

**PUDSEY BOLTON ROYD
PRIMARY SCHOOL**



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Care Growth Teamwork

Special Educational Needs and Disabilities Policy

Date of ratification: November 2024

Ratified by: Governing Board Committee

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1. Introduction

Pudsey Bolton Royd Primary School is an educationally inclusive school. We aim to enable all our pupils, whatever their ability or needs, to reach their full potential and be fully included in our school community, where all are equally valued.

This Special Education Needs and Disabilities (SEND) policy is written to comply with the 2014 Children and Families Act, the 2014 SEND Code of Practice and the Equality Act 2010.

2. The SEND Team at Pudsey Bolton Royd

All staff have a responsibility to ensure that the needs of children with SEND are being met. However, all SEND provision is overseen and managed by our Assistant Headteacher and Special Educational Needs Co-ordinator (SENCO) (Kath Walsh), who is part of the Senior Leadership Team (SLT). The SLT work together with the SENCO to determine the strategic development of inclusive provision in school. There are dedicated governors with oversight of SEND, who work to hold the SLT and SENCO to account - the current governors with responsibility for this are named in the 'Governing Body Structure' document on the school's website.

3. Aims

We are committed to providing an appropriate and high-quality education to all pupils. We believe that all children, including those identified as having SEND, have a common entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Pudsey Bolton Royd is an inclusive school, and this informs our provision for pupils with SEND. We aim to respond to learners in ways which take account their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners. We closely monitor the provision for, and the achievement of, individuals and different groups of learners by SEND, gender, ethnicity, English as an Additional Language, disability and looked after children.

We recognise that pupils learn at different rates and that there are many factors affecting achievement. We aim to identify these factors as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

4. Objectives

Our aims are to:

- Seek to identify the needs of pupils with SEND as early as possible. This is most effectively done



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by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school

- Monitor the progress of all pupils 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.
- Operate a whole-school approach to the management and provision of support for SEND whereby every teacher is a teacher of children with SEND and is supported by the SLT
- Provide 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/SLT 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 to involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Develop and maintain partnerships with other educational providers, the Local Authority and outside agencies, to ensure a multi-professional approach to meeting the needs of all vulnerable learners
- Consult with health and social care professionals to fully include pupils with medical conditions in all school activities
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs.

5. What are SEND?

Our definitions of SEND are taken from section 20 of the Children and Families Act 2014. *A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age 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 or mainstream post-16 institutions.*

A child under compulsory school age has SEND 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



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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.

6. Identifying SEND

At Pudsey Bolton Royd we recognise the importance of early identification of SEND. Early intervention and response improve the long-term outcomes for pupils.

Every pupil's skill and attainment will be assessed on entry and on a termly basis thereafter. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what adjustments may need to be made.

Identification and assessment of SEND is gathered through a range of sources, including discussion with parents and, where appropriate, pupils. Sometimes external agencies such as the Leeds Learning Inclusion team, the Educational Psychology Service, Speech and Language Therapy and other health services may assist in making recommendations for provision.

Once the appropriate assessments have taken place, a decision will be made on whether a pupil has SEND in one or more of the 4 'broad areas of need'; defined in the Code of Practice:

Communication and Interaction

Children with speech, language and communication needs (SLCN) who have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Condition.

Cognition and Learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) or severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn, isolated, suffering from anxiety, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment to access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers. It also includes children with medical needs.

If it is thought that non-SEND factors such as attendance, punctuality, health or social difficulties are the reason for low attainment and progress, school offers support through our inclusion team.

It should also be noted that persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEND. Assessments will be made to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties and, through consultation with parents, provision will be established. If it is thought that factors such as housing, family or other domestic circumstances may be affecting behaviours, a multi-agency approach, such as Early Help may be appropriate.

The four broad areas of need above give an overview of the range of needs that staff plan for. The purpose of identification is to determine what action our school needs to take, rather than fitting a pupil into a category. When identifying SEND, Pudsey Bolton Royd Primary School considers the needs of the whole child, not just the SEND needs of the pupil.

7. Graduated Approach SEND Provision

7.1 Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progress 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 or carry out additional assessments.
- e) Through (b) and (d) it can be determined which level of provision the child 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 child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school in order that school have a full picture of the child's strengths and needs.
- h) Parents' Evenings are used to monitor and assess the progress being made by children.



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7.2 SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this in writing and the decision will be made to add the child to the SEND register. The aim of formally identifying a pupil with SEND 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:

- Assess
- Plan
- Do
- Review

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 going to be the most effective in supporting the pupil to achieve good progress and outcomes.

7.3 Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents and whether the child meets the LA's criteria for consultation.

7.4 Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This often takes the form of an Individual SEND Support Plan, Pupil Passport or Individual Provision



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Map which sets out the child's targets and provision.

7.5 Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO. Where outside agency support has been accessed, staff will deliver provision and interventions as set out in SEND reports supplied by them.

7.6 Review

Reviews of a child's progress will be made regularly, at least termly. The review process will evaluate the impact and quality of the support and interventions. It will also take into account, where possible, the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

8. Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which 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. The decision to make a referral for an EHCP will usually be taken at a child's progress review in consultation with parents and followed up at the school's termly planning meeting with the Educational Psychologist.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been



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taken, and the preliminary outcomes of targets set. All agencies working with the child will be asked to submit a report (including parents). A Multi-Agency Panel (MAP) will make a decision about whether or not the child meets the criteria for an EHCP assessment. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Before considering applying for an EHCP, parents are urged to come into school to discuss this with the school's SENCo.

Following Statutory Assessment, an EHCP may 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.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually (or 6 monthly if the child is under 5 years of age) by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Further information about EHCPs can be found via the SEND Local Offer clicking on this link or typing it into your address bar:

<https://leedslocaloffer.org.uk/#!/model/page/service/34284>

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, as far as possible, taking into account 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 child's parents and outside agencies for other flexible arrangements to be made. This may consist of, but is not limited to, children having access to quiet workstation areas within the classroom or regular breaks out of class where needed.



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In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.

10. Links with Other Agencies and Voluntary Organisations

Pudsey Bolton Royd Primary School invites and seeks advice and support from external agencies in the identification, assessment of and provision for SEND. A referral to an outside agency is made by the SENCO, once parent/carers have been informed and their views and consent sought. Pupil records will be looked at in order to establish which strategies have already been employed and which targets have previously been set. The outside agencies may act in an advisory capacity, or they may be involved in working directly with the pupil. The agencies we may seek support from include:

- Leeds Education Psychology Service
- Behaviour Support Service (Area Inclusion Partnerships)
- Social Services (SENCO is also a Designated Safeguarding Lead and trained in Early Help Plans)
- Speech and Language Therapy Service
- Learning Inclusion Team (SENIT and SENSAP services)
- Educational Consultants
- Specialist Outreach Services such as the 'Specialist Training in Autism and Raising Standards' (STARS) team
- Deaf & hearing/visually impaired teams
- Mindmate Support service
- Health professionals e.g. physiotherapy, occupational therapy, Child and Adolescent Mental Health Service and General Practitioners (GPs)
- Family Outreach Workers, Counselling and Therapeutic Services via our cluster.

The Headteacher, Deputy Headteacher, SENCO, Family Support Manager and Nursery teacher are also Designated Safeguarding Leads and as such would lead on liaising with social services and Area Inclusion Partnership services.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.



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11. Supporting Parents and Families

At Pudsey Bolton Royd Primary School, we welcome and encourage all parents/carers to participate in their child's educational progress from the outset, seeing them as equal partners. We believe that a close working relationship with parents is vital to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively.

In our school we involve parents through:

- Always informing and involving them when for their child, a SEND is identified
- Invitations to parent consultation evenings, where progress against targets are reviewed and new targets set
- Review meetings with the SENCO and/or the class teacher for more complex SEND children
- EHCP reviews, held annually
- Contributing to the child's Individual SEND Support Plan or Individual Provision Map (IPM) and progress towards meeting targets
- Meeting with outside agencies, when specialist advice has been sought in relation to their child's special educational need or disability
- Expecting parents to support with their child's learning; this will often be through supporting with special homework tasks or reinforcing class strategies
- Parent workshops offered in school, to help parents with supporting children in areas such as reading, maths and speaking and listening.

11.1 Local Offer

Information for families regarding the Leeds Local Offer for SEND can be found by clicking on this link or typing it into your address bar:

<https://leedslocaloffer.org.uk/#!/directory>

Supporting this, school has a statutory requirement to provide a SEND Information Report, describing the provision we make for pupils with SEND and this can be found on our website in the 'SEND' section of our website under the 'Learning' tab or in paper form from the school office.

11.2 Parent Partnership Services

Parent Partnership Services, now known as Leeds Special Educational Need and Disability Information



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Advice Support Service (SENDIASS) can provide information, advice and guidance on SEND and can provide an independent parental supporter for all parents who need it. This can be accessed by telephoning the helpline on 0113 3785020 or through their website by clicking on this link or typing it into your address bar:

<https://sendiass.leeds.gov.uk/>

Bradford's SENDIASS service can be found by following this link or typing it into your address bar:

<https://barnardossendiass.org.uk/bradford-sendiass/>

12. Supporting Pupils with Medical Conditions

Pudsey Bolton Royd Primary School recognises that pupils within our school, who have medical conditions, should be properly supported to enable full access to education, including educational visits and Physical Education.

We will comply with our duties under the Equality Act 2010, where pupils with medical conditions also have a disability. Some pupils may also have SEND or an EHCP, which combines pupil's health and social care needs. It will sometimes be necessary to put an individual healthcare plan in place for a child. This plan supports school in effectively supporting pupils with medical conditions. The plan provides clarity about what needs to be done, when and by whom. An individual healthcare plan is likely to be helpful where the medical conditions are long-term and complex. However, not all children will require one. We have a policy for supporting pupils with medical conditions; this policy is regularly reviewed and is readily accessible to parents and school staff. It can be found on School's website under the 'Policies' tab.

13. Attendance

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right



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to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil. (Taken from *Working together to improve school attendance May 2022*),

We do expect every child to attend school wherever they can, every day. We encourage parents to work closely with school and health professionals to ensure that steps and adjustments are taken to support a pupil's attendance at school. The attendance of every pupil identified with SEND will be monitored as part of our ongoing attendance strategy to improve attendance for all.

14. Supporting Pupils at Transition

14.1 Transition into and within School

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the Nursery - as smooth as possible. This may include:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to familiarise children with their new setting
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

14.2 Transition to High School

We have good links with our feeder high schools in Leeds and work alongside key members of high school staff to ensure a smooth transition for our Year 6 pupils. For children with EHCPs, high school SENCOs will be invited to contribute to the Year 6 annual review. Additional visits to high schools are arranged for our more vulnerable pupils and those with additional needs.

15. Admissions

No child will be refused admission to school on the basis of their 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 Leeds City Council admissions policy by clicking on this link or typing it into your address bar):

<https://www.leeds.gov.uk/schools-and-education/school-admissions/our-school-admissions-policies>

Prior to starting school, parents/carers of children with an EHCP will be invited to discuss the provision that can be made to meet their identified needs. School's admissions policy is available on



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our website by clicking on this link or typing it into your address bar:

<https://pudseyboltonroyd.org/admissions/joining-us/>

16. 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.

The SENCO attends relevant SEND courses and Cluster and Family of Schools SEND network meetings as well as facilitating/signposting relevant SEND-focused external training opportunities for all staff. All staff are encouraged through performance management to seek out additional CPD training needs in relation to teaching children with SEND.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the SLT, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

The SENCO and outside agencies also deliver training to staff in-house on SEND matters.

17. Allocation of Resources for Pupils with SEND

Support will be allocated to meet the needs of pupils through use of available funding through Leeds SEND team, i.e. notional inclusion budget, funding attached to EHCPs and the whole school SEND budget.

- Element 1 is for Core Education Funding - supporting school's infrastructure and provides basic curriculum offer to all pupils.
- Element 2 is Additional Support Funding - which is devolved to school budgets using a formula. This is called the 'notional inclusion' budget. School is allocated a set number of 'notional inclusion' blocks each financial year based on the formula application.
- Some pupils with SEND may access additional top up funding, linked to an Education, Health & Care Plan.

It would then be the responsibility of the SENCO, SLT and governors to agree how the allocation of resources is used in order to meet the child's SEND needs.



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Leeds as an authority is currently in the middle of its SEND Transformation Programme, which will bring the way SEND needs are funded in schools into line with that nationally and in other authorities such as Bradford. As the old Funding For Inclusion (FFI) in Leeds is phased out, this means that children attending Pudsey Bolton Royd Primary School, whether they live in Leeds or Bradford, will only be able to access any additional top up funding via an Education, Health & Care Plan (EHCP).

Parents should be aware of this when applying for a place at Pudsey Bolton Royd if their child is identified as having SEND needs that require additional adult support, as we will only be able to offer additional, individual support and resources where this is specified in an EHCP, and funding for it is made available by the council where the child lives.

18. Links with other schools

The school works in close partnership with the other schools in the Pudsey family as well as the city through close partnerships with the SENIT team. The SENCO was previously a Lead SENCO for the city for 3 years, and as such Pudsey Bolton Royd school has been able to build a bank of joint resources and is able to share advice, training and development activities and expertise. We maintain close links with the SEND team in the local authority and other local SENCOs.

19. Roles and Responsibilities

19.1 Governing Body

It is the statutory duty of the Governors to ensure that school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to the SENCO. The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

19.2 SENCO

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

- Maintain and analyse the provision map for SEND children and those at risk of underachieving
- Maintain the school's SEND register and oversee the records on all pupils with SEND
- Meet with class teachers on a termly basis to review and revise learning objectives for all children who are being tracked on the school's SEND register
- Liaise with and support colleagues on SEND provision, including class teachers, support assistants, bilingual liaison officers and the learning mentor
- Consult with and make referrals to external agencies, including educational psychologists, specialist learning and inclusion support workers, speech and language therapists, physiotherapists and other health professionals



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- Monitor SEND provision, by evaluating the impact and effectiveness of additional interventions
- Implement a programme of annual reviews for pupils with an EHCP and for pupils with high levels of SEND funding
- Manage the school's SEND budget
- Make referrals to the Local Authority to request an EHCP when it is thought that a pupil may have a special educational need which will require significant support
- Oversee transition arrangements and transfer of information for Year 6 pupils with additional needs, through effective liaison with high schools
- Manage a range of resources to enable appropriate provision for children with SEN
- Identify staff training needs in relation to SEND provision and contribute to in-service CPD
- Liaise with the leadership team and the designated SEND Governor, keeping them informed of current issues regarding provision for SEND pupils
- Draft the annual SEND information report and make it available on the school website
- Liaise with parents and families of children with SEND, keeping them informed of progress and listening to their views
- Work with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements for pupils with disabilities.

19.3 Class teachers

Provision for children with SEND is a matter for the whole school. The SEND Code of Practice (2015) says that every teacher is a teacher of SEND. It says: *'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.'* (6.37)

Ofsted recognises that: *'Quality education for pupils with SEND relies on day-to-day classroom practice, with TAs and teachers sharing curriculum goals and having the necessary subject, curriculum and specialist knowledge.'* (Supporting SEND, May 2021)

All teachers are teachers of children with SEND and teaching such children is, therefore, a whole school responsibility.

It is the responsibility of the class teacher to:

- Differentiate the curriculum to take account of the individual needs of the children in their class. Advice and assistance are available from the SENCO and the subject coordinator.



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- Identify children who may have SEND and inform the SENCO of their concerns
- Organise the appropriate method of teaching i.e. class, small group, individual and to work effectively with classroom support assistants
- Produce SEND support plans, pupil passports and provision maps and group intervention plans, in consultation with the SENCO
- Ensure there is adequate opportunity for pupils with SEND to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies
- Produce and maintain a class provision map for children with identified needs
- Keep parents informed about the progress of, and provision made for, children with SEND, through consultations and reports
- Encourage parents to be actively involved in supporting their child
- Monitor the effectiveness of additional interventions and to measure and monitor progress and impact
- Effectively deploy and manage additional support staff to maximise outcomes for children with SEND.

20. Accessibility and Adaptations

We pride ourselves on providing an appropriate, exciting and accessible learning environment for all our children within school. We are a disability-friendly school; the school building itself, planned mainly on one level, enables easy access for wheelchair users - a lift is available for access to the Computer Suite and Community Room. There are two disabled toilets and a care suite available to use within school; there are two disabled parking bays in our car park. More details can be found in the schools Accessibility Plan, also available on the school website by clicking on this link or typing it into your address bar:

<https://pudseyboltonroyd.org/policies/policy-documents/>

21. 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. This is done in the form of parent meetings, open days, pupil-centred reviews, pupil progress meetings, parent questionnaires and discussion. School strives to review provision and outcomes for pupils with SEND and have taken part in a Whole School SEND review (December 2023) with an Educational Consultant.

The SENCO, as part of the SLT, observes teaching and holds SEND pupil progress meetings to monitor progress on a termly basis in line with the SEND Code of Practice. SEND provision and



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interventions are recorded on a provision map. This is updated by class teachers and is monitored by the SENCO. All interventions are monitored and evaluated termly by the SENCO. Information is fed back to the staff children and parents. This helps to identify whether provision is effective.

When a child no longer matches the definition of SEND, they are removed from the SEND register following discussions with the child and parents. Parents are formally notified of this in writing.

22. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher who will be able to advise on formal procedures for complaint. Parents are always encouraged to speak to school staff first if they have any concerns. School will do all they can to address the concerns. A copy of Pudsey Bolton Royd's Complaints Policy and procedures can be found on school's website by clicking on this link or typing it into your address bar:

<https://pudseyboltonroyd.org/policies/policy-documents/>

23. School Contact:

SENCO: Mrs Kath Walsh

To contact us, please call the school office 0113 386 2560 or email

info@pudseyboltonroyd.org