



Manston St James C of E Primary Academy Policies & Procedures

Special Educational Needs and Disability Policy

Approved on	3 rd March 2026
Approved by	Local Governing Board
Next review due	3 rd March 2027

Special Educational Needs and Disability Policy

The Inclusion Team

SEND Governor: Mr Sam Low

Headteacher: Mr Antoni Biedka

Assistant Head/ DSL: Mrs Corrina Cliffe & Mrs Alexa Crabtree

Inclusion Leader (SENDCO): Mrs Lauren Bennett

Pastoral/ Behaviour Team: Miss Amanda Kay, Miss Gloria Chikwiriro, Mrs Blair

Attendance & Safeguarding Office: Mrs Jessica Mills

Introduction

Manston St James Primary Academy is part of the Abbey Multi Academy Trust. This policy reflects the inclusive ethos of the trust. At Manston St James Primary Academy we value all God's children and ensure that those with Special Educational Needs and/or Disabilities (SEND) receive the support they need to make progress in a caring and fully inclusive environment, ensuring they experience life in all its fullness.

All pupils have the right to a broad and balanced curriculum where their individual educational needs are taken into account and effective support provided for them to ensure that they can access it. All pupils with SEND are valued, respected and equal members of our school. Every teacher is a teacher of SEND and staff work to ensure that all pupils maintain high levels of self-esteem and resilience in order to achieve their full potential. At the earliest opportunity support will be given to pupils by members of staff, working in partnership with parents/carers. The school follows national and Local Authority (LA) guidelines for the inclusion of all pupils. The effectiveness of provision for pupils with special educational needs is monitored and evaluated, with reference to the School's Assessment Policy, by the Special Educational Needs Coordinator (SENDCO), members of the management team and the governor with responsibility for SEN.

This policy complies with the statutory requirements in the SEND Code of Practice 0 -25 (July 2014) and should be read in conjunction with the following guidance, information and policies:

- The Equality Act 2010: advice for schools (DfE February 2013)
- SEND Code of Practice 0 -25 (July 2015)
- Schools SEN Information Report Regulations (2014)
- LA Guidance – 'Children and Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework documents (September 2013)
- The Safeguarding Policy
- The Accessibility Policy
- The school's SEND information on the school website
- Teachers Standards (2012)

Definitions of Special Educational Needs (SEN) taken from Section 20 of the Children and Families Act.

A student or young person of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

A student under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children 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.

The SEND Code of Practice identifies 4 categories of SEND. Pupils identified within school as having SEND will be registered under one of the following categories:

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

Aims

Our guiding principle is one of inclusion and is at the heart of our school mission and vision: 'We have roots. We are growing. We will be the best we can be. All are welcome and all are loved'

'Rooted and Grounded in Love' Ephesians 3:17

We want to identify and break down possible barriers to learning, provide well planned lessons for all pupils and work with parents/carers/external agencies to ensure each pupil makes the best possible progress. We aim to:

- ensure that the needs of pupils with SEND are identified as early as possible, assessed, provided for, monitored and regularly reviewed
- develop learning and teaching styles that take account of the wide range of abilities, aptitudes and interests of the pupils in order to meet their individual needs
- ensure access for all children to a broad and balanced curriculum by providing extra support or additional resources where appropriate and by removing barriers to learning
- work in partnership with parents to enable them to make an active contribution to the education of their child
- maintain close links with support services, other schools and agencies
- take views and wishes of pupils into account and involve them in planning and decision making
- raise staff awareness and expertise through relevant training.

Identification, Assessment and Provision

Where a pupil is identified as not making expected progress or as having SEND, school takes action to remove barriers to learning and puts effective provision in place. This support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined

and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. For this the cycle of assess, plan, do and review is adopted.

Class and subject teachers are responsible and accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff.

The schools graduated response procedure is outlined below:

Stage	What is involved?
<p>Stage 1: Quality First Teaching for all.</p> <p>Ordinary Available Provision (OAP)</p> <p>Meeting the needs of all learners</p>	<p>The class teacher is responsible for scaffolding and adapting teaching and learning for all of the pupils.</p> <p>Ordinary available provision refers to the core, high-quality teaching and reasonable adjustments available to all pupils, including adapted tasks, seating, and support strategies, which are designed to be inclusive without needing a formal SEND label.</p> <p>This is quality first teaching.</p> <p>The teacher plans for the teaching and learning to be given to the pupils at the appropriate level for success and progress to be achieved.</p> <p>Some learners will have access to interventions. These will likely be pupils who have gaps in their knowledge or pupils who are not making progress in an area of learning and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with SEND. This is targeted provision and is for a set period of time.</p> <p>Ordinarily Available Provision (OAP) What is OAP? Ordinarily Available Provision refers to the everyday, high-quality adjustments and strategies that <i>all teachers</i> are expected to provide for pupils without placing them on the SEND register. It ensures access, inclusion and progress for every learner as part of Quality First Teaching (QFT).</p> <p>Examples of OAP include the following:</p> <p>Classroom Environment & Routines</p> <ul style="list-style-type: none"> • Calm, predictable environment with consistent visual timetables and clear routines. • Seating arranged to reduce distraction and maximise access (hearing, vision, focus). • Chunked instructions displayed visually; key vocabulary visible. • Access to movement breaks, fiddle resources and quiet working areas. • Clear behaviour expectations using the school's shared language and restorative approaches. <p>(Your policy emphasises scaffolding, adapted teaching and visual aids at universal level.</p>

High-Quality Teaching (Universal Core)

- Tasks scaffolded (modelling, sentence stems, writing frames, guided practice).
- Teaching pitched at the right level using small steps and structured progression.
- Regular check-ins for understanding; opportunities for overlearning and rehearsal.
- Flexible grouping: mixed-ability talk partners; explicit teaching of vocabulary.
- Clear success criteria and worked examples for every lesson.

Inclusive Resources & Access to Learning

- Writing supports: pencil grips, slanted boards, word banks, handwriting guides.
- Reading supports: overlays, chunked text, paired/echo reading.
- Maths supports: number lines, base-10, hundred squares, manipulatives routinely available.
- Assistive tech: text-to-speech, typing options, recording devices, timers.
- Visual prompts and personalised checklists for independent tasks.

Communication & Interaction Support (Universal)

- Use of simple language, slowed pace, repetition and checking understanding.
- Clear step-by-step instructions (1-2 steps at a time).
- Pre-teaching key vocabulary and concepts.
- Supported turn-taking and structured talk opportunities (e.g., talk frames).
- Visuals for transitions, routines, rules and expectations.
(Relates to early communication strategies in universal provision.)

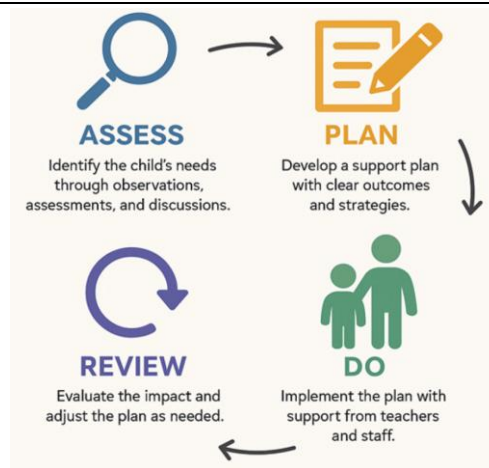
Cognition & Learning Support (Universal)

- Adaptive tasks with varied entry points and extension options.
- Graphic organisers, sequencing boards, prompt mats.
- Frequent retrieval practice and low-stakes quizzing.
- Revisit and review embedded into every session.
- Metacognitive modelling ("I do - we do - you do").

SEMH & Wellbeing Support (Universal)

- Use of Thrive-aligned relational language
- Emotion check-ins; predictable, calm responses to dysregulation.
- Opportunities for connection during the day.
- Positive reinforcement and strength-based feedback.
- Structured support at transitions and unstructured times (break/lunch).

<p>Next steps</p>	<p>If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, a more structured intervention is then discussed and put in place. Most pupils should make progress with the additional help, but if the in-class targets and strategies implemented mean that adequate progress is not made, a SEND referral will be made to the SENDCo to coordinate further support.</p> <p>High quality teaching, adapted and adjusted for individual pupils, is the first step in responding to pupils who have or may have SEN.</p> <ul style="list-style-type: none"> • The class teacher takes steps to provide adapted learning opportunities that aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. • Specialised/adapted resources such as visual aids should be utilised where appropriate. • The pupil may be identified to take part in a small group or 1:1 intervention program. • The SENDCO is consulted as needed for support and advice and may wish to observe the student in class. • At this stage it can be determined which level of provision the student will need going forward. • If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary. • Parents/carers will be informed are encouraged to share information and knowledge with the school. <p>If this process has taken place and the child’s progress is still a concern, the school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at SEN Support.</p>
<p>Stage 2: Targeted interventions for pupils needing extra support.</p>	<p>SEND Support</p> <p>Where it is determined that a pupil does have SEN, parents will be advised of this, and the decision will be added to the pupil’s school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:</p> <ul style="list-style-type: none"> • Assess • Plan • Do • Review <p>This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.</p>



The progress of every child is monitored at termly pupil progress meetings. monitoring also takes place through the form of analysis of standardised scores, book looks, lesson observations, lesson visits, attendance and pastoral team meetings and through pupil voice.

Where children are identified as not making progress despite Quality First Teaching (Universal Support) they are discussed with the SENDCO and a plan of action is agreed. Teachers can also raise concerns to the SENDCO via a record of concern.

Where a pupil continues to make less than expected progress, evidence-based support matched with interventions (targeted support) will be implemented

An individual plan, called a My Support Plan (MSP) is drawn up which outlines the provision/interventions and appropriate outcomes set. The plan is reviewed termly. It records specific and challenging outcomes for the child to achieve in a term, together with the personalised provision (which may be 1:1 or in small group) put in place to enable the child to achieve these outcomes.

The responsibility for maintaining/updating the MSP is that of the class teachers. They are used on a regular basis by the class teacher or teaching assistant assigned to undertake the specified intervention.

Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention - and by the SENDCO who monitors overall progress after the intervention.

Where a pupil continues to make less than expected progress, despite targeted support addressing areas of need, it may be necessary to involve specialists in the school or from outside agencies (specialist support). Parents will always be informed and involved in the decision to procure the advice of a specialist, and their consent will be required formally by agencies.

Where assessment indicates that support from specialist services is required, the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer (see link) sets out clearly what support is available and how it can be accessed.

Support Services used in Manston St James Primary School include Educational Psychology, Speech and Language Therapy, Special Educational Needs Inclusion Team (SENIT), Early Years Special Educational Needs Inclusion Team (SENIT),

	<p>SENSAP (Special Educational Needs Statutory Assessment and Provision Service), VIT (Visual Impairment Team), DAHIT (Deaf and Hearing Impairment Team), CAMHS (Child and Adolescent Mental Health Service).</p> <p>Accountability for the quality of provision is that of external agencies is undertaken by the SENDCo. The SEN D Governor ensures that the school meets its responsibility for all children who have SEND.</p>
<p>Next steps</p>	<p>Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN D Support.</p>
<p>Stage 3: Highly personalised, intensive support for specific, long-term needs</p>	<p>Referral for an Education, Health and Care Plan</p> <p>If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process (referred to as an Education Health and Care Needs Assessment (EHCNA)) which is used to determine whether or not they need an Education Health and Care Plan (EHCP). This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi -agency approach to assessing that need, to planning provision and identifying resources, is required.</p> <p>The application for an Education, Health and Care Plans will combine information from a variety of sources including:</p> <ul style="list-style-type: none"> • Parents • Teachers • SENDCO • Social Care • Health Professionals <p>Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEND Local Offer and the SEND Code of Practice: https://www.leedslocaloffer.org.uk/ https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <ol style="list-style-type: none"> a. Following Statutory Assessment, an EHC Plan will be provided by Leeds City Council, if it is decided that the child’s needs are not being met by the support that is ordinarily available. The school and the child’s parents will be involved in developing and producing the plan. b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil’s formal record and reviewed at least annually by staff, parents and the pupil.

Criteria for exiting the SEND Register

If it is felt that a pupil is making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the procedures outlined in this policy.

Allocation of resources for pupils with SEND.

Resources for SEND are allocated from the school's annual budget and is made up from the Notional Inclusion Budget and high-level needs top up funding. All pupils with SEND have their needs reviewed regularly to ensure that resources are being deployed effectively.

If upon assessment, an EHC plan is awarded, funding will be allocated based on the provision outlined on the EHCP. This funding will be used to ensure the individual child has access to the curriculum and that appropriate provision is put in place.

Management of Inclusion

Inclusion at Manston St James Primary Academy is coordinated by the SENDCO. The SENDCO meets regularly with the Pastoral Team, monitors provision and reports to SLT and Governors to ensure provision is of the highest possible quality.

The Governing Body

The named governor responsible for SEN is Mr Sam Low.

It is the responsibility of the governing body to:

- have regard to the SEND Code of Practice when carrying out their duties towards all children with SEND
- secure the necessary provision for any pupil identified as having SEND
- ensure through the Head Teacher delegation that all teachers are aware of the importance of providing for these children
- ensure they are up to date and knowledgeable about the school's SEND provision including how funding, equipment and personnel resources are deployed
- To ensure the quality of SEND provision is continually monitored.
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Head teacher and SENDCO

Governors monitor the impact of the provision for SEND pupils through termly Governor meetings, KPI overviews, meetings with the SENDCO and joint monitoring of MSP outcomes.

Headteacher

The Headteacher will ensure that the Governors are kept informed about SEND provision in the school. The Headteacher also has responsibility for the day-to-day management of all aspects of SEND provision, giving necessary advice and support to the SENDCO.

The key responsibilities:

- To ensure the policy for Special Needs is implemented throughout the school
- To ensure that the needs of SEND children are met within school

- To allocate roles and responsibilities to staff so that special needs are met
- To monitor, evaluate and review provision for SEND
- To manage the budget and take responsibility for how the SEND and Pupil Premium budgets are allocated
- To analyse data for groups of pupils and ensure provision is put in place
- To hold Pupil Progress meetings with class teachers

The role of teaching staff

All staff share the responsibility of meeting an individual's needs and are aware of the school's procedures for identifying, assessing and making provision for these pupils. Class teachers have overall responsibility for those pupils in their classes who have special educational needs. They are responsible for:

- ensuring that all pupils have access to a broad, balanced and rich curriculum
- ensuring that lessons are adapted and adjusted and setting suitable learning challenges, taking into account the needs of individual pupils with SEN
- taking account of different learning styles and using a multi-sensory approach
- providing a supportive working environment with ready access to materials and equipment
- identifying early concerns and putting strategies into place to support pupils' learning including involvement from the SENDCO
- providing regular updates for parents and contribute to the review process.
- liaising with the Senior Leadership team about children's progress and raise concerns with the SENDCO if a child needs additional support.
- monitoring progress of their pupils and identify which children are not making adequate progress.
- knowing which pupils in their class are on the SEND register and their level of need.
- liaising with TAs and SEND Assistants on pupil response and progress to inform planning
- discussing concerns and keeping parents/carers up to date on their child's progress
- to work with Teaching Assistants to write individual programmes of support for pupils identified as having a special educational need and/or disability and be involved in the review of these documents each term.
- ensuring Teaching Assistants are supporting pupils in their class, as directed.
- attending appropriate INSET and courses.

The role of Teaching Assistants (TAs)

The Teaching Assistants work alongside teaching staff making appropriate provision and supporting children's individual needs. Their responsibilities include:

- supporting the implementation of individual support plans
- supporting groups or individual children in class as directed by the class teacher
- supporting small groups or individuals outside of the classroom in designated spaces
- monitoring progress and raising any concerns and with class teacher
- delivering intervention programmes where needs have been identified by class teachers and SENDCO
- monitoring progress and record keeping of interventions and feeding back to SENDCO monitoring and class teacher
- discussing the progress and success of interventions regularly with the class teacher
- To have a clear idea of what the impact of their intervention has been

- To support children's needs in school as directed by the class teacher
- To attend INSET and courses where appropriate.
- To be aware of the contents of the school SEND policy.

SEND Co-ordinator

In line with the recommendations in the SEND Code of Practice 2014, the SENDCo oversees the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of a whole-school provision map (Inclusion Register) for pupils with additional needs (this includes pupils both Vulnerable Learners and pupils listed as having SEND)
- Identifying on this provision map a staged list of pupils with SEND – those in receipt of additional SEN support from the schools' devolved budget, those in receipt of FFI and those with Education Health and Care plans
- Co-ordinating provision for children with SEND
- Liaising with and advising teachers
- Making referrals for external agency support and coordinating the process
- Managing other classroom staff involved in supporting pupils with additional needs
- Overseeing the records on all children with SEND
- Liaising with parents of children with SEND, in conjunction with class teachers
- Contributing to the in-service training of staff
- Overseeing the provision for Looked After Children and attending PEP reviews
- Implementing a programme of Annual Review for all pupils with an Education Health and Care Plan
- Carrying out referral procedures to the Local Authority to request an Education Health and Care Plan Needs Assessment when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a SEND which will require significant support,
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils and pupils coming in to Reception.
- Evaluating regularly the impact and effectiveness of all additional interventions for learners with SEND
- Liaising with parents and carers of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- Attending area SENDCo network meetings and training as appropriate
- Liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with SEND (nationally, locally and within school).
- Liaising closely with a range of external agencies to support pupils with additional needs.
- Monitoring the school's system for ensuring that My Support Plans, where it is agreed they will be useful for a pupil, have a high profile in the classroom and with pupils.

Pastoral Team

The Home Partnership team is responsible for:

- Implementing and leading the whole school Thrive approach
- Working closely with a range of pupils to help them to learn how to manage their big feelings and emotions
- Monitoring and supporting improvements in attendance
- Delivering SEMH interventions, pastoral interventions and monitoring social times in school
- Liaising with and supporting parents and teachers
- Modelling good practice for supporting pupils with SEMH needs

- Modelling Thrive language and interactions and supporting staff with their own professional development in this area
- Liaising with outside agencies and other professionals
- Supporting the designated safeguarding lead to meet safeguarding and child protection duties.

Our SEND processes interface with Safeguarding and Attendance policies; pupils in case samples will often include SEND/disadvantaged/known to social care.

Inclusion of Pupils Looked After by the Local Authority

Our academy recognises that:

- Children who are looked after by the local authority have the same rights as all children but may have additional needs due to attachment issues, neglect, separation and loss, trauma and placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report:2003) why children who are looked after in local authority care often fail to make expected progress at school:
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a Designated Lead for children who are looked after (Lauren Bennett). The staff at Manston St James work together to support those pupils who are Looked After or who have previously been Looked After through our nurture offer in school.

Involving Parents/Carers & Children

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of SENDIASS, the service in Leeds that supports parents of children with SEND

- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language

Partnership with Pupils

Manston St James strives to be an inclusive school. We recognise that children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate, where possible, depending on age, maturity and capability, in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. Where it is not possible for them to contribute directly, the likes and preferences they demonstrate will be taken into account when the My Support Plan is written.

Outcomes for Support Plans will be discussed with pupils and their views sought on how they will achieve their learning targets. They will be asked to participate in writing their Support Plan to allow them an input into the information provided to all staff regarding their individual likes, dislikes, needs and requirements.

Effective Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year prior to them leaving, will offer transition meetings to pupils in receipt of additional SEND support where this is appropriate. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review.

A transition plan will be agreed, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and school support. Pupils will be included in all whole class 'transition days' to the next phase but may also be offered additional transition visits.

- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve external agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.

Admission Arrangements

No child will be refused admission to school on the basis of his or her SEND, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

(See 'Manston St James Primary Academy – Admissions Policy')

Complaints Procedure

As we always work closely with parents, consulting them regularly, it is hoped that complaints about SEN provision will be rare. However, should there be a complaint the following procedure will be adopted:

1. Parents are encouraged to discuss the problem with the class teacher, together with the SENDCO.
2. If the problem is not resolved, then the parents should make an appointment to discuss the problem with the Head Teacher.

3. If a satisfactory outcome cannot be reached at this stage, then the matter should be followed up in accordance with the schools' complaints procedure which is available on the school website.

Links with Other Services

Effective working links will also be maintained with:

- Educational Psychology Service: Contact Number: 0113 378 5163
- SEND Inclusion Team (SENIT): Contact number: 0113 378 5431
- SENDIASS: Contact number: 0113 378 5020
- Leeds NHS Speech and Language Therapy: Contact number: 0113 847 3698
- Virtual School for Looked After Children: email: virtualschool@leeds.gov.uk
- Child Health and Disability Occupational Therapist Team Contact number: 0113 2224403
- SENSAP (all areas): Contact number: 0113 378 5256
- Sensory Services:
 - DAHIT: Contact number: 0113 378 5296
 - VIT: Contact number: 0113 395 0556
 - Deaf Start: Contact number: 0113 378 5346

The school's Information Report is available to view on the school's website.

The Local Authority Offer is available on Leeds City Council website:

[Leeds SEND Local Offer | Leeds Local Offer](#)

[Y&H Local Offer 2025](#)

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.

Referral to SENDCo

Guidance:

- Use this document when you identify a student as not making adequate progress, or where you feel a pupil has on-going social and emotional needs despite high-quality teaching targeted at their areas of weakness
- Only complete this document if you have already implemented and evaluated the impact of such strategies. Email completed documentation to Lauren Bennett.
- Further information will then be sought via the most suitable methods e.g. observations, student's own views, parental input, teacher comments from other subject areas and student work scrutiny. Sometimes it will be necessary to use more fine-tuned assessment such as standardised tests
- This approach helps to create a clearer picture of the student's needs and enable SEN staff to identify whether the student requires a provision that is additional to or different from that made generally for others of the same age *i.e. provision which goes beyond the differentiated approaches and learning programmes normally provided as part of high-quality, personalised teaching*

Special Educational Needs and Disability Code of Practice: 0 – 25 Years

6.36: *Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff*

6.37: *High-quality teaching, differentiated for individual pupils, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching*

Referral to SENDCO

Name of Student:	Teacher Monitoring Period Prior to Referral (min 4 week):
Teacher and Subject:	Date of Referral:

Area of Need	Tick for area of concern	Description of your concerns	Strategies / adaptive teaching strategies you have already used	The impact of what you have already done
Cognition and Learning				
Reading:				
Writing:				
Number:				
Communication and Interaction				
Receptive language (attention, understanding):				
Expressive language (vocabulary, grammar and narrative):				
Speech production (sounds or blends) or stammer:				
Interaction (non-verbal communication, social rules, trouble starting or				

sustaining conversations etc):				
Social, Emotional and Mental Health				
Mental health:				
Social skills:				
Behaviour concerns:				
Physical and/or Sensory				
Hearing:				
Visual Impairment:				
Physical/medical:				
Other comments e.g. OTHER concerns, parent view, child's view, strengths:				
Academic working level details			What are the overall targets / outcomes for this student in your subject?	