

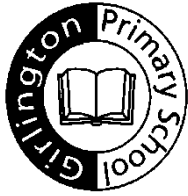
GIRLINGTON PRIMARY SCHOOL

Special Education Needs and Disability Policy

Date Policy Written: Summer 2024

Date Policy Ratified: Summer 2024

Date Policy to be Reviewed: Summer 2025



GIRLINGTON PRIMARY SCHOOL	Reviewed By
<p style="text-align: right;">(Statutory) S19</p> <p>Special Education Needs and Disability Policy</p>	<p>AHT _____</p> <p>SENDCo/AHT _____</p>

Compliance

This policy was written by the SENDCo with the Governing Body in liaison with the SLT, all staff and parents of pupils with SEND.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

To access more detailed information about the relevant Act please follow the links below:

Children and Families Act 2010:

<https://www.legislation.gov.uk/ukpga/2010/26/contents>

Equality Act 2010:

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Disability Discrimination Act 1995: <http://www.legislation.gov.uk/ukpga/1995/50/contents>

Ofsted Handbook October 2017: <https://www.gov.uk/government/publications/school-inspection-handbook-fromseptember-2015>

SEN Code of Practice 0-25 Years January 2015:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Schools Guide to SEND Code of Practice September 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf

Schools SEND Information reporting Regulations 2014:

<http://www.legislation.gov.uk/uksi/2014/1530/contents/made>

Statutory Guidance on supporting pupils in school with medical conditions December 2015:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf

Human Rights Act:

<https://www.legislation.gov.uk/ukpga/1998/42/contents>

Education Act 2011:

<http://www.legislation.gov.uk/ukpga/2011/21/contents/enactedEducation Act 2011>:

Lamb Inquiry Review of SEN 2009:

https://www.specialeducationalneeds.co.uk/uploads/1/1/4/6/11463509/lamb_inquiry_review_of_sen_and_disability_information

SEN and Disability Act 2001: <https://www.legislation.gov.uk/ukpga/2001/10/contents>

Other useful websites:

Bradford's Local Offer:

<https://localoffer.bradford.gov.uk>

Bradford Parent and young people's Partnership service:

http://www.barnardos.org.uk/bradford_pypps_service_leaflet.pdf

Mumsnet:

<https://www.mumsnet.com>

Barnardos:

www.barnardos.org.uk/believeinme

Young Minds:

www.youngminds.org.uk/guideto/mentalhealth

The Children's Society:

<https://www.childrenssociety.org.uk/help-young-people-access-the-mental-healthsupport-they-need>

Youth Information Service Bradford:

<https://www.bradford.gov.uk/children-young-people-and-families/youth-information-service/youth-information-service/>

Statutory Guidance on Supporting Pupils with Medical Conditions 2015

The National Curriculum for England :framework for Key Stage 1 and 2 (July 2014)

Safeguarding policy

Accessibility Policy

Teachers Standards 2012

At Girlington Primary School the SENDCo is Mrs Brewis, she holds the post graduate National Award in Special Educational Needs and is an SLE (specialist leader in education). Mrs Brewis is also part of the SLT. She can be contacted using the school's contact details.

Aims

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and fulfilment of potential to enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to adulthood, whether into employment, further or high education or training SEND Code of Practice 2015

At Girlington Primary School our overarching aim is to create an atmosphere of encouragement, acceptance, a love of learning, and respect for achievements and sensitivity to individual needs, in which all pupils can thrive paying particular attention to these specific areas.

- to rigorously map provision for all learners ensuring staff deployment, resource allocation and intervention leads to good, planned learning outcomes
- to ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school
- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of children are identified, monitored, assessed and provided for
- to ensure that parents are able to play their part in supporting their child's education
- to ensure that all children have a voice in this process
- to make clear the expectations of all partners in the process
- to identify the roles and responsibilities of staff in providing for children's special educational needs
- to enable all children to have full access to all elements of the school curriculum.

Objectives

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provided in the SEND Code of Practice, 2014
- operate a whole pupil, whole school approach to the management and provision of support for special educational needs
- provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy
- provide support, training and advice for all staff working with special educational needs pupils.

Disability

Many children and young people who have a SEND may have a disability under the Equality Act 2010 that is a physical, sensory or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day

activities. This definition provides a relatively low threshold and includes more children than many realise: long-term is defined as a year or more and substantial is defined as more than minor or trivial. This definition includes sensory impairments such as those effecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires specialist educational provision they will also be covered by the SEND definition.

As a school we observe two key duties:

- we must not directly or indirectly discriminate against, harass or victimise disabled children or young people
- we must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory and requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is
- reasonably practical and compatible with their needs and the efficient education of other pupils
- the school informs parents of how the learning needs of pupils with SEND are met through the core offer and the local offer for Deaf and hearing impaired pupils. These can be accessed on the school website
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their child, they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo

- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools'
- SEND policy and the effects of inclusion policies on the school as a whole.

The **Special Educational Needs Co-ordinator** (SENDCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Passports (PPs), setting targets appropriate to the needs of the pupils , and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

The **Lead Teacher of the Deaf** is responsible for:

- The day to day management and co-ordination of the provision for deaf pupils
- Ensuring continual support for deaf pupils to maintain their audiology equipment
- Co-ordinating and assessing deaf pupils' speech, language and communication skills in conjunction with other relevant professionals and setting targets
- Writing reports regarding individual children including annual review reports and SEND reports for deaf pupils
- Co-ordinating and chairing annual review meetings
- Monitoring the progress of deaf pupils through coordination of continual summative assessments
- Monitoring and evaluating planning and delivery of teaching of deaf pupils including targeted learning, small group work and inclusion within the mainstream

- Writing and evaluating pupil passports for deaf pupils
- Updating provision map for deaf pupils
- Ensuring that you, as parents, are:
 - Made aware of any concerns regarding your child's progress.
 - Involved in supporting your child's development.
 - Involved in evaluating and reviewing their progress towards set targets
 - Encouraged to become involved and support the wider learning experiences of pupils
 - Liaising with other agencies which support audiology, speech and language, SEMH needs and other professionals who may come into school to support deaf pupils' development.
 - Providing support to teachers and specialist support workers so that they can help enable all children to reach their full potential.
 - Mentoring support staff and carrying out PMR reviews.

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- Writing Pupil Passports (PPs)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Liaising with specialist staff who can advise and support in relation to specific needs
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

TAs work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Passports and monitoring progress.

Types of SEND

SEND is divided into 4 areas:

- Communication and Interaction-this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, hearing impairment and those who demonstrate features within the autistic spectrum.
- Cognition and Learning- this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.
- Social, Mental and Emotional Health- this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical needs- this includes children with sensory, multi-sensory and physical needs.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

Identifying and assessing SEND children or young people whose first language is not English requires particular care: difficulties related solely to limitations in English as an additional language are not SEND.

Identification, Assessment and Review

The Code of Practice outlines a graduated response to pupils needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to or different from** the provision made as part of the school's usual differentiated curriculum and strategies. At Girlington Primary School a register and provision map is kept of all pupils with SEND. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. The SEND matrix of need published by **Bradford Council** is used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health and Care plans or Statements, an annual review meeting has to be held in addition to this. Pupil passports are used to record additional provision for pupils on the SEND register.

A Graduated Approach to SEND support

- At Girlington Primary School, we adopt a high quality first teaching approach. 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 first teaching, differentiating for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for lack of high quality teaching.
- We regularly and carefully review the quality of teaching of all pupils, including those at risk of underachievement.

Professional development opportunities are provided for all staff to extend their knowledge and understanding of SEND and high-quality teaching.

Assess

- We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by senior leaders and specialist staff should make regular assessments of progress for all pupils. They should seek to identify pupils 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.
- The first response to such progress should be high quality first teaching targeted at their areas of weakness. This can also include progress in areas other than attainment, for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.
- In identifying a child as needing SEND support, the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views of parents, the pupil's own views and, if relevant, advice from external support services.
- The schools will take seriously any concerns raised by a parent. These will be recorded and compared to Girlington's own assessment and information on how the pupil is developing. As part of this information gathering process school, where appropriate, will use the advice and support from the local authority.
- In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform assessments. Where professionals are not already working with school staff the SENDCo will contact them with parental permission.

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENDCo will agree in consultation with the parents and the pupil, the adjustments, interventions and support to be put into place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should

be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's provision map.

Do

The class teacher should 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 or subject teacher, they should still retain overall responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parents and the pupil.

Where a pupil has an Education and Health Care plan, the local authority, in co-operation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Deputy, Assistant headteacher and the SENDCo
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meeting of parents and staff, both formal and informal

Managing Pupils on the SEND register

Where appropriate, pupils on the SEND register will have a Pupil Passport, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the Pupil Passport. The Pupil Passport is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan Class teachers are responsible for maintaining and updating Pupil Passport. These are then shared with everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEND from their notional SEND budget. This is also known as element 2 funding.
- **Specialist or personalised level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil. It is important to note that the level and combinations of provision may change over time.

Specialist Support

School may involve a range of specialists at any point to advise them on early identification of SEND and effective support and interventions.

Specialist staff within the LARP provide support for Deaf pupils within the school.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Criteria for entering/ exiting the SEND register

Whenever a child has been identified as having SEND, parents will be invited into school to meet with the class teacher to discuss this before their child is placed on the SEND register.

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting Pupils and Families

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENDCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Where appropriate, arrangements will be made to look around the new school with the parents and the child with the SENDCo.

All pupils will be supported by a key member of staff and a transition plan will be put in place.

A meeting will be held with the SENDCo of the new school.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by removing the barriers to their learning and encouraging full participation in school life by;

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Using recommended aids, such as visual timetables, larger font, writing slopes, posture cushions, etc
- Adaptive teaching, for example, giving longer processing times, pre-teaching of key vocabulary, scaffolding tasks, etc

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Supporting Pupils at Girlington with Medical Needs

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 the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions.

Expertise, Training and Resources

At Girlington Primary School the SENDCo is Mrs Brewis, she holds the post graduate National Award in Special Educational Needs and is an SLE (specialist leader in education). Mrs Brewis is also part of the SLT. Mrs Brewis is non class based which enables her to manage the SEND provision throughout the school on a daily basis. She can be contacted using the school's contact details.

The Local Area Resourced Provision (LARP) for Deaf and Hearing Impaired pupils is inclusive to the school setting and the SEND provision but is centrally part of the Low Incidence Team within the Sensory Service for Bradford. It is managed by a Lead Teacher of the Deaf who has responsibility for the management of staff and pupils. All Teachers of the Deaf have been experienced mainstream teachers and have an MA qualification as Teachers of the Deaf. All staff who work in the LARP have at least a level 1 qualification in BSL.

A speech and language therapist is employed by the sensory service, her name is Samantha Hackett and she works 1 day a week in school.

There are 3 HLTA's in school who work as part of the SEND team providing bespoke support to children who have an EHC.

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 undertake induction on taking up a post and this includes a meeting 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. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND. The school's SENDCO regularly attends the SENDCo network meetings in order to keep up to date with local and national updates in SEND.

The school commission a speech and language therapist once a fortnight her name is Seona Bailey. Her role is to work with pupils on a one to one basis, carry out group interventions, support school staff, deliver training and support parents of pupils who

have a SLCN who are on her caseloads. She meets regularly with the SENDCo to ensure there is a collaborative approach to supporting pupils with SLCN in school. We also commission a speech and language therapist, her name is Thamina Shaikh. Her role is to primarily work with the EYFS pupils carry out WELLCOMM screenings and the WELCOMM intervention.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Ingleborough Hall.

All pupils are encouraged to take part in any sporting activities including swimming in Year 5.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. We focus on 'personal bests'.

We provide opportunities for our children to take part in sporting competitions such as Boccia and Panathalon.

Accessibility

The DDA, as amended by the SEND and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

The school's accessibility plan which covers how the school will improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities we provide, and how we will improve the availability of accessible information for all stakeholders can be found on the school website in the policies section.

Support for improving emotional and social development

We have an Inclusion Manager, Sarah Arthur, who is a Mental Health Champion, and two learning mentors who work across the school to provide pastoral support to pupils with SEMH needs.

The Assistant Head for EYFS is a trained attachment lead and supports staff and CLA pupils in school.

We are an Attachment Aware school.

We have a zero tolerance approach to bullying.

Working with other agencies

The school works closely with a range of health and social care bodies, the local authority and the voluntary sector to meet the needs of pupil's with SEND and their families.

Some of the bodies we work with include;

The Police

Children's Social Care, including Early Help

Girlington Community Centre

The Local Authorities SEND services

Physiotherapy and Occupational Therapy teams

Barnardos

We are an Operation Encompass school

The local GPs

Pediatricians

School Nursing Service including health visitors

YAIS (Yorkshire Auditory Implant Service)

Deaf CAMHS

Complaints about SEN provision

It is in everyone's interests for complaints to be resolved as quickly and at as low level as possible. In the first instance complaints should be made to the class teacher or SENDCo and the SEND complaint procedure follows the complaints policy which can be accessed in the policy section on the website. If the complaint refers to;

- a pupil who is undergoing assessment for an EHCP,
- or a decision not to issue an EHCP,
- or an EHCP,
- or disability discrimination,
- or social care
- or health
- exclusions

The guidance in the SEND Code of Practice (2014) will be followed.

Contact details of support services for the parents of children with SEND, including those for arrangements made in accordance with clause 32 can be found in the SEND section under useful links.

Contact details of support services for parents of pupils with SEN

Parents are welcome to contact school at any time to request support, school will signpost them to the most appropriate service. There are links on the school website under the parent section of services that may be useful to parents.

Contact details for raising concerns

If parents/carers have a concern they can contact the school office on 01274 493543 who will put them in touch with the most appropriate member of staff to deal with their concern.

The local authority local offer

Our contribution to the local offer is on the school website under the SEND section. Our local authority's local offer is published here; <https://localoffer.bradford.gov.uk>