs and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The main responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEND CPD for all staff.
- Overseeing the records of all children with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies and the Local Authority.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- Leading on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Head Teacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) about reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Learning support assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way. **For those pupils with an Education, Health and Care Plan (EHCP), this will be the key document used in all planning provision and target setting.**

North Newton Community Primary School recognises that pupils 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.

Children in who cannot attend school because of medical reasons:

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals e.g. medical agencies, Hospital School, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement. Full regard will be given to the following document: [Arranging education for children who cannot attend school because of health needs \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424222/Arranging_education_for_children_who_cannot_attend_school_because_of_health_needs.pdf)

Consideration will be given to utilise the use of technology and ways of communication to ensure the child remains and feels part of the school community. Advice will also be sought from **Somerset Access to Inclusion Team**.

SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on the website about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and Accountability

Accessibility (see accessibility plan)

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is accessible for wheelchair users as the school is only on a ground floor level and has a disabled toilet facility, however the EYFS area is not yet wheelchair accessible. North Newton Community Primary School works hard to develop its accessibility and the accessibility plan, detailing how this is being developed can be obtained from the school office or the school website.

Translator

If a translator is required at any meeting then please let a member of North Newton Community Primary School's staff know so that this can be arranged in advance.

Storing and Managing Information

Pupils' SEND records will be kept in accordance with the following [Data protection in schools - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/data-protection-in-schools)

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement or concern regarding SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

