



Goodrich CE Primary School

Special Educational Needs and Disability (SEND) Policy

Date approved: October 2024
Review by: October 2025

Special Educational Needs & Disabilities Policy

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Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (DfES, 2001) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and 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.

Definition of special educational provision

For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area. (Education Act 1996)

Mission statement

At *Goodrich CE Primary School* we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Goodrich CE Primary School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Pupils are included when they attend a mainstream setting and have full access to its social and academic life. They experience welcome, acceptance and real opportunities for friendships and positive relationships, as well as challenging learning experiences. Effective inclusion will be in evidence when our pupils are seen to be developing in line with the hopes and aspirations of their parents or carers, us as educators and themselves. Please request our Inclusion Statement for further information.

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 coordinators (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' 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.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a broad and balanced curriculum, differentiated and adapted where appropriate
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Our Objectives are:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services, pre-school settings and transition schools prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means *that pupils are asked for their thoughts about the interventions and strategies that are used within the classroom on a termly basis* and this will be considered in conjunction with careful monitoring of the progress of all pupils. Pupils' participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life. All pupils are encouraged to take on responsibilities within the school.

2. Responsibility for the coordination of SEND provision

The SENCO

The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Lisa Taylor [SENCo].

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Liaise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Governing Board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need

- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND Link Governor

The persons responsible for overseeing the provision for pupils with SEND are *Mrs Lisa Taylor & Miss Katherine Bujalska*

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

3. Arrangements for coordinating SEND provision

Mrs Lisa Taylor (SENCo) will hold details of all EHCP, *SEND Support records*, *Individual Education Plans (IEPs)* and *provision mapping* for individual pupils.

All staff can access:

- The *Goodrich CE Primary School SEND Policy*;
- A copy of the full SEND Support Register;
- A copy of the Provision Map. Class Teachers take responsibility for ensuring the provision set out in consultation with the SENCo is carried out;
- Information on individual pupils' special educational needs, including initial concerns, action plans, targets set, copies of their Individual Education Plans and case studies;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information in the SEND cupboard/computer on individual pupils and their special needs and requirements;
- Access to *Arbor* to look at support/parental feedback information history;
- Data produced on a 60 day cycle that is analysed and produced by year group, comparing the progress and attainment of SEND pupils in comparison with Non-SEND pupils.

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision:

- Parents and pupils are involved in the cycle of assess, plan, do and review. (As explained in our SEN Information Report). Producing termly plans that are personal and dynamic.
- Staff, parents and pupils are consulted in the construction and review of all Individual Education Plans.
- Parents are encouraged to work in partnership with the school to the benefit of the pupils.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

Further information can be found in our Admissions Policy.

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

All SEND paperwork should be passed to Mrs Lisa Taylor by their previous Early Years Setting or School as soon as possible. If the pupil is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENCo to aid the smooth transition of the pupil and discuss arrangements to be made as well as any other important information relating to that pupil's needs. Where face to face meetings are

not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the pupil's school year. The pupil will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

5. Specialist SEND provision

Goodrich CE Primary School has a SEND Support register which is reviewed regularly and is reported termly on the School Census.

We are committed to whole school inclusion. For more information on our provision for inclusion see section 10 or/and our Inclusion Statement.

6. Facilities for pupils with SEND

The school has a range of specialist SEND facilities in place. These are:

1. Acoustic tiling in the main hall.
2. Opportunity to apply for access arrangements, i.e. extra time/adjusted texts for SATs Assessments.
3. Wheelchair access throughout main areas and playground/field track.
4. Disabled toilet facilities.
5. ELSA

7. Allocation of resources for pupils with SEND

Individual class teachers provide resources for differentiation or make reasonable adjustments or adaptations to the teaching and learning of the curriculum and where relevant to the school environment. These are either directed or self-selected by pupils as and when required. Additional resources and interventions are kept in a central bank and are readily available for all staff to support pupils. More specifically they are listed on Individual Education Plans as interventions.

The SENCo is involved in decision making with the SMT to provide suitable resources in response to the needs of individuals.

8. Identification of pupils' needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching (Stage 1)

- a) Any pupils who are not able to access the curriculum as dictated by their age related expectations in the National Curriculum 2014, may *possibly* have SEND. Attainment will be inputted and analysed by the SENCo and SMT on a 60 day cycle.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- c) The pupil's class teacher will take steps to provide differentiated learning/adaptive teaching opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the pupil will need going forward.
- f) If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their pupil's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) Pupil progress meetings are used to monitor and assess the progress being made by the pupil. These meetings are carried out on a regular/termly basis in school and termly with parents and pupils.

Stage 2

- a. This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under Stage 2, the school puts provision in place without resource to regular external advice or additional resources provided by the local authority. Pupils become Stage 2 after performing below their age expected academic level in Reading, Writing or Mathematics for three consecutive half term assessment periods.
- b. Class/subject teachers collaborate with the SENCo on evidence gathering and identification.
- c. Once the SENCo has been notified he or she will make their own assessment through reviewing the evidence of identification supplied by the teacher *and/or assessing the pupil in class*. With this knowledge the SENCo can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.
- d. The school provision map details interventions to be carried in each class/across the school. Individual Education Plans are drawn up through collaboration with class teachers, parents, pupils and Teaching Assistants that have been working with them. They detail provision and how it will be coordinated, often being part of normal classroom practice. Parents are encouraged to discuss the plans with pupils and pupils and parents will be asked for their thoughts at school during the review process.

Stage 3

- a. When a pupil has been identified as having SEND and steps have been taken for provision under Stage 2 but the pupil has not progressed as expected, the school will consider taking steps under Stage 3.
- b. Following the school's previous assessment under Stage 2, external professionals will be called to make their own assessments of the pupil and provide support in the planning of extended provision, continued assessment and revised action points.
- c. The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and goals met. External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

Education, Health & Care Plans

If a pupil has lifelong or significant difficulties the family, LA, school and other stakeholders may produce an 'Education, Health & Care Plan.' There will be an annual meeting. The purpose of this is to review progress and promote continuity of learning. Parents/carers and representatives from outside agencies are invited to attend the meeting. A copy of the review notes and any recommended changes to the EHCP are sent to the Herefordshire SEND team. There are also two other termly meetings arranged within the year to review progress.

If you would like any further information about what we offer here at Goodrich CE Primary School then please do not hesitate to contact us directly.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary and as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the pupil's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the Senior Management Team (SMT) together with the SENCo to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential.

To this end we:

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Provide regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Make use of all class facilities and space
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated/adapted where necessary.
- Make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Ensure any decision to provide group teaching outside the classroom will involve the SENCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Set appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.
- The SENCo also monitors intervention records to ensure provision is regularly carried out in order to have impact.

10. Inclusion of pupils with SEND

The *Governing Board* oversees the school's statement for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the SMT together with the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. For more information on this see section 9.

We are able to support and provide for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

The school has full provision for pupils who are disabled when the correct professional direction is provided and support enabled.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

- Providing a broad and balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities, school day trips and residential visits.
- Practising teaching methods and styles that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

- Regular reviews of Individual Education Plans involve all stakeholders.
- Half/Termly assessments are used to support the assessment of provision impact.
- Children are moved between SEND stages in response to progress made.
- Ineffective interventions are not continued.
- SENCo will develop a system of mapping provision, monitoring, reviewing and planning across the year.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCo, Head teacher and SEND governor and information is gathered from different stakeholders; pupils; parents/ carers; teachers and Teaching Assistants. Parents and carers of pupils with SEND are invited to complete a Parent Voice Questionnaire annually. Pupils with SEND also complete a Pupil Voice Questionnaire at school annually.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

If a parent or carer has concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENCO/Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area,

<https://www.herefordshire.gov.uk/local-offer/about-send/3>

13. Continued Professional Development (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

SEND is a regular agenda item at staff meetings. See our SEND RAP, School Development Plan and Monitoring and Evaluation schedule for further details.

The SENCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for other members of staff.

The SENCo, with the Senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo and the pupil's parents.

The following services will be involved as and when is necessary:

- Local Authority SEND team and Inclusions Officer
- Behaviour Team
- Herefordshire Virtual School for Looked After Children
- Speech and Language Team
- Educational Psychologist
- Specialist Advisory Teacher
- Paediatrician
- Hearing & Vision Service
- School Nurse
- Occupational Therapists and Physiotherapists
- Learning Support Advisors
- Support for parents (Triple P parenting programme)
- Child and Adolescent Mental Health Service (CAMHS), Child Development Centre (CDC), Butterflies Child Counselling and Play Therapy

15. Working in partnerships with parents

Goodrich CE Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of pupils with SEND
- c) personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCo throughout the year for any reason.

Parents are kept up to date with their pupil's progress through parent's evenings, SPTO access from home, provision reviews and reports at the end of each term.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for them. The school's SEND governor, Miss Katherine Bujalska, may be contacted at any time in relation to SEND matters via the school office.

16. Links with other schools

Where possible, we make links with other school as this enables its members to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

All SEND information is passed to other schools promptly in the event of in-year transfer or at the end of Key Stage Two. This is done preferably by hand or by recorded delivery and clearly labelled 'Private and Confidential- For the attention of the SENCo.' Other information can be delivered by CTF.

17. Links with other agencies and voluntary organisations

Goodrich CE Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENCo is the designated person responsible for liaising with the following:

- LA Education Psychology Service – statutory assessment and independent Education Psychologists
- Behaviour Support Service
- Social Services
- Designated Safeguarding Officer
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services
- WEST

In cases where a pupil is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. **[Parents will be invited to and informed about any meetings held concerning their child.]**

18. Links with other school policies (please read these policies in conjunction with this SEND policy)

Safeguarding Policy

At Goodrich C of E Primary School every child's welfare is our paramount concern

All schools have a statutory duty to have a Child Protection/Safeguarding Policy. The Designated Member of Staff (DMS) for Child Protection/Safeguarding is Mrs Karen Miles. The Deputy Designated Member of Staff (DDMS) is Mrs Lisa Taylor. The school complies with the HSCB (Herefordshire Safeguarding Children's Board) guidance for Child Protection/Safeguarding. Please follow this link: <http://hscb.herefordshire.gov.uk>

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

Equality and Admissions Policies

We strongly endorse both the Equality Act 2010 and the School Admissions Code of Practice by ensuring that all applications to this school from parents of children who have SEND will be considered and treated fairly and in line with current guidance.

In line with the Equality Act 2010, children with disabilities are not to be treated less favourably than others in the admission process. At Goodrich we have made reasonable adjustments to prevent discrimination.

Children with Statements and EHCPs

All governing bodies are required by section 324 of the Education Act 1996 to admit to the school a child with a statement of special education needs that names the school. Under section 37 of the Children and Families Act 2014 the school named in an Education, Health and Care Plan must admit the child regardless of whether they have places available.

Children with SEN but no Statement/EHCP

It is not lawful for an admission authority to refuse admission to a child who has SEN, but has no Statement or EHCP, on the grounds of the child's challenging behaviour (except in very limited circumstances), or because it believes the child requires a statutory assessment or requires additional support.

Supporting Pupils with Medical Conditions and Administering Medicines Policies

Children and young people with medical conditions are entitled to a full education and have the same rights of admission to school as other children. The governing body must ensure that arrangements are in place to support pupils with medical conditions. In doing so they should ensure that such children can access and enjoy the same opportunities at school as any other child.

Physical Handling Policy

We aim to help children take responsibility for their own behaviour. This can be done through a combination of approaches which include:

- Positive role modelling
- Setting and enforcing appropriate boundaries and expectations
- Providing positive feedback

However, there are very occasional times when a child's behaviour presents particular challenges that may require physical handling. Team Teach training is provided and revisited as required.

Goodrich School acknowledges our legal responsibility to make reasonable adjustments for disabled and SEN children in line with our duty to meet their needs.

This policy will be reviewed annually.