

Special Educational Needs and Disabilities (SEND) policy 2026/2027

St Patrick's Catholic Voluntary Academy



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'Rooted in Kindness, Guided by Faith, Reaching for Excellence.'

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Explain the roles and responsibilities of everyone involved in providing for pupils with Special Educational Needs and Disabilities.
- Make sure our school fully implements national legislation and guidance regarding pupils with Special Educational Needs and Disabilities.
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Vision and intent

Our vision is to develop a highly skilled, knowledgeable, and dedicated workforce with the passion and expertise to meet the needs of every pupil, regardless of the complexity of their individual circumstances or those of their family.

We are committed to providing an inclusive, welcoming, and flexible environment, curriculum, and ethos that enable us to work in partnership with families.

Through strong collaboration, we strive to ensure that every child feels valued, is supported to achieve their full potential, and flourishes both academically and personally. All members of staff, alongside the Governing Body and Local Authority, share a collective responsibility for ensuring that every child has the opportunity to achieve their maximum potential across all aspects of our broad, balanced, and ambitious curriculum.

Working in close partnership with our Locality B Family of Schools, we are committed to ensuring that every setting provides high-quality, inclusive provision. Through ambitious curriculum planning, effective teaching, and responsive assessment, we meet the diverse needs of all learners while promoting high expectations for every child. We actively encourage pupils to take ownership of their learning, understand their next steps, and work towards their individual targets.

We are committed to narrowing attainment gaps by removing barriers to learning and ensuring that provision is carefully tailored to the strengths, needs, and aspirations of every pupil. Our inclusive approach recognises and celebrates diversity, ensuring that all children are supported to participate fully, make sustained progress, and succeed.

Implementation

Provision at St Patrick's Catholic Voluntary Academy is characterised by:

- Early identification of pupils' needs and timely intervention.
- Removing barriers to learning through a holistic, child-centred approach.
- Early and meaningful partnership with parents and carers, working collaboratively to support each child.
- Strong communication and collaboration between all adults involved in the child's education and wellbeing.
- Accurate assessment, tracking and monitoring of pupils' progress to inform provision.
- A relentless focus on improving outcomes, narrowing attainment gaps, and ensuring the quality and impact of support rather than the quantity of provision.
- High aspirations and ambitious expectations for all pupils with SEND.
- Effective partnership working with external agencies and specialist professionals.
- Supporting and empowering class teachers, recognising that they retain responsibility for the progress and inclusion of pupils with SEND.

- Well-planned and successful transitions at all stages of a pupil's education.

Impact

As a result of our approach:

- We know our pupils exceptionally well and understand their individual strengths, needs and aspirations.
- Pupils feel safe, valued, settled and ready to learn.
- All pupils, including those with SEND, make good or better progress from their individual starting points.
- Attendance for pupils with SEND is good and continues to improve where needed
- Pupils with SEND participate fully in school life and develop increasing confidence, independence and resilience.
- Parents and carers report high levels of satisfaction with the support, communication and provision their children receive.
- Pupils with SEND and their families feel listened to, supported and involved in decision-making.
- Provision is regularly reviewed and adapted to ensure it has a measurable impact on pupil outcomes.

3. 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
- This policy also complies with our funding agreement and articles of association.

4. SEN information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

5. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

6. Definitions

Special Educational Needs (SEN)

A pupil has special educational needs (SEN) if they have a learning difficulty or disability that requires special educational provision to be made for them.

A pupil is considered to have a learning difficulty or disability if they:

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

Special educational provision is educational or training provision that is additional to, or different from, that normally available to pupils of the same age in mainstream schools. The purpose of this provision is to enable pupils with SEN to access learning, achieve positive outcomes and participate fully in school life.

Disability

Under the Equality Act 2010, a pupil is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school is committed to ensuring that pupils with disabilities are not placed at a substantial disadvantage compared with their peers. We will make reasonable adjustments to our policies, practices, environment and provision, where appropriate, to enable pupils with disabilities to access education and participate fully in all aspects of school life.

The four broad areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils may have needs in more than one area and their needs may change over time.

Communication and Interaction (C&I)

Children and young people with communication and interaction needs have difficulty communicating with others. They may have difficulty understanding what is being said to them, expressing themselves, or using language appropriately in social situations.

This area includes:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC)

Cognition and Learning (C&L)

Children and young people with cognition and learning needs learn at a slower pace than their peers or experience specific difficulties with aspects of learning. They may require additional support to access the curriculum and develop learning skills.

This area includes:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD), including dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health (SEMH)

Children and young people with SEMH needs may experience a wide range of social, emotional and mental health difficulties that impact on their ability to learn and engage positively in school. These difficulties may be temporary or long-term.

This area may include:

- Anxiety
- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Attachment difficulties
- Trauma-related needs

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability or sensory impairment that affects their access to learning.

This area includes:

- Hearing Impairment/ Deaf (HI)
- Visual Impairment (VI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

These four broad areas are intended to support identification and planning. Individual pupils may have needs across more than one area, and support will always be based on a detailed understanding of each child's strengths, needs and aspirations in line with the SEND Code of Practice (2015).

7. Roles and responsibilities

The SENCo

The SENCo at our school is Louisa Townsend. Our SENCo is a qualified teacher and holds the National Award for Special Educational Needs Coordination (NASENCo).

Who will:

- Inform through open discussion 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
- Advice on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advice 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
- 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 SEND link governor is Mr Joseph O'Brien

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 is Mrs Sarah McCall

They 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 and Carers

Parents and carers are encouraged to contact the school if they have any concerns about their child's progress, development or wellbeing.

Parents and carers of pupils on the SEND register will be actively involved in discussions about their child's special educational needs and/or disabilities (SEND) and the support provided. They will have regular opportunities to share their views and contribute to decisions about their child's provision.

Parents and carers will:

- Be invited to termly review meetings to discuss the support and provision in place for their child.
- Be encouraged to share information about their child's progress, the impact of SEND support outside school, and any changes to their needs or circumstances.
- Have opportunities to discuss any concerns and agree aspirations and outcomes for their child in partnership with school staff.
- Receive an annual written report on their child's progress.

The school will work in partnership with parents and carers and will take their views into account when making decisions about a pupil's SEND provision.

Pupils

Pupils will be given regular opportunities to share their views about their Special Educational Needs and Disabilities (SEND) and the support they receive. They will be encouraged to participate in discussions and decisions about their provision in a way that is appropriate to their age and level of understanding.

This may include the pupil:

- Identifying and discussing their strengths, interests, and areas of need.
- Contributing to the setting of individual targets and desired outcomes.
- Attending review meetings where appropriate.
- Providing feedback on the effectiveness of interventions and support.

The pupil's views, wishes, and feelings will be listened to and taken into account when making decisions that affect them, in line with their age, maturity, and capacity to participate.

8. Our approach to SEND support

Identifying Pupils with SEND and Assessing Their Needs

The school will assess each pupil's current skills, knowledge and level of attainment on entry. This assessment will build on information from previous educational settings and key stages, where appropriate. The school will also consider any evidence that a pupil may have a disability and identify any reasonable adjustments required to enable them to access learning and school life.

Class teachers are responsible for the ongoing assessment of all pupils and will regularly monitor their progress. They will identify any pupil whose progress:

- Is significantly slower than that of their peers from the same starting point.
- Fails to match or exceed their previous rate of progress.
- Fails to close the attainment gap between themselves and their peers.
- Results in a widening attainment gap.

The school recognises that concerns may relate to areas beyond academic attainment, including social, emotional, communication or wider developmental needs.

Where a teacher identifies that a pupil is making slower than expected progress, they will initially provide appropriately differentiated, high-quality teaching and targeted support to address identified areas of need. If the pupil continues to make limited progress despite these adaptations, the class teacher will discuss their concerns with the Special Educational Needs Coordinator (SENCO). Together they will consider whether the lack of progress may indicate a special educational need and agree appropriate next steps. Where necessary, and in consultation with parents or carers, advice may be sought from relevant external professionals or specialist services.

Slow progress or low attainment alone does not necessarily mean that a pupil has Special Educational Needs (SEN). The school will consider other factors that may be affecting a pupil's progress or behaviour, such as prolonged absence, changes in family

circumstances or other personal factors. Particular care will also be taken when identifying and assessing pupils whose first language is not English, to ensure that language acquisition needs are not mistaken for SEN.

When deciding whether a pupil requires special educational provision, the school will begin by considering the desired outcomes for the pupil, including expected progress and attainment, alongside the views, wishes and aspirations of the pupil and their parents or carers. This information will be used to determine the support required and whether the pupil's needs can be met through high-quality adaptive teaching and the school's ordinarily available provision, or whether additional or different provision is required.

Where a pupil is joining the school and:

- has already been identified as having SEN by their previous setting;
- is known to external agencies; or
- has an Education, Health and Care Plan (EHCP),

the school will work collaboratively with parents or carers, the previous setting and relevant agencies to obtain all necessary information before the pupil starts. This will help ensure that appropriate support is planned and implemented from the earliest opportunity, enabling the pupil to make a successful transition into school.

Consulting and Involving Pupils and Parents

The school is committed to placing pupils and their parents or carers at the centre of all decisions relating to special educational needs and disabilities (SEND).

Where there are concerns that a pupil may require special educational provision, the school will arrange an early discussion with the pupil and their parents or carers. These discussions are intended to ensure that:

- Everyone develops a shared understanding of the pupil's strengths, needs and any barriers to learning.
- Parents' views, concerns and aspirations for their child are listened to and taken into account.
- The desired outcomes for the pupil are clearly identified and agreed by all involved.
- Everyone understands the support to be provided and the next steps in the process.

If it is decided that a pupil requires special educational provision, the school will formally notify parents or carers and explain the support that will be put in place.

Parents or carers will also be informed when, following a review of the pupil's progress and needs, it is agreed that the pupil no longer requires SEND Support and will be removed from the school's SEND Register. This decision will be made in consultation with parents or carers and will be based on evidence that the pupil is making sustained progress and is able to access learning effectively without additional SEND provision.

The pupil's views, wishes and feelings will be considered throughout the graduated approach, in a way that is appropriate to their age, understanding and ability to participate.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

The graduated approach is a four-stage cycle used to identify, assess and support pupils with SEND. It ensures that support is carefully planned, monitored and adapted according to the individual needs of the child or young person.

1. Assess

The class teacher and SENCo gathers information to develop a clear understanding of the pupil's strengths, needs, barriers to learning and the support they require. This may involve discussions with the pupil, parents/carers, teachers and relevant professionals.

2. Plan

The class teacher/ SENCo identifies the outcomes it aims to achieve and agrees the support, interventions or adjustments needed. Parents/carers and the pupil are involved in the planning process wherever possible.

3. Do

The planned support is put into place, usually by the class teacher, a teaching assistant or other professionals where appropriate. The impact of the support is monitored.

4. Review

The effectiveness of the support is evaluated by reviewing progress towards the agreed outcomes. The class teacher/ SENCo considers what has worked, what needs to change, and whether further assessment or additional support is required.

This cycle is ongoing and ensures that provision is responsive to the changing needs of pupils with SEND.

The Sheffield Support Grid (SSG)

This is a Sheffield document that supports the identification of, levelling of and provision for SEND. This document can be accessed via Sheffield's Local Offer.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. The school will use the graduated approach of Assess, Plan, Do and Review to identify, assess and respond to pupils' special educational needs. Where a pupil's needs cannot be adequately met through the expertise and resources available within the school, the school will consider seeking advice and support from external specialists to ensure appropriate provision is in place.

All pupils receiving SEN support will have a support plan that identifies their individual needs, desired outcomes, and the provision and adjustments required to support their progress. Support plans will be reviewed regularly with input from the pupil, parents/carers and relevant staff to evaluate the effectiveness of provision and make any necessary changes.

Where a pupil is not making expected progress despite targeted SEN support, the school may implement an extended support plan. This will provide a more detailed and coordinated approach to identifying barriers to learning, specifying additional provision, and monitoring the impact of support over time

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (via banded funding).

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress using school-based tools and national benchmarks
- Tracking pupils' progress using the Birmingham Toolkit
- Tracking pupils' progress using specific intervention trackers/ assessments
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil and parent feedback
- Monitoring by the class teacher/ SENCo
- Holding annual reviews for pupils with EHC plans

Removing pupils from the SEND register

In consultation with parents, a child will be considered for removal from the SEND register:

- when he/she has made sustained, good progress that betters the previous rate of progress and has sufficiently closed the attainment gap between themselves and their peers of the same age;
- where a child's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained;
- If SEN support is no longer required to ensure this progress is sustained.

9. Expertise and training of staff

SEND training will regularly be provided for teaching and support staff.

The headteacher and the SENCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development recognising training needs identified by individuals for themselves, as well as identifying training which would benefit a member of staff for the role they are undertaking as part of the School Self Evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENCo 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 SENCo will regularly attend Locality Briefings and citywide SENCo network meetings in order to keep up to date with local and national developments in SEND.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services (including ASCETS and Fusion)
- Educational psychologists
- Occupational therapists
- Physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Family Intervention workers

11. Admission and accessibility arrangements

Admission arrangements

The governing body is the admissions authority and has responsibility for admissions to St Patrick's Catholic Voluntary school. The local authority undertakes the co-ordination of admission arrangements during the normal admission round. The governing body has set its admission number at 40 pupils to be admitted to the reception year in the school year which begins in September. The governing body will, where logistically possible, admit twins and all siblings from multiple births where one of the children is the last child ranked within the school's Published Admissions Number ("PAN").

The admission of pupils with a Statement of Special Educational Needs (SEN) or an Education, Health and Care (EHC) Plan is managed through a separate statutory process. Where an EHC Plan names St Patrick's Primary School, the school is required to admit the pupil and will work with the local authority, parents/carers and relevant professionals to ensure appropriate provision is in place to meet the pupil's needs.

The school will consider the reasonable adjustments and adaptations required to enable the pupil to access the curriculum and participate fully in school life. Where the admission of a pupil with an EHC Plan takes place before places are allocated through the school's usual admission arrangements, this may reduce the number of places available for other applicants.

St Patrick's Primary School will meet its duties under the Schools Admissions Code by:

- Not refusing admission to a child whose EHC Plan names the school.
- Applying fair and transparent admission arrangements in accordance with the Schools Admissions Code for children without an EHC Plan.
- Considering applications from parents/carers of children with SEND who do not have an EHC Plan.
- Not refusing admission to a child on the grounds that they do not have an EHC Plan.

Accessibility arrangements

Our school aims to treat all its pupils fairly and with respect, that no child is treated less favorably than other pupils, including pupils who have special educational needs or disabilities. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St Patrick's Catholic Voluntary Academy our core values are peace, success, respect and teamwork.

We will treat everyone fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and achieve their potential.

We aim to:

- maintain and promote a working partnership between the school, parents and community which
- fosters respect, honesty, truth, co-operation and tolerance.
- help the children understand the world in which they live, have mutual respect for the values of
- others and work together as a team.
- to ensure that everyone, whatever their needs and capabilities, is included and catered for.
- to value each individual and recognise and respond to the needs of all children.
-

The Accessibility Plan is available online on the school website, and paper copies are available upon request. In our School Accessibility Plan we have an action plan which has the following aims:

- To increase access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of information to pupils with a disability as necessary.

Our school is over two floors with access at ground level for wheelchairs, we have toilets on the ground floor, as well as changing facilities and a lift to the first floor. Due to the age and structure of our building, we unfortunately do not have toilets on the first floor, however children are supported with individual accessibility needs by adults.

Supporting Pupils at Schools with Medical Conditions

Our school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical education. Some children with medical conditions may be disabled and where this is the case school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs (SEN) and may have an Education, Health and Care Plan (EHCP), which brings together health and social care needs, as well as their special educational provision. Our Head teacher Sarah McCall is responsible for meeting the needs of children who have any medical conditions. She is responsible for writing any Health Care Plans in conjunction with the School Nurse, as required. For further information on medical needs in school, please refer to our 'Supporting Pupils with Medical Conditions Policy'.

12. Complaints about SEND provision

St Patrick's Primary School is committed to working in partnership with pupils, parents/carers and professionals to ensure that pupils with SEND receive appropriate support and provision. If parents/carers have concerns about the school's SEND provision, they should initially discuss these informally with the class teacher, SENCo or Headteacher. The school will seek to resolve concerns at the earliest opportunity through open communication and discussion.

If concerns remain unresolved, parents/carers may raise a formal complaint in line with the school's complaints policy. The following procedure will apply:

1. Discussion with the class teacher

Parents/carers should arrange an appointment with the class teacher to discuss their concerns. The class teacher will investigate the matter and agree any further actions or a follow-up meeting where appropriate.

2. Discussion with the SENCo

If the concern has not been resolved, parents/carers may request a meeting with the SENCo. The SENCo will inform the Headteacher that this meeting is taking place.

3. Discussion with the SENCo and Headteacher

If the concern remains unresolved, a meeting will be arranged with the SENCo and Headteacher to review the concerns and consider next steps.

4. Discussion with the SEND Governor and Chair of Governors

If parents/carers remain dissatisfied, they may request a meeting with the Governor responsible for SEND and the Chair of Governors.

5. Contacting the Local Authority

If the matter remains unresolved following the school's complaints process, parents/carers may contact the Local Authority for further advice and support.

6. Independent advice and support

At any stage, parents/carers can seek advice and support from SSENDIAS (Sheffield SEND Information, Advice and Support Service).

7. Right of appeal

Where parents/carers have specific appeal rights relating to decisions made by the Local Authority regarding EHC needs assessments or EHC Plans, they may appeal to the First-tier Tribunal (Special Educational Needs and Disability).

All complaints will be managed in accordance with the school's complaints policy. If a parent/carer is dissatisfied with the school's response, they may escalate the complaint through the appropriate channels.

Further information about resolving disagreements and making complaints can be found in the SEND Code of Practice (2015), pages 246–247.

SSENDIAS (Sheffield SEND Information, Advice and Support Service) contact details:

- Telephone: 0114 2736009
- Email: ssendias@sheffield.gov.uk

13. Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by the Headteacher and the Board of Governors every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy