



Oswald Road Primary School

SEND Policy

Date of approval	September 2026
Date of review	September 2027
Headteacher	Deborah Howard
Chair of Governors	Peter Martin

Oswald Road Primary School SEND Policy (September 2026)

INTRODUCTION

Oswald Road Primary School, led by the Headteacher and Governing Body, adopt a whole-school inclusive approach to students with Special Educational Needs recognising that the aims of education are the same for all students. Oswald Road Primary School seeks to develop the full potential of each child, recognising the uniqueness of each individual and having high expectations for all children. We aim to provide a broad, balanced and creative curriculum within a nurturing environment in which all pupils can develop towards their full potential.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS / DISABILITY

Oswald Road Primary School recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the 2014 Code of Practice, the school accepts that a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions

The school makes provision with regard to the 2014 Code of Practice, the SEND and Disability Act (amended 2001) and the Discrimination and Disability Act (December 2006). The implementation of the SEND Code of Practice 2014 will be through the School's SEND Policy and School SEND Information Report. The School SEND Information Report is reviewed annually.

COMPLIANCE

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

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

- Teachers Standards 2012
- This policy was created by the school's SEND Strategic Lead, in consultation with the Headteacher, SLT and Governing Body. The SEND Strategic Lead at Oswald Road Primary School is a Deputy Headteacher and a member of the school's Senior Leadership Team (SLT).

The school SEND Strategic Lead is Helen Woolf and she can be contacted on helen.woolf@oswaldroad.manchester.sch.uk. Alternatively, Helen Woolf can be contacted via the school office. Helen Woolf was awarded the National Award for SEND (NASENCO Award), with Distinction, at Manchester Metropolitan University in July 2016.

The SENDCo for Years 2- 6 is an Assistant Headteacher, Jen Beech, and she can be contacted on j.beech@oswaldroad.manchester.sch.uk.

The SENDCo for EYFS and Year 1 is an Assistant Headteacher, Vicky Morris, and she can be contacted on v.morris@oswaldroad.manchester.sch.uk.

Both Jen Beech and Vicky Morris can also be contacted via the school office. Jen Beech and Vicky Morris also oversee our internal school monitoring process.

Helen Woolf, Jen Beech and Vicky Morris work closely with our Operational Inclusion Lead and ELKLAN Lead, Sam Barrett. Sam Barrett can be contacted on s.coombes@oswaldroad.manchester.sch.uk.

The SEND Team work closely with the extended Learning Support Team, which includes Donna Weallens (Deputy Headteacher / Designated Safeguarding Lead / Designated LAC / Adopted Teacher), Amanda Clifton (Health Lead / Pastoral Support Manager) and Amy Nelson (Attendance Lead and school EBSA Lead).

The named SEND school governors are Stephen Bradley and Victoria Wilshaw and they can be contacted via writing to the school office or emailing governorinbox@oswaldroad.manchester.sch.uk.

AIMS AND OBJECTIVES

Oswald Road Primary School aims to:

- Ensure all procedures for identifying children with SEND are known and understood by everyone.
- Provide adjustments and adaptations within a balanced and broadly based curriculum, in a way that supports children with SEND.
- Use flexible and responsive teaching and learning styles to support children's learning.

- Set suitable learning challenges and overcome potential barriers to learning and assessment
- Ensure records relating to SEND follow the child through the school, which are clear, accurate and up to date.
- Raise staff awareness of and expertise with SEND through a programme of Continuous Professional Development.
- Work in close partnership with Parents / Carers. Parents / Carers are informed and actively encouraged to be involved in meeting the needs of their children in partnership with the school through regular attendance at reviews of their child's progress with class teacher.
- Maintain close links with the support services and other professionals and agencies.
- All children, regardless of gender, faith, and ethnicity, pupils with English as an additional language, Looked After or Adopted status or Additional Needs (behavioural, emotional and social difficulties) are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximized at every stage of their primary school career.
- Equip students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society.
- Ensure there is adequate resourcing for SEND.

FURTHER GUIDANCE

Disability Discrimination Act 1995

Education Act 1996

SEND Code of Practice 2001

Children's Act 2004

Removing Barriers to Achievement 2004

Looked After Children 2005

Matching Provision to Need Tool (MPNT) 2010

SEND Code of Practice 2014

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Oswald Road Primary School is an inclusive school, which is committed to offering all its students a broad and balanced curriculum, enabling them to become confident individuals so that they may have a successful transition to adulthood. Oswald Road Primary School provides a focus on outcomes for children and young people and not just hours of provision /support.

Adaptations and adjustments to the curriculum are based on individual needs with the ultimate goal of including the young person with SEND socially and academically.

Support should be appropriate to the young person's age and needs and aims to overcome barriers to learning. Oswald Road Primary School identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Provision for students with SEND depends on their specific need and the impact that these needs have on their education. Therefore, a personalised approach is used. These four broad terms give an overview of the range of needs that should be planned for:

1. **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties (SpLD) such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
2. **Social, mental and emotional health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
3. **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.
4. **Sensory and/or physical** - this includes children with sensory, multisensory and physical difficulties.

Please note the following:

- Behavioural difficulties do not necessarily mean that child or young person has a special educational need and should not automatically lead to a pupil being recorded as having SEND.
- Slow progress and low attainment do not necessarily mean that a child has a specified need and should not automatically lead to a pupil being recorded as having SEND.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has a special need.
- Identifying and assessing SEND for 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.

A diagnosis of a need does not necessarily mean that a child has SEND and will require SEND provision. However, staff will be informed.

The following are not considered to be SEND but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- International New Arrivals (INA)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child or an Adopted child
- Being a child of Serviceman/woman

DISABILITY

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical 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 affecting 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 special educational provision, they will also be covered by the SEND definition.

Oswald Road Primary School observes two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and 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 – it 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 that disadvantage

ASSESSMENT AND REVIEW

The 2014 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.

A record is kept of pupils with identified SEND by the school SEND Team and is updated regularly on an internal recording system, following pupil progress meetings with class teachers and the in-school monitoring process, led Assistant Headteachers. Where concern is expressed that a pupil may have a special educational need, it is the responsibility of the class teacher to take early action to assess and address the difficulties and to seek further advice from their Phase Assistant Headteacher, via the school monitoring process.

School complete the statutory progress check at age two. This assesses children with identified or emerging SEND in ways which:

- take account of the nature of how they progress – those with identified or emerging SEND can often make progress in different ways to the majority of other children
- do not adopt a deficit model and focus on only what the child cannot do
- acknowledge the challenges of a 'spikey profile' that some children will present with (for example they may show strengths in some areas of development, but not in others) – celebrating a child's strengths is important, while also acknowledging the child's difficulties
- celebrate the whole child, not just the small, identified steps linked to teaching skills or completing a task

For pupils with Education, Health & Care plans (formerly statements of special educational needs), an Annual Review meeting is scheduled. This annual review meeting is in the form of a Person-Centred Review, in line with best practice, as advised by Manchester LA. This annual review is co-ordinated and chaired by the school SEND Strategic Lead. Parents and relevant professionals are invited to attend this meeting and provide relevant reports.

All Annual Review paperwork is completed and submitted to the relevant Local Authority. Any updates / amendments to the Education, Health and Care Plan, following this review, are the responsibility of the relevant Local Authority. In addition, those pupils with Education, Health and Care Plans also have a SEND Information Sheet (SIS) in place, which is used internally to support staff. This document is reviewed and updated by the relevant SENDCO on a termly basis as part of the termly pupil progress review and shared with Parents /Carers. All pupils on the SEND central record have a SEND Information Sheet (SIS), which is

updated termly by the Class Teacher. In line with whole school practice, progress of all pupils is reviewed in termly progress and practice meetings.

For children who are on a pathway to an EHC (Education, Health and Care) Plan, regular Team Around the Child (TAC) meetings are held prior to the application being submitted to the LA. These meetings are co-ordinated by the school SEND Strategic Lead and Parents/ Carers and relevant professionals are invited to attend.

Provision for pupils who are on the SEND central record is recorded, via the school online tracking system, Insight Tracking. This provision is reviewed regularly and adapted as needed.

Please be advised that Parents / Carers may commission their own private professional reports. However, due to quality assurance issues, assessment for privately commissioned reports must take place off site. School is not able to accommodate private sector providers on site during the school day. Parents /Carers are at liberty to share privately commissioned reports with school but please be advised that these reports will not be used to prioritise SEND provision within school and cannot be submitted by school as supporting documents for Education, Health and Care Plans (EHC).

School are unable to provide support, advice or guidance on parental Education, Health and Care Plans (EHCP) applications. Parents are able to seek further advice on this process from the Manchester Local Offer (link via the school website). Manchester SENDIASS service (www.iasmanchester.org) and the Manchester Parent Carer Forum (manchesterparentcarerforum.org.uk).

School do not attend mediation sessions between Parents/ Carers and the relevant Local Authority, prior to the EHCP appeals process. School do not attend SEND tribunals following the appeals process, unless formally requested to do so by the court. School will complete relevant paperwork for mediation and tribunals when requested by LA and / or Parents/Carers and will require 15 working days notice to complete.

Please note, school are able to complete requested paperwork for privately commissioned diagnostic assessments. However, school require 15 working days to complete this paperwork.

A Graduated Approach to SEND Support

At Oswald Road Primary School we adopt a “quality first teaching” approach.

The foundation of our “quality first teaching” approach is based on the researched based principles of the Education Endowment Foundation (EEF).

The Education Endowment Foundation (EEF) "Five-a-day" principles are five well-evidenced teaching approaches designed to improve outcomes for all pupils—especially those with Special Educational Needs and Disabilities (SEND)—by integrating them into daily classroom practice. These approaches include:

- **Explicit instruction** - teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.
- **Cognitive and metacognitive strategies** - managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.
- **Scaffolding** - When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term
- **Flexible grouping** - Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.
- **Using technology** - Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning.

Class Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from SEND teaching assistants or SEND specialist staff.

High-quality teaching, adapted and adjusted for individual pupils, as part of Ordinarily Available Provision in the classroom, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. The Senior Leadership Team (SLT) regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through case sampling, termly pupil progress, lesson observations, book scrutinies and learning walks.

A range of professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. We assess each pupil's current skills and levels of

attainment on entry, building on information from previous settings and key stages, where appropriate.

SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing the best outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

In identifying a child as needing SEND support, the Class Teacher, working with the Phase Assistant Headteacher and SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. 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 the assessments. Where professionals are not already working with school staff the SEND Team should contact them (if the parents are in agreement).

Plan

Where it is decided to provide a pupil with SEND adaptations and adjustments, the parents must be notified by the Phase Assistant Headteacher and parents must provide consent. The teacher and the SENDCo should agree, in consultation with the parent, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. 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.

Do

The class teacher remains responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching, away from the main class or subject teacher, the class teacher still retains full responsibility for the progress of the pupil. They should

work closely with the SENDCo and any teaching assistants or specialist staff involved, to plan and assess the impact of any adjustments, adaptations, support and interventions and how they can be linked to classroom teaching. The Learning Support Team will support the class teacher in the further assessment of the child's particular strengths and challenges, if necessary

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed regularly. The impact and quality of the support and interventions should be evaluated. 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 parent and pupil.

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

- monitoring of classroom practice by the Headteacher and SLT (including SEND Team)
- analysis of SEND pupil data on the whole school tracking system, Insight Tracking
- monitoring of procedures and practice by the school SEND Team and Curriculum Subject Leads
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

LEVELS OF SUPPORT FOR PUPILS WITH SEND

Specialist Support - Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. 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.

Emergency Funding – Manchester Local Authority accept that there will be some cases where a child has an exceptional high level of need and requires a high level of additional support that cannot be reasonably expected to be met by the school from their own resources. Such cases are exceptional and rare. Primarily it is those children who have moved into the city or to a school for the first time or where a significant event has resulted in a change of circumstances for the child / young person. Where there is sufficient evidence, it is the responsibility of the school to submit an application and all supporting documentation to the SEND panel. This funding is only available for a period of 13 weeks (1 term) in which time the need will have reduced or a formal request for statutory assessment will have been submitted to the Local Authority. If there is no request for statutory funding made within the 13 week period then the funding will stop and will not be considered further.

Education, Health and Care Needs Assessments (EHCP)- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND needs of the child or young person, the child or young person has not made expected progress over a period of time, the school or parents should consider requesting an Education, Health and Care needs assessment. From 1st September 2014 no more Statements of SEND were written. They were replaced by Education, Health and Care (EHC) Plans.

Statements which currently exist will remain valid but will gradually be converted into Education, Health and Care (EHC) Plans by Manchester Local Authority. These conversions will usually take place at key transition points. Education, Health and Care (EHC) Plans have the same legal status as Statements of SEND and cover the age range 0 - 25. An EHC Plan for a 19 to 25 year old would only be maintained when specific educational provision is still required.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

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

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School With Medical Conditions, which can be found under the "Inclusion" tab on the school website. Amanda Clifton is currently responsible for liaising with Parents / Carers and co-ordinating support for children with health needs. Amanda Clifton reports directly to the Headteacher, Deborah Howard.

TRAINING AND RESOURCES

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. A programme of ongoing SEND CPD for all staff is established and forms part of the school Quality Assurance Calendar (QAC). Staff training is high priority and both teaching and support staff are made aware of training opportunities that relate to working with children with SEND. All teachers and support staff undertake induction on taking up a post and this includes extensive information regarding the systems and structures in place around the school's SEND provision and practice.

The school's SEND Team regularly attend the Manchester LA (Local Authority) SENDCo Network Meetings, as well as working closely with the Chorlton Cluster of schools. In addition, the School SEND Strategic Lead has been awarded the National SENCo Award, with a view to developing and leading research led practice at Oswald Road Primary School.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as 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. The Governing Body maintains a general overview and has appointed SEND Governors who takes particular interest in this aspect of the school.

The Governing Body 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
- 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 set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Headteacher** 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 school SEND Strategic Lead, school SENDCOs, Inclusion Lead, SLT and School Assessment Lead
- 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 **SEND Team (Strategic SEND Lead, phase SENDCOs and Operational Inclusion Lead)** are responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the additional provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted by all staff
- liaising with and advising other school staff
- supporting staff to identify pupils with special educational needs

- providing professional guidance to colleagues and sourcing appropriate training for staff, when necessary
- carrying out observations of pupils when requested to do so by Teachers / Phase Leaders
- commissioning specialist teachers / services to carry out assessments, when necessary
- supporting Class Teachers and Support Staff in devising strategies 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, as part of Ordinarily Available Provision (OAP)
- liaising with parents / carers 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. The Learning Support Team offer regular Parent Drop- In appointments throughout each term for Parents/ Carers of pupils on the SEND register. Appointments can be made via the school office and surgery dates / times are available on the school website
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND central record
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment procedures and liaising regularly with School Assessment Lead and Senior Leadership Team (SLT)
- contributing to /planning the in-service training of staff
- liaising with SENDCos in receiving schools and/or other primary schools, specialist schools and high schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Providing high quality teaching for all children. In line with the SEND Code of Practice 2014, the class teacher is directly responsible and accountable for the progress of all pupils in their class, even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. This is not a new concept. It is firmly embedded in the Teachers Standards (2012) and the new Ofsted Framework

- Applying the Education Endowment Foundation (EEF) 5 a day principle as part of the school's quality first teaching offer
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with SENDCo, Inclusion Lead, Curriculum Subject Leads, Learning Support Team, Parents and Pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately adapted and adjusted curriculum, via Ordinarily Available Provision (OAP).
- Retaining responsibility for the child
- Directing / deploying support staff in their class to support all learners
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND, which is shared on the school website for all stake holders
- Making themselves aware of the School SEND Information Report, which is shared on the school website for all stake holders
- Ensuring they access all relevant reports and information, which is stored electronically on the school shared drive, or on the school CPOMS pupil document vault
- Attending termly pupil progress meetings and updating SLT regarding progress of SEND pupils
- Completing / reviewing relevant SEND school documentation on a termly basis, in collaboration with parents, for children with special educational needs
- Attending Annual Review / Team around the Child Meetings, when required. Completing and submitting all relevant Class Teacher paperwork prior to these meetings in a timely manner
- Updating SIS plans for identified pupils on a termly basis

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 assessment procedure for giving weekly feedback to teachers about pupils' progress.
- TAs work as part of a team with the SEND Team and the teachers supporting pupils' individual needs and ensuring

inclusion of pupils with SEND within the class. They play an important role in the monitoring progress.

- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Making themselves aware of the School SEND Information Report and the school SEND policy, which are shared on the school website for all stake holders to access

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.

REVIEWING THE POLICY

This policy will be reviewed by The Governing Body on an annual basis.