



Headteacher: Mrs Katie Smith NPQH
Website: www.glusburn.n-yorks.sch.uk
Reg Charity No 1060322
01535 632145
admin@glusburn.n-yorks.sch.uk
Colne Road, Glusburn, BD20 8PJ

GLUSBURN COMMUNITY PRIMARY AND NURSERY SCHOOL

Glusburn Primary and Nursery School Special Educational Needs and Disability Policy

Date: September 2026

Review date: September 2027

SENCo: Danielle Burke

Date of NASENCo Award: July 2016.

The SENCo is a member of the senior leadership team

SEN Governor: Jenny Maw

Our school is committed to being highly inclusive and ambitious, with high aspirations for every child and young person. Through our inclusive provision, we strive to ensure that all learners are safe, happy, and achieving their full potential. This SEND policy outlines how we comply fully with the SEN Code of Practice and should be read alongside our wider inclusion policies. We are dedicated to identifying needs early, providing timely and effective support, and maintaining ambitious expectations so that children and young people with SEND can achieve better outcomes and be prepared for a happy, healthy, and fulfilling adult life. Strong partnerships and positive relationships are central to this approach, ensuring that needs are identified promptly, and support is impactful.

UNCRC ARTICLE 28: Every child has the right to education. Primary education should be compulsory and free. Different forms of secondary education should be available to every child. School discipline should respect children's dignity and rights. Richer countries should support poorer countries in this.

UNCRC ARTICLE 29 Education should help develop every child's personality, talents and mental and physical abilities to the full. It should develop children's respect for their own rights and those of others, for their parents, for their own culture and the cultures of others, and for the natural environment.

UNCRC ARTICLE 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Current teachers' standards
- Current teaching assistant standards
- School's Accessibility Plan
- SEND policy

Contents

School Ethos.....	3
Objectives and aims	3,4
How Do Teachers Identify Pupils with SEND	4, 5, 6
There are 4 broad areas of need	6
Special Educational Provision	6,7
Monitoring Progress and Attainment of Pupils with SEND	7
Use of the North Yorkshire's Inclusive Mainstream Toolkit	8
Access to Cultural Capital and Enrichment Opportunities	8
Involving Specialists	8
Transition	8
Admissions	8
Education, Health and Care Plans (EHCP)	9
Confidentiality	9
Safeguarding Children with SEND	9, 10
Accessibility Statutory Responsibilities	10,
Funding and Resource Allocation.....	10
Roles and Responsibilities	10,11
Role of the Governors	11
Role of the SEN Governor	12, 13
Role of the Headteacher	12
Role of the SENCo	12, 13
Role of class teachers	13
Role of all support staff	13, 14
Complaints process	14

Appendix

Example of a blank Glusburn School Individual support plan and IPM.

Example of a blank Glusburn School one page class profile.

School Ethos

As a Rights Respecting School (UNICEF) we promote an inclusive, welcoming and safe environment that meets the needs of all pupils and adults, irrespective of age, disability, gender, race, religion or belief, sex or sexual orientation. We believe that all children and adults have the right to develop their personality and talents and are able to live a full and decent life; helping to promote their independence and resilience, so that they can keep themselves mentally healthy.

We deliver a broad and balanced knowledge-based curriculum, where children's ability to know more and remember more is built upon a sequenced and systematic building of knowledge; stimulating enquiry and the seeking of new knowledge. We hold reading at the centre of our curriculum, with our primary intent to create fluent and passionate readers through a whole school reading culture for both children and adults.

We explore many social, emotional and cultural issues thus developing the cultural capital of our children, supporting them to become respectful and kind citizens on a local and global scale; defining a set of positive personal traits, dispositions and virtues, guiding pupils and adults so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.

We believe in the importance of life-long professional development for all staff; every staff member has a right to development not because they are not good enough, but because they deserve investment in their careers.

Our Values and Ethos Statement adheres to 'The UN Convention on the Rights of the Child'.

UNCRC ARTICLE 28: Every child has the right to education. Primary education should be compulsory and free. Different forms of secondary education should be available to every child. School discipline should respect children's dignity and rights. Richer countries should support poorer countries in this.

UNCRC ARTICLE 29 Education should help develop every child's personality, talents and mental and physical abilities to the full. It should develop children's respect for their own rights and those of others, for their parents, for their own culture and the cultures of others, and for the natural environment.

UNCRC ARTICLE 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

Objectives and aims

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures, and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use '**must**' when referring to a statutory requirement.

All items in italics are taken directly from the [SEND Code of Practice 2015](#)

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilled lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Things we **must** do:

- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SENCo
- inform parents when we are making special educational provision for their child
- prepare a SEND information report, which we publish on our school website
- state our arrangements for the admission of disabled children,
- state the steps being taken to prevent disabled children from being treated less favourably than others,
- provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time
- have due regard to the general duties to promote disability equality. This includes making reasonable adjustments, providing auxiliary aids, and fulfilling the Public Sector Equality Duty (PSED).
-

A member of our governing body has specific oversight of the school's arrangements for SEN and disability. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEND can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by pupils with SEN is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

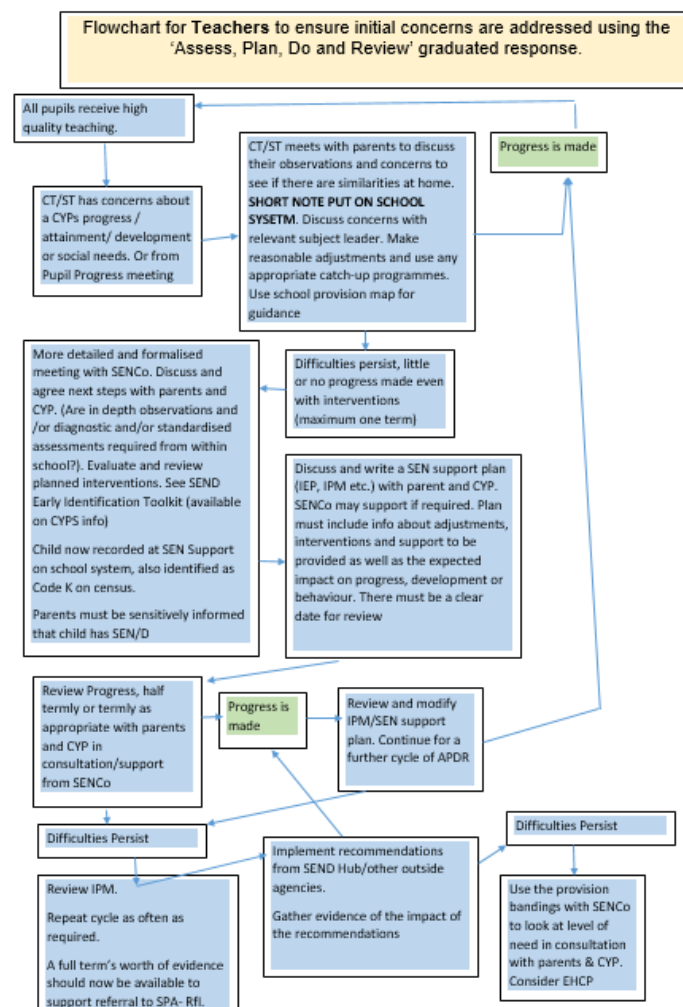
The SEND policy promotes a graduated and inclusive approach through both universal and targeted provision. Universal provision ensures that all pupils benefit from high-quality teaching, adaptive practice, inclusive classroom environments, and access to a broad and balanced curriculum that meets diverse learning needs. Where pupils require additional support, targeted provision is implemented through evidence-based interventions, personalised strategies, and specialist input designed to address identified barriers to learning and participation. This approach reflects the DfE's vision of providing the right support, in the right place, at the right time, enabling early identification, effective intervention, and improved outcomes while ensuring that children and young people with SEND are fully included in school life and supported to achieve their potential

How Do Teachers Identify Pupils with SEND?

6.2 Every school is required to identify and address the SEN of the pupils that they support.

6.36 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.

The identification of SEND is built into our overall approach to monitoring the progress and development of all our pupils.



The steps below outline the process that you as a teacher will follow to identify pupils with SEND.

- Any child who gives you a concern whether it is due to a lack of academic progress, development or social need will be noted and dated on the child's records on CPOMs. This is referred to as a '**short note**' in the SEND CoP. It is imperative that your initial concern is logged and dated. Inform the SENCo of your concern (If there is a child protection issue then our school's safeguarding procedures **MUST** be followed).
- If a parent or pupil also raises a concern, this must be taken seriously, and we must listen to these concerns. These will be noted and dated on the child's records, as above. Again, inform the SENCo of their concern and log as above. (If there is a child protection issue then our school's safeguarding procedures **MUST** be followed)
- N.B. At this point the child is not regarded as having SEND. How well the child responds or otherwise to the adjustments will determine if s/he has SEND.
- Class teacher will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Our SENCo will support you, if required. You will make any reasonable adjustments to your teaching that are required and report at the next pupil progress meeting on the impact of your adjustments (or at the next agreed time – this will be a maximum period of one term).
- Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEND. Where there are concerns this needs to be logged and an assessment made by the class teacher,

supported by the SENCo, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.

If appropriate, the SENCo may approach others such as Early Help as per the guidance in North Yorkshire Council's (NYC) Inclusive Mainstream Toolkit. Any child in our school with SEND will not be discriminated against, sanctioned, or disciplined due to their special educational need.

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. It can 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. Lower rates of 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 SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

- At this point, a decision as to whether the child has SEND will be made in conjunction with the SENCo. The child or young person (CYP) is now described as being at 'SEND Support'. They will appear as Code K on our school census. If required, we can seek advice from the local SEND Hub manager to clarify our decision. This will be undertaken by the SENCo.
- Our SENCo will maintain a list of pupils who have been identified as having SEND on our SEND list and via Arbor. CYPs documents can be accessed via CPOMs or class files on the schools Inclusion share point. It is the responsibility of the class teacher to look and update regularly the child's SEND support plan. Any new information will be sent to relevant staff via CPOMs and relevant information will be updated on the child's support plan or EHCP. This must be kept up to date in line with our policy.

There are 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28- 6.35 or discuss with our SENCo.

Special Educational Provision

High-quality inclusive teaching is the first response to meeting the needs of pupils with SEND. Universal provision, adaptive teaching, and reasonable adjustments form the foundation of our graduated approach. Targeted and specialist provision is implemented where additional support is required.

Once the CYP has been identified as having SEND then the formal process begins. We **must** take action to remove barriers to learning and put effective special educational provision in place.

This is called the Graduated Response. It is a 4-part cycle: Assess, Plan, Do and Review.

Parents **must** be informed that their child has SEND, and that additional and different provision is being provided for their child. Parents will be signposted to NYC special educational needs and disabilities advisory and support service ([SENDIASS](#)) and the [local offer](#) . A link to this can also be found on our school website.

The graduated response is outlined below:

1. **Assess.** Assess CYPs needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP's need. The SENCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.
2. **Plan.** This will be undertaken at least termly with the parents and CYP on the child's Individual Provision Map (IPM). The views of parents and pupils are of paramount importance. This will be recorded on the plan and dated.

The plan is written by the class teacher supported by the SENCo if required on the child's IPM, which can be found in the child's support plan. An agreed date to review the plan with the parents will be made at this meeting. Teachers are advised to refer to our whole school provision maps, that can be found in the Inclusion file on Share point and the North Yorkshire 'Inclusive Mainstream Toolkit'. These can help plan any adjustments, approaches, resources, or interventions required. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The class teacher is responsible for monitoring the impact, supported by the SENCo.

The IPM reviews will take place at the end of the Autumn, Spring and Summer term. The plans will be uploaded onto the schools share point within 5 working days of the meeting and a copy given to the parents. The SENCo will monitor the quality of the plans.

3. **Do.** The class teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child to plan and assess the impact of any adjustments support or interventions. The SENCo will support the class teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENCo will monitor this provision.
4. **Review** The class teacher will review the plan with the parents and CYP on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Parents will be asked to give feedback that must be recorded on the IPM document. If a parent fails to attend the review meeting, this will be recorded in the IPM and on CPOMs.

Monitoring Progress and Attainment of Pupils with SEND

The SENCo maintains a rigorous system for tracking the progress and attainment of all pupils with SEND, ensuring that each child's development is measured from their individual starting points. This includes regular analysis of assessment data, review of SEND Support Plans, and collaboration with teaching staff to evaluate the effectiveness of interventions. Progress is monitored not only in academic outcomes but also in broader areas such as social, emotional, and communication development. Attainment is reviewed in line with age-related expectations and personalised targets, with findings used to inform planning, provision, and strategic decision-making.

Use of the North Yorkshire's Inclusive Mainstream Toolkit

Our school actively uses the North Yorkshire's Inclusive Mainstream Toolkit (Inclusive Mainstream Toolkit | NYES Info) to guide and enhance provision for children and young people with SEND. This framework outlines the expectations for inclusive practice and reasonable adjustments that should be available in all mainstream settings. A formal diagnosis is not required for reasonable adjustments to be implemented; support will be provided whenever a pupil's needs indicate that adjustments are necessary.

The Inclusive Mainstream Toolkit supports staff in delivering high-quality teaching and targeted support through clear descriptors across the four broad areas of need. The SENCo ensures that the framework is embedded in classroom practice by supporting staff to use it when planning interventions, adapting teaching strategies, and reviewing individual support plans. To evaluate its impact, we monitor pupil progress through the graduated response cycle, gather pupil, and parent voice, and conduct regular audits of provision against the framework's standards. Findings are reported to the senior leadership team and SEND Governor and inform ongoing staff CPD and school improvement planning.

Access to Cultural Capital and Enrichment Opportunities

Pupils with SEND are actively supported to access a wide range of cultural capital experiences, including educational visits, enrichment activities, and extracurricular clubs. These opportunities are planned inclusively, with reasonable adjustments made to ensure full participation. The school closely monitors engagement and access through pupil voice, attendance records, and staff feedback, ensuring that pupils with SEND benefit equitably from experiences that enhance their personal development and broaden their horizons.

Involving Specialists

If at any point the class teacher in consultation with the SENCo feel they need additional advice and support from an outside agency, then the consent of the parent **must** be obtained first.

This would be undertaken by the SENCo, in consultation with parents and teachers when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The class teacher will be asked to support the completion of the application. Class teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

Transition

SEND support will include a plan for effective transition between phases of education. The chronology of support and involvement includes a section for completion by the class teacher and SENCo at points of transition. This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENCo will support the class teacher

Admissions (also see Admissions Policy)

Applications to the school are made through the local authority admissions. If you are thinking of sending your child to Glusburn School and would like more information you can contact admin at Glusburn School (contact information is on the school website). Neither a child's ability, learning need or disability feature in the admission process unless the child has an Education Health and Care Plan, and the school has been named on the plan. If your child has special educational needs you may wish to contact Danielle Burke, SENCo to discuss how the school could meet your child's needs.

Education, Health and Care Plans (EHCP)

Where a child is in receipt of an EHCP, the provision in Section F of the EHCP must be provided. Our teachers remain responsible for the CYP's progress. There will still be termly school progress reviews, and the graduated response will remain in place. In addition, there will be a statutory annual review held each year. This must be before the date of the anniversary of the first final EHCP being issued. A statutory review should also be called should there be any significant changes outside of this review period. The SENCo or member of our senior leadership team will chair the meeting and complete the required paperwork with submission to the LA within 14 calendar days. For further details about this process and who is invited, please discuss this with the SENCo.

Confidentiality

Staff may have access to personal data about pupils and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a CYP or her/his family for their own, or others advantage (including that of partners, friends, relatives, or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the CYP's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti- discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

Exclusion and suspension decisions will not be based on behaviours that are a direct consequence of a pupil's special educational needs or disability (SEND). The school is committed to identifying and addressing the underlying needs that may contribute to behaviour difficulties and will ensure that appropriate support, reasonable adjustments, and interventions are considered and implemented before exclusion is contemplated. Where behavioural concerns arise, the school will take account of its duties under the Equality Act 2010 and will carefully consider whether a pupil's SEND has contributed to the incident. Exclusion or suspension will only be considered as a last resort, following a thorough assessment of the circumstances and after all reasonable steps have been taken to support the pupil and remove barriers to their successful inclusion in school.

Accessibility Statutory Responsibilities

The SEN 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. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided, and
- Improving the availability of accessible information to disabled pupils and their families.

Funding and Resource Allocation

The school receives delegated funding to meet the needs of pupils with SEND. Resources are allocated in accordance with identified needs and provision required. The school publishes an annual SEND Strategy which outlines how Inclusion Mainstream Funding (IMF) and SEND resources are used to improve outcomes, remove barriers to learning and strengthen inclusive practice. The impact of expenditure is monitored through pupil progress data, attendance, engagement, SEND Support Plan reviews, quality assurance activities, and governor scrutiny.

Roles and Responsibilities

Our school leaders and teaching staff, including the SENCo, will analyse data to identify any patterns in the identification of SEN, within the school and in comparison, with local and national data. We will then use this information to reflect on and improve the quality of education. The SENCo will use the data dashboards to compare our school with local and national data annually and report to our senior leadership team. (The January census is used, and the data is supplied by NYC at the end of the summer term or early autumn term each year).

Role of the Governors

Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the [Children & Families Act 2014 particularly section 66](#) regarding using their best endeavours and Equality Act 2010.

Our Governors **must** have regard to the SEND Code of Practice.

Our Governors **must** ensure that a Special Educational Needs Coordinator (SENCo) is appointed and that they are qualified, i.e., they are a qualified teacher and have the national award for special educational needs and disabilities (NASENCo). If our SENCo does not have this award on the day, they are appointed then our Governing Body **must** ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENCo.

- 6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEND and disability. School leaders should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.
- 6.97 They should consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

In our school, this means that a SEND Governor is appointed to work directly with the SENCo and other members of the senior leadership team and report to the governing body about matters related to SEND.

The Governors **must** publish at least annually a **SEND Information report**.

*6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*

The report **must** contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting CYP who are looked after by the local authority and have SEND. Therefore, we will produce this annually and it will be uploaded onto our school website in the SEND section.

School governing bodies and proprietors **must** also 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 their accessibility plans.

Role of the SEN Governor

Our SEND Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENCo by visiting at least once a term
- be aware of the numbers of CYP at our school with SEN and disabilities
- be aware of our SEND action plan

Monitor:

- the progress and attainment of our CYP with SEND
- attendance rates of our CYP with SEND
- fixed term and permanent exclusion rates of our CYP with SEND
- any internal exclusions including the frequency and length of time our CYP with SEND are sent out of lessons as a behaviour management strategy
- that our CYP are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences
- that our CYP receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities, and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND

Investigate:

- the gaps or differences in our performance, attendance, or exclusion (including internal exclusions) levels between our CYP with and without SEND
- our strengths and areas for development regarding SEND provision
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents of CYP with SEND, about their experience of the school's SEN provision
- obtain the views of our CYP with SEND including their enjoyment and experience of learning
- obtain the views of our teachers, about their ability to implement the SEND plan

Report:

- each term to our full governing board on their findings

Role of the Headteacher

The Headteacher is responsible for the strategic development, policy, and provision in our school.

They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Headteacher along with other members of our senior leadership team and SENCo will publish a clear picture of the resources (e.g., a whole school provision map) that are available to the school.

Our Headteacher will ensure that any member of staff working with any CYP who SEND has is aware of their needs and have arrangements in place to meet them.

Role of the SENCo

A qualified SENCo is empowered, through their leadership status within the school to lead whole-school improvement for pupils with SEND.

6.87 The SENCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

6.89 The SENCo provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

6.90 The key responsibilities of the SENCo will include:

- *overseeing the day-to-day operation of the school's SEN policy*
- *co-ordinating provision for children with SEN*
- *liaising with the relevant Designated Teacher where a looked after pupil has SEN*
- *advising on the graduated approach to providing SEN support*
- *advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively*
- *liaising with parents of pupils with SEN*
- *liaising with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies*
- *being a key point of contact with external agencies, especially the local authority and its support services*
- *liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned*
- *working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*

- *ensuring that the school keeps the records of all pupils with SEN up to date*

Our school will ensure that the SENCo has sufficient time and resources to carry out these functions. We will provide our SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The monitoring of SEND provision in our school is an essential role of our SENCo, as it will inform any areas for development.

This will be undertaken in a variety of ways such as, but not limited to:

- classroom observation with a focus on: SEND provision, resources, and environment
- scrutiny of all SEND support plans content, implementation, and impact
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND via book scrutiny
- attendance at pupil progress meetings
- effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills
- CYP progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND
- whole school provision map
- supporting CYP and staff with effective transition
- consider examination/test access arrangements
- support CPD with a focus on SEND in school
- termly meeting with our SEN Governor and report to our senior leadership team

Role of class teachers

6.36 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.

The role of the class teachers is to:

- support the SENCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENCo in regard to the SEND monitoring role
- identify pupils with SEND
- write effective SEND support plans, and implement and review them, as set out in this policy
- set high expectations for every CYP including those with SEND
- liaise effectively with parents and listen and act upon their concerns
- use appropriate assessments to identify barriers to learning and set targets that are ambitious for all CYP
- plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- use their best endeavours to meet the needs of CYP with SEND
- make reasonable adjustments to overcome barriers to learning
- remain responsible for working with the CYP with SEND on a daily basis
- keep abreast of SEND initiatives and CPD
- ensure QFT meets the needs of all learners and their starting points

Role of all support staff (including MSAs, administration staff)

The role of the support staff is to:

- ensure CYP become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class teachers to overcome any barriers to learning

- report any observations about the CYP they are supporting to the class teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)

Complaints Process

Parents who have concerns regarding SEND provision should initially discuss these with the class teacher or SENCo. If concerns remain unresolved, they may be addressed through the school's complaints procedure, which is available on the school website.

Glusburn County Primary School

My Learning Support Plan

Personal Details		Photo	
Full name			
Known as			
Date of Birth			
UPN or NHS number			
Address			
Main contact phone number			
Parent/carer's details (with PR)	Name: Address: Telephone: Email:		
Preferred method of contact Preferred time for calls/meetings	Telephone/email/letter		
Language			
GP name and address			
Date SEN identified and Need			
Eligible for Pupil Premium	No		
Attendance History			
This academic year		Last year	
		Previous year	
Have there been any significant periods or patterns of absence in the last year?			Yes / No
If yes please give brief details			
Dates of exclusion	Details of Exclusion		

Agencies involved with the child/young person over time					
Agency	Contact Name	Contact Details	Date from	Date to	Report Available

Academic progress						
End of EYFS Levels						
C & L	PHYSICAL	PSE	Literacy	Numeracy	UTW	CAaD

End of year data	Maths	Reading	Writing	Phonics assessment
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				

All about me	
My strengths, interests and achievements Pupils voice: Schools voice: Parents voice	Things I find challenging, my barriers to learning Pupil voice: Schools voice: Parents voice:
What is important for xxxx now... Pupils voice: Parents voice: Schools voice:	
What is important for xxxx in the future... Pupils voice: Parents voice: Schools voice:	

Overview of Needs/ Barriers to Learning
Cognition and learning needs – summary
Social, Emotional, Mental Health Needs- summary
Communication and Interaction Needs- summary
Sensory and Physical needs- summary

Strategies/ resources and provision that helps me:
List all provision/ strategies and provision that is needed daily
Adjustments for Assessments (Date and adjustments)

Chronology of support

Individual Provision Map 2025- 2026 Autumn term

	Pre assessment	Targets (linked with challenges/ needs/outcomes sought)	Provision Resources/ interventions (when)/ strategies/ resources	Review Impact/ outcome
1				
2				
3				

Childs views	Parents views				
Date:	My child has SEND, and this school gives them the support they need to succeed: (Please circle) <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 25%; text-align: center; padding: 5px;">Strongly Disagree</td> <td style="width: 25%; text-align: center; padding: 5px;">Disagree</td> <td style="width: 25%; text-align: center; padding: 5px;">Agree</td> <td style="width: 25%; text-align: center; padding: 5px;">Strongly Agree</td> </tr> </table> Date:	Strongly Disagree	Disagree	Agree	Strongly Agree
Strongly Disagree	Disagree	Agree	Strongly Agree		

Class x's one page profile

[illegible]