

**BYLEY PRIMARY  
SCHOOL**

**SPECIAL  
EDUCATION  
NEEDS &  
DISABILITIES  
(SEND) POLICY**

Approved by Governors: October 2017

Review Date: October 2019 or earlier if required

## Overview

### **STAFF WITH RESPONSIBILITIES FOR SEND**

The Special Educational Needs Co-ordinator is Mrs Helen Bebbington

Contact via email [admin@byley.cheshire.sch.uk](mailto:admin@byley.cheshire.sch.uk) or 01606 832519

The Governor with responsibility for SEND is Mrs V Whiston

Head teacher Mrs Kay Walsh

Byley Primary School is an inclusive school and we are committed to giving all our children every opportunity to achieve the highest of standards.

As a school we provide a broad and balanced curriculum for all children. The Early Years Foundation Stage (EYFS) and the 2014 National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for these children takes account of the type and extent of the difficulty experienced by the child.

We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice, 0-25 guidance, together with the Equality Act 2010.

This policy is written in conjunction with the school's SEND information report and Cheshire West and Chester Council's SEND Local Offer.

[www.westcheshirelocaloffer.co.uk](http://www.westcheshirelocaloffer.co.uk)

Every teacher at Byley Primary School is a teacher of every child or young person, including those with SEND.

*'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people...*

*Special educational provision is underpinned by high quality teaching and is compromised by anything less.'*

*(Code of Practice 1.24 2014)*

## **SECTION 1: COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENDCo with the SEND Governor in liaison with the head teacher and all staff.

The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

## **SECTION 2: AIMS**

At Byley Primary School we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. We are committed to raising the aspirations of and expectations for all pupils with SEND. We have introduced and are developing systems and procedures that provide a focus on outcomes for children and young people and not just hours of provision/support.

### **To achieve our aims we will:**

- Identify need as early as possible and provide effective support
- Work within the guidance of the 2014 Code of Practice
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENDCo) who will work with the SEND Inclusion Policy
- To provide support and advice and continuing professional development and training for all staff working with special educational needs pupils
- View our special needs provision as an on-going, developing process
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum 2014 and Early Years Foundation Stage
- Incorporate special educational needs procedures including Provision Maps and Pupil Profiles into curriculum planning through the differentiation of curriculum subjects, teaching styles and support
- Develop an effective partnership between school, parents and outside agencies
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs
- Ensure that assessment and record-keeping systems provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with children with special educational needs work as a team to support the child’s learning

- Ensure transition from one setting to another for our children with SEND is smooth and consistent
- Track, monitor and amend provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through the school

### **SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

*“All schools should have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.”*

*(Code of Practice 2014 6.14)*

The Code of Practice defines SEND as:

*“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”*

*(SEND Code of Practice 2014 6.15)*

In Part 6.27 of the Code of Practice it clearly states that there are four clear areas of need:

#### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## **Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder or attachment disorder (ADHD).

## **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

These four broad areas give an overview of the range of needs that are planned for at Byley Primary School.

Following the monitoring of pupil progress procedures we have in place at Byley Primary School, class teachers, in consultation with SENDCo and Senior leaders are able to identify pupils who are making less than expected progress given their age and individual circumstances.

*“This can be characterised by progress which:*

- is significantly slower than that of their peers starting from the same baseline*
- fails to match or better the child’s previous rate of progress*
- fails to close the attainment gap between the child and their peers*
- widens the attainment gap “ (SEND Code of Practice 2014 6.17)*

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Byley Primary School we identify the needs of pupils by considering the needs of the whole child not just the special educational needs of the child or young person.

We also consider other factors that may impact on progress and attainment that are NOT considered SEND and these may include:

- Attendance and Punctuality
- Health and Welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Service personnel

We also recognise that any concerns relating to child or young person's behaviour should be described as an underlying response to a need which we as a provider will recognise and identify and not categorise as a SEND need itself.

## **PROCEDURES TO IDENTIFY SEND:**

### **The Graduated Approach**

The SEND Code of Practice sets out a graduated response to meeting children's special educational needs. Children within the Early Years Foundation Stage are identified, assessed and provided for through foundation stage assessments. Children in Key Stages 1 and 2 are identified, assessed and provided for through the Graduated Approach of ASSESS – PLAN – DO – REVIEW.

### **In recording pupils' needs on the SEND register, our criteria for "entering" a pupil on this record will include:**

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent emotional, social or mental health difficulties, which are not ameliorated by the behaviour management techniques usually employed in our setting
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning
- Early Years staff use knowledge of the child as well as Early Years development
- The Class Teacher will have recognised through class work and termly assessments that a child is failing to reach their potential or make expected progress. Our process for tracking pupil progress will support a teacher in making these judgements. These difficulties will be met by Quality First Teaching

Strategies– using a range of multi-sensory approaches in order to help a child access the curriculum

- Interventions may be offered by the teacher themselves as part of a personalised and individual approach. As the teacher is the professional best placed to meet the needs of our children they will employ all the possible strategies in order to 'close the gap'
- 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
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND
- Additional intervention and support does not compensate for a lack of good quality teaching
- Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement
- Parents will be informed at the earliest possible time that a child is not making expected progress. We communicate termly with parents informing them of a child's progress. Class teachers inform parents in the first instance. If further assessment is required then the SENDCo may become involved. The class teacher is the main point of contact at all times
- If a child continues to not make expected progress then further, more specialist assessments are undertaken by staff within the SEND team or external professionals

**The process of ASSESS – PLAN – DO – REVIEW is followed several times in order to fully understand a child's difficulties.**

- ASSESS – Teacher assessments/Specialist assessments/ External agency advice
- PLAN – Teacher plans differentiated/personalised approach/applies appropriate interventions/liases and gets advice from SENDCo
- DO – Teacher implements differentiation/personalised approaches/teacher/TA class based interventions are employed
- REVIEW – Teacher/TA review of provision/SENDCo consults with teacher to advise on different strategies



After external/ internal detailed assessments and after consultation and agreement with parents, referrals may be made to external agencies e.g. Autism Team, Speech and Language Specialist, Paediatrician etc.

Following consultation of all parties and having used high quality and accurate formative assessment, having used effective tools and early assessment materials, a decision may be made to place a child on the SEND Support Register.

#### **SECTION 4: MANAGING PUPILS NEEDS ON THE SEND REGISTER**

*“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.”*

*(Code of Practice 2014 6.36)*

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

*(Code of Practice 2014 6.37)*

#### **ASSESS**

- If concern is raised that a child is not making expected progress in line with the criteria previously mentioned the class teacher will carry out an assessment of the child’s needs. The Class Teacher will seek advice of the school SENDCo at this point
- If a teacher has carried out all assessments they possibly can then the SEND team may assess the child for more specific difficulties e.g. Dyslexia screening, Speech and Language difficulties etc.
- In some cases an external assessor may be deployed by the school to ascertain specific guidance or diagnosis for an individual child
- If a concern about a child is raised by a parent we will take the concerns seriously and investigate. The results of an assessment will be recorded and compared to our own school assessment data and shared with parents as appropriate
- Assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed
- In some cases, outside professionals from health or social services may already be involved with the child. These professionals’ opinions will help inform our internal assessments. Where professionals are not already working with school staff the SENDCo will contact them with parental agreement

## **PLAN**

- Where it is decided to provide a pupil with SEND support, the parents will be formally notified, although parents will have already been involved in forming the assessment of needs as outlined above
- All teachers and support staff who work with the pupil should be made aware of their needs
- Additional and on-going training for all staff to help them meet the needs of all learners will be organised by the school SENDCo. External professionals will be encouraged to help train staff where appropriate e.g. Autism Team, Educational Psychologists etc.
- The teacher with advice and support from the SENDCo, will select and introduce a programme of support and intervention to meet the outcomes identified for the pupil
- Parents will be informed of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home (As explained, termly meetings will be held to help inform parents and aid parental involvement)

## **DO**

- The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they will still retain responsibility for the pupil
- Pupil profiles will be used to monitor and track any child on an EHCP/Statement or SEND Support
- Pupil Profiles (see below) will help a class teacher and SLT to track and monitor the 'outcomes' and progress of each individual child
- The SENDCo will be monitoring the completion of these Pupil profiles and ensuring all staff are adequately meeting the needs of all SEND children
- The SENDCo will liaise with external professionals regarding the provision and support in place for any child with an EHCP/Statement or is on the SEND Support Register
- The SENDCo will liaise with the Local Authority to ensure reviews take place annually and where necessary as an interim review and high quality provision is in place for all our SEND children

- The SENDCo will be responsible for ensuring all applications for additional funding are completed to ensure children's needs are fully met. (In line with the new LA funding policies that require our school to fund the first £6000 of support)
- The SENDCo will publish the schools SEND Information Report on the website and ensure it is kept up to date
- The SENDCo will manage and oversee all TAF meetings and in collaboration with the Head teacher will ensure all Safeguarding concerns are dealt with appropriately and consistently

## **REVIEW**

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents
- Where a pupil has an EHC plan, the local authority and school will review the plan as a minimum every twelve months. (Annual Review for EHCP or Statement)

## **Writing Pupil Profiles for children with EHCP/Statement or who are on the SEND SUPPORT REGISTER:**

Pupil Profiles are written and reviewed three times a year. Pupil profiles include:

- Three short-term targets relating to addressing the key barriers to learning for the child
- Information about the child's difficulties/barriers to learning
- Success criteria
- Pupil (where appropriate) and parental comments
- The teaching strategies to be used
- The provision to be put into place - A costed provision map
- Timescales to achieve targets
- Outcomes to be recorded when the Pupil Profile is reviewed
- Details of any involvement from outside agencies, including recommendations and report dates

## **Conducting PUPIL PROFILE Reviews**

- There will be three opportunities a year for a Pupil Profile to be reviewed and discussed with parents

*“Where a pupil is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.”*

*(Code of Practice 2014 6.65)*

- At the Pupil Profile review meeting the child’s progress towards meeting the targets set is discussed and new targets identified

## **Statutory Annual Reviews**

For a child who has a Statement of Special Educational Needs/ Education Health Care Plan, the Local Authority has a statutory duty to formally review his/her statement/EHCP, at least annually. Annual Review Meetings are organised in school by the SENDCo.

### **The Annual Review Is In Four Parts:**

- Collection and collation of information
- Annual Review Meeting
- Head Teacher’s/SENDCo’ s report of the Annual Review Meeting
- LA Review

The statutory annual reviews are carried out in line with current guidelines from the Local Authority that has issued the Statement or Education Health Care Plan. The report generated from this review will be shared with all parties who attend and will advise of any change, amendment or ceasing of the Statement or Education Health Care plan.

## **SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER/RECORD**

- If a child who is on the SEND Support Register makes progress and ‘closes the gap’ in line with national and local expectations then a review meeting may be held in school to discuss a child being taken off the SEND Support Register
- Parents will be included in any discussion and fully informed of the schools actions

## **SECTION 6: SUPPORTING PUPILS AND FAMILIES**

### ***What is the Local Offer?***

4.1 Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

4.2 The Local Offer has two key purposes:

- *To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and*
- *To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review “*

*(Code of Practice 2014 4.1/4.2)*

- The SENDCo will guide parents towards the LA local offer (Regulation 53, Part 4) [www.westcheshirelocaloffer.co.uk](http://www.westcheshirelocaloffer.co.uk)
- The SENDCo will ensure an up to date SEND Information Report is available on the school website
- The SENDCo will be responsible for ensuring links with other agencies are used to best effect to support the family and pupil
- The schools admission arrangements are published on the website
- The SENDCo and Head teacher ensure Access Arrangements for children requiring them are implemented consistently and fairly and in line with National (SATS) guidelines
- The Head Teacher and SENDCo are responsible for ensuring that the needs of children with SEND are consistently met and especially during class to class transition, across Key Stages and from one school to another. (Including secondary transition)
- With regard to managing Pupils with Medical Needs please see the Policy on Administration of Medicine on our website under SEND or policies

## **SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school

trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010

- Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and therefore the SEND Code of Practice (2014) is followed
- A pupil who is unable to attend school because of medical needs must not be removed from the register without parental consent, even during a long period of ill health, unless the school medical officer certifies him or her as unlikely to be in a fit state to attend school before ceasing to be of compulsory school age

#### **School should:**

- Notify the Local Authority/Education Welfare Officer if a pupil is likely to be away from school due to medical needs for more than 15 working days
- Supply the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work
- Be active in monitoring progress and reintegration into school, liaising with other agencies as necessary
- Ensure pupils be kept informed about social events and are able to participate through homework if necessary
- Facilitate liaison with peers through visits and videos if necessary
- Ensure pupils have access to public examinations possibly as external candidates

#### **SECTION 8: MONITORING AND EVALUATION OF SEND**

The school regularly monitors and evaluates the quality of provision of SEND.

*“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 him or her.”*

*(SEND Code of Practice 2014 xiii.)*

- The SENDCo observes and monitors Teacher and TA interventions and provision for SEND
- The SENDCo is responsible for ensuring all staff receive relevant training
- The SENDCo will complete an audit of Staff, SEND Pupils' and Parents' views once a year

- The SENDCo meets with the SEND designated governor once a term to discuss current provision and ensure effective monitoring and evaluation occurs
- These evaluations form an important part of the SEND Action/Development Plan which feeds into the school development plan as necessary

### **SECTION 9: TRAINING AND RESOURCES**

- The SEND provision is funded by a Notional SEND Budget provided by CWAC based on a pre-determined formula
- Some SEND funding is received to support pupils with a Statement of Special Education Needs Disabilities. This funding is used to ensure the objectives of the statement are met for relevant pupils
- The staff audit helps to identify Staff training requirements
- The SENDCo plans staff training in consultation with the Head teacher
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development
- All teachers and support staff will meet with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils
- The school's SENDCo regularly attends the LAs SENDCo network meetings in order to keep up to date with local and national updates in SEND
- SEND updates are a regular part of staff meetings

*“The quality of teaching for pupils with SEND, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.”*

*(Code of Practice 2014 6.4)*

### **SECTION 10: ROLES AND RESPONSIBILITIES**

#### Role of SEND Governor

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Mrs Vicky Whiston.

## **SENDCo: Mrs Helen Bebbington (Senior Teacher, SEND Co-ordination)**

The role of the SENDCo involves:

- Overseeing the day-to-day operation of the school's SEND policy
- Ensuring an appropriate budget allocation to meet SEND
- Manages all SEND staff
- Interpreting legal requirements for staff, parents and governors
- Co-ordinating and evaluating provision, including interventions, for children with SEND
- Monitoring the progress of children with SEND alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision
- Overseeing the records of all children with SEND
- Maintenance of the SEND Support register
- Liaising with parents of children with SEND
- Organising and delivering INSET training in order to meet the needs of staff
- Liaising with external agencies including the Local Authority support and educational psychology services, health and social services, and voluntary bodies
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated
- Overseeing the pupil profile, provision map and review process for both Statemented, EHCP and SEND Support Children
- Reporting to Head teacher and Governing Body once a year on summary/update of SEND

## **Special Educational Needs Teaching Assistants (SENDTA)**

**Line Manager: SENDCo: Mrs H Bebbington**

The SEND TAs work under the direction of the class teachers and SENDCo. They:

- Work with ALL Statemented /EHCP pupils, assess progress and contribute to the planning of the Provision Map and Pupil Profile



- They plan the individual additional work needed to work towards 'Outcomes' agreed and differentiate and moderate class planning as agreed with the Class teacher to enable full access to the curriculum
- Deliver individual occupational and physiotherapy plans in accordance with pupil Care Plans
- Work closely with the class teacher, SENDCo and other outside agencies to meet the child's needs
- Support individual and small groups of pupils towards attaining targets identified in their Provision Map's/Pupil Profiles
- Work with the class teachers to assess and write provision map's and annual reports for pupils that they support
- Continuously assess pupil progress and identify the next steps to learning
- Are aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Assist teachers complete termly assessments on identified SEND pupils and in completing PIVATs if required
- Accompany pupils on trips to enable the pupil to fully participate

**Safeguarding Lead member of Staff: Mrs Kay Walsh**

**Safeguarding Governor: Mr Malcom Such**

Staff responsible for managing PPG/LAC funding: Mrs Kay Walsh

- To have an overview of all pupils in receipt of Pupil Premium
- Track and monitor the progress of all these students and place annual summary of past and current effectiveness of Pupil Premium on the school's website each September

Staff responsible for managing the schools responsibility for administration of medicines: Mrs Y O'Sullivan

- To ensure all staff are aware of the Administration of Medicines Policy and follow correct procedures
- Keep an updated list in school of any children with any relevant medical needs
- Procedures regarding medical needs and trips to be covered in Medical Needs Policy

## **SECTION 11: STORING AND MANAGING INFORMATION**

- SEND Related Documents are password protected on the school's Computer R Drive
- SEND children's files are stored in a lockable filing cabinet in the Group room
- Please see the schools Policy on Information Management and Confidentiality policy

## **SECTION 12: REVIEWING THE POLICY**

This policy will be reviewed annually.

All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs.

## **SECTION 13: ACCESSIBILITY**

- The school is aware that the DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans
- Please refer to the current Schools Accessibility Plan which we recognise is a Statutory Duty (see website)

## **SECTION 14: DEALING WITH COMPLAINTS**

The school's complaints procedure is outlined in a document on our website.

The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

## **SECTION 15: BULLYING**

- Please refer to the school's current Anti-Bullying Policy, Safeguarding Policy and Behaviour Policy (see website)
- We fully understand our duty to safeguard the needs of pupils with SEND, promote independence and build resilience in their learning
- Please also refer to our E-Safety Policy regarding cyber bullying

## **SECTION 16: APPENDICES**

Please see Appendix A which is the SEND Information Report which is updated regularly by the School SENDCo on the schools website:

[http://www.byley.cheshire.sch.uk/serve\\_file/48223](http://www.byley.cheshire.sch.uk/serve_file/48223)

Please contact the School SENDCo on:

01606 832519 or via the school office at [admin@byley.cheshire.sch.uk](mailto:admin@byley.cheshire.sch.uk)