

Saltaire Primary School



SEND Policy and Information Report

Version	May 2025/1
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Last Updated	May 2026
Next Review Due	May 2027



SEND Policy and Information Report

May 2025

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1. Aims and objectives

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

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Saltaire Primary School's Vision Statement



Saltaire Primary School
- ENJOY · ACHIEVE · THRIVE -

Our children will receive a nurturing and ambitious primary experience, rooted in creative, engaging contexts for learning and our unique local heritage. Our school will offer a broad, rich and inclusive curriculum. In partnership with families, every child will enjoy, achieve and thrive – preparing them for bright futures in the global community.

Our aim is to ensure that all children achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum.

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

At Saltaire Primary School...

- We are proud of our inclusive and nurturing approach.
- Children are provided with high quality learning opportunities, so that each child attains and achieves all that they are able to do.
- There are high expectations for everyone.
- We promote an ethos of care and trust where every member of our community feels that they truly belong and are valued.
- We recognise everyone's uniqueness and success.
- We are committed to improving children's confidence and self-esteem.
- We recognise learning in all its forms and are committed to nurturing lifelong learners.
- We know that safe and happy children achieve.
- There will be no invisible children here!

To achieve the best outcomes for pupils with SEND, our school will:

- 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.
- Follow a Graduated Approach to the identification, assessment and provision for children with special educational needs.
- Provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy.
- View our special needs provision as an ongoing, developing process very much part of our Quality First Teaching.
- Provide support and advice for all staff working with special educational needs pupils.
- Provide appropriate in-class support and resources which enable all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage.
- Incorporate special educational needs procedures, including individual support plans/pen portraits, into curriculum planning.
- Develop an effective partnership between school, parents and carers and outside agencies.
- Ensure children and parents/carers have the opportunity to participate in decision-making about provision to meet their special educational needs.
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and give sufficient information for carefully planned progression at every stage.
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines.
- Ensure all those involved with children with special educational needs work as a team to support the child's learning.
- Track and monitor provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through the school.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCo) and the special educational needs (SEN) information report

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools/academy trusts](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

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

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> ● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ● Moderate learning difficulties ● Severe learning difficulties ● Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ● Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Kate Jacklin, Assistant Headteacher for Inclusion (she can be contacted by emailing office@saltaireps.co.uk who will forward any SEND queries onto Miss Jacklin.). She also holds weekly telephone consultation appointments for parents and carers who wish to discuss their child's SEND needs. Parents can arrange an appointment by calling or emailing the school office. Miss Jacklin also holds additional consultation appointments during the weeks following whole-school parent consultations (also known as parents' evenings).

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents and carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Marie Lamont.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class.
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to review the provision that is in place for their child alongside parent consultation meetings and as required throughout the year
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress as well as an Individual Support Plan which are reviewed and updated on a termly basis

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, wider development or social and emotional needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parent/carers' have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents when it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

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

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

This information will be recorded and will be made accessible to staff in a pen portrait/ individual support plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any learning support 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 SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

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

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Our approach to teaching pupils with SEN

We take pride in being an inclusive school; ensuring all children have their individual needs met.

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

Quality first teaching is our initial step in responding to pupils who have SEND. This will be adapted for individual pupils.

We have high expectations so that all children reach their full potential, in all areas.

We will also provide a range of bespoke intervention, where needed, for example Precision Teaching.

8.6 Adaptations to the curriculum and learning environment

Our overall aim is to ensure that children with SEND feel fully included in our classrooms and we make it our mission that children spend a significant amount of time in their own classrooms accessing a shared experience of learning with their class teachers. Teachers are supported and trained to adapt the curriculum so that children can be enabled to access learning alongside their peers. However, some children with SEND will, from time-to-time, require adaptations to the curriculum or learning environment which require them to spend time in other learning environments around the school. In addition to our 14 classrooms, we have the following spaces where children's different needs can be supported:

- The Salt Hub - a specialist classroom which provides alternative provision for children with Communication & Interaction and SEMH needs. Primarily focused on supporting younger children, pupils may have access to this space as required throughout their learning journey at the school;
- Hockney Hub - this is where the SENCO and inclusion team are based - it is a smaller space which is also used to provide short-term intervention, regulation time and soft entry/exits at the beginning and end of the school day
- Reception Garden - this is used at lunchtimes to support children who might find interactions in the main playgrounds more difficult to manage
- Safe spaces - small, neutral spaces designed to provide time for regulation without distractions or equipment which could be used inappropriately during times of dysregulation - further guidance about the use of safe spaces can be found in the behaviour policy
- Aire Hub - another smaller space which can be used with older children who might require additional and different support
- Sensory Room - a specially designed space that provides a controlled and stimulating environment to help children, especially those with sensory processing needs, develop and engage their senses. It offers a safe and predictable environment where children can explore various sensory stimuli like lights, sounds, textures, and smells, aiding in self-regulation, emotional well-being, and improved learning.

In addition to the above, we make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.

- Adapting our teaching to enable all children to access lesson content, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8.7 Additional support for learning

Staff have been trained to deliver a range of interventions such as Lego Therapy.

Children are also supported in small groups or on a 1:1 basis, where needed.

We work in collaboration with external agencies to provide support for pupils with SEND, for example the Speech & Language and the Social, Communication, Interaction & Learning (SCIL) teams.

8.8 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 all of our visits and residentials

All pupils are encouraged to take part in all aspects of school life, for example Sports Days.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

8.9 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress and reviewing pupils' individual progress towards their targets each term, recording this on children's Individual Support Plans (ISPs) and on Arbor and PiXL
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Reviewing the impact of interventions following their completion
- Using parent/pupil questionnaires and feedback
- Monitoring provision through observations and data
- Holding annual reviews for pupils with EHC Plans

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher, deputy headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

All support staff are trained to deliver SEN provision. We also have an Inclusion Team composed of personnel with specific roles to meet the needs of children with SEND, who all work closely with our SENCO to provide support for our children with SEND, and their families.

12. Links with external professional agencies

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

- Speech and language therapists (SALT)
- Bradford Social, Communication, Interaction and Learning (SCIL) Team
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses/Community Paediatrician
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Children's Social Care (CSC)
- CAMHS (Child and Adult Mental Health Services)
- Visual Impairment Team
- Hearing Impairment Team
- Play therapists and counsellors

Bradford Council has a local offer for pupils with SEN which can be accessed via their website <http://localoffer.bradford.gov.uk>.

Parents/carers can find information, links and support in the SEN section of our school website: [Saltaire Primary School SEND Information](#)

13. Admission and accessibility arrangements

13.1 Admission arrangements

Bradford local authority allocate places for children at Saltaire Primary School. Parents and carers should contact the local authority to find out about admission and appeal arrangements.

Children with Special Educational Needs and Disabilities

All admissions are in accordance with Bradford's Admission's policy. If a child has an Education, Health and Care Plan, the Local Authority consults with our school and parents before agreeing a placement. If a child has special educational needs but no EHCP, the standard admissions process applies, and parents do this through the admissions team at the Local Authority. Our aim is to ensure successful integration into school and this often depends on careful planning, so in either case we welcome early contact from parents so that we can discuss needs, and anticipate and plan to overcome any potential barriers to ensure a smooth, successful start at Saltaire Primary School.

Bradford admissions teams can be contacted on: 01274 439200

13.2 Accessibility arrangements

The DDA, as amended by 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. The school's accessibility plan takes into account the physical environment e.g. ramped access to the KS2 to Reception and the lower ground floor, an accessible toilet in KS2 and visibility markings around the school. The plan is ongoing to meet the accessibility needs of our current pupils.

The school increases and promotes access for disabled pupils to the school curriculum by providing physical aids such as adapted tools, resources and reading materials. Pupils' needs are also considered for accessing the wider curriculum i.e. after school clubs, leisure and cultural activities and school trips.

We operate an open door policy for parents/carers to make contact with the school and key staff involved in their children's education.

13.3 Support for improving emotional and social development

We provide robust support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of all areas of the school community, including Pupil Parliament
- Pupils are supported by key-adults by an LSA and/or a member of our Inclusion Team.
- Younger pupils are supported by our Play Pals and Play Buddies.
- Some children access nurture or social skills/communication groups to support their SEMH development

We have a zero tolerance approach to bullying.

14. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCO in the first instance. We will try to resolve

the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints procedure which is [outlined on our school website](#).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, [Bradford Local Offer | Young Persons Guide to SEND Disagreement Resolution](#).

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

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

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

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

15.2 Monitoring the policy

This policy will be reviewed by the SENCO/headteacher every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents:

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