

Special Educational Needs and Disability Policy

Emmaus Primary School



Mission Statement

We are friends journeying with Jesus in faith, hope and trust as we live, love and learn together

September 2025

SENDCO: Miss Claire Creer

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SEND Governor: Paul Doran

This policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school.

It is important to recognise that all our teachers will always use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Head teacher advocates and works closely with the SENDCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Aims

Our school aims to work continually to raise the aspirations of and expectations for all pupils with SEN and Disability, focusing on outcomes for children and not on the hours of provision/support.

We value the backgrounds and cultures of our families, challenge stereotypes and respect the pivotal role played by parents/carers in securing positive outcomes for our children.

We strive to create an Inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience, which prepares each individual for adulthood.

We wish to create an ethos and educational environment that is person-centred and has the views and needs of our young people at its heart alongside with their families.

Objectives

To identify and provide for children who have special educational needs, disability and additional needs.

To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.

To work within the guidance provided by the SEND Code of Practice (January 2015).

To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.

To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with teachers, Support Staff and other key individuals or services.

To provide support and advice for all staff working with special educational needs pupils.

To fully adopt the graduated approach, ensuring that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within our school with high expectations for the best possible progress.

To work within a ‘person centred approach’ fostering and promoting effective collaboration with children, parents/carers and outside agencies.

To encourage and engage the participation of all children and parents in the decision making and the planning and review of outcomes with regard to their provision.

To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.

To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

To ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school and make the best possible progress.

To foster and promote effective working partnerships with parents/ carers, pupils and outside agencies.

To develop self-esteem, promoting a positive self-image and a 'can do' culture in all pupils.

To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

Identifying Special Educational Needs and Disabilities

The assessment and identification of pupils with SEND at Emmaus forms part of our published **Local Offer**, which was produced in consultation with parents in co-operation with the Local Authority, and with due regard to the general duties to promote disability equality.

We recognise the definition of SEND as stated in the Code of Practice 2015:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”. (Page 94 Paragraph 6.15)

SEND at Emmaus reflects the four broad categories of need within the SEN Code of Practice (Jan 2015 p.97). The purpose of identification is to decide on what action the school needs to take, not to

fit a pupil into a category. Emmaus School identifies the needs of pupils by considering the 'whole child', not just the special educational needs of the young person.

Although the SENDCO has overall responsibility for the identification of pupils with SEND within the school, it is our belief that all staff have a key role to play in this process. This forms part of the collective responsibility and collaborative approach of the school.

At Emmaus, we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENDCO becomes involved, we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly at a slower pace than that of their peers, from the same starting point
- does not match or better the child's previous rate of progress
- does not close the attainment gap between the child and their peers
- widens the attainment gap

We also recognise that a lack of progress and attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded on the SEND register. However, we may use this as an indicator of a range of learning difficulties or disabilities.

Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for any individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home.

We aim to continually work with parents/carers to listen to and hear the concerns they may have in regard to their child's development and progress.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

Communication and Interaction – including Speech, Language and Communication Needs and Autism Spectrum Conditions

Cognition and Learning – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

Social, Emotional and Mental Health – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained

Sensory and/or Physical Needs – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments

Throughout the process of identifying a child as having SEN, the SENDCO will ensure joint working with staff and parents/carers to informally begin gathering evidence and start what is known as the **Graduated Approach** (See LA Windscreen).

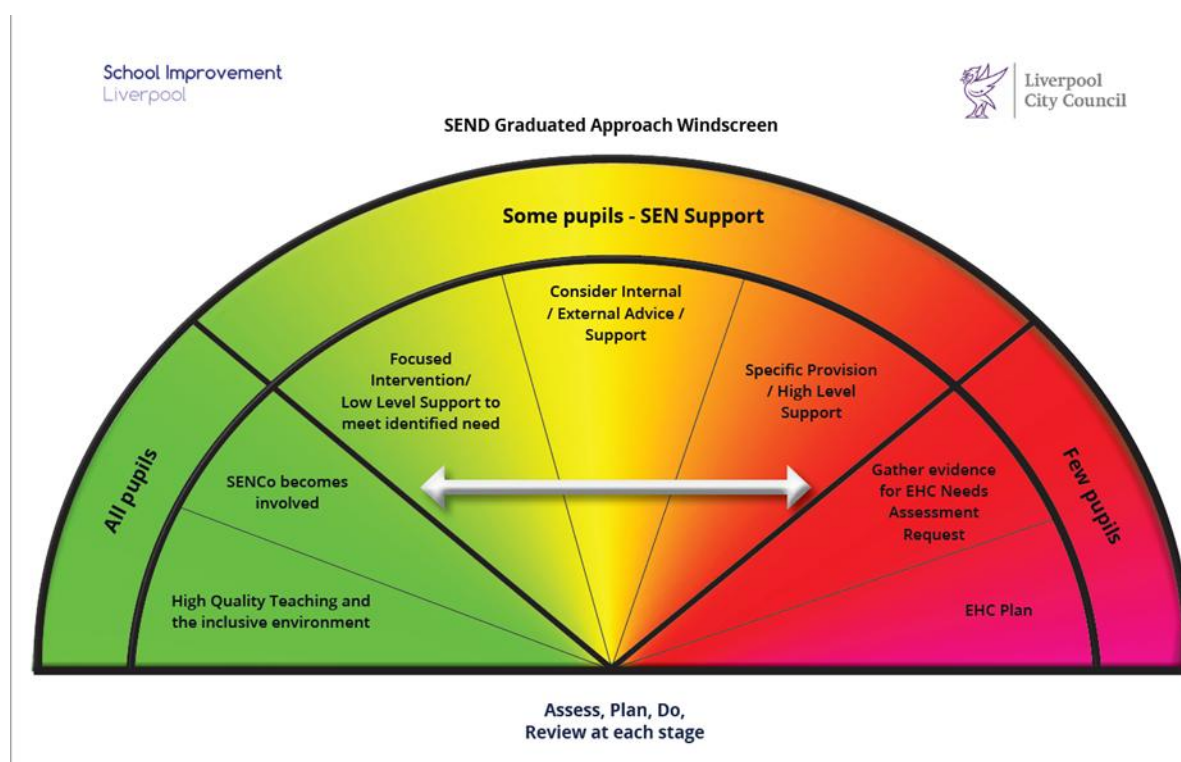
At this point, a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

In addition, we consider what is NOT SEN but may impact on a child's progress and attainment and ensure that this is recognised and identified effectively, such as:

- 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 SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Service Person
- Mental health needs within the family

The Graduated Approach

See Graduated Approach Windscreen



At Emmaus, we have adopted the graduated approach as outlined in the Code of Practice 2014. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress despite a high level of intervention/adjustments and good quality personalised teaching.

All teachers at Emmaus are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated and personalised for individual pupils, is the first step in responding to our pupils who have or may have SEND.

We believe that additional intervention and support cannot compensate for a lack of high-quality teaching.

As a school, we recognise the importance of regularly and carefully reviewing the quality of teaching for all pupils, including those at risk of underachievement. This includes monitoring and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and supporting their knowledge of the SEND.

In order to decide whether to make special educational provision for a child, the teacher, SENCO and parents/carers work as a team to discuss our views and consider all the information gathered from within the school about the pupil's progress, emotional well-being, alongside national data and expectations of progress. High quality and accurate formative assessment is used as an effective tool to measure a pupil's achievements and attainment and plan next steps in their learning journey.

Specialised assessments from external agencies and professionals also form part of this process to support EHATs, EHCPs and ongoing diagnostic tests etc.

Managing Pupil's Needs through the Graduated Approach and Exit Criteria at Emmaus

ASSESS: In assessing a child, the school will carry out an analysis of the pupil's needs, which draws on the teacher's assessments, and experiences of the pupil, their previous progress and attainment. Pupil Profiles are used to capture needs, support and strategies and the use of Provision Mapping supports us in evaluating what has worked and what requires change. The use of SEND Pupil Profile review and Pupil Progress Meetings provides staff and parents/carers with the opportunity to discuss strategies and next steps.

This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought, as are those of external support services, if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents/carers are actively listened to and recorded and assessments are reviewed at least 3 times, but often more across the year.

High Quality Teaching is promoted with access to ongoing, regular CPD opportunities.

PLAN: We recognise that we must formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENDCO agree in consultation with the parent/carer and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

DO: The SENDCO supports the class teacher and support assistants in problem solving and advising on the effective implementation of support and further assessment. Teachers remain the key person responsible for supporting our children to achieve their outcomes. Where interventions involve additional group or one to one support, the teacher continues to be responsible for overseeing this and works closely with teaching assistants or specialist staff to plan and assess the impact of support and how this be linked to classroom teaching.

Some children and young people identified as having SEN may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or

services that are commissioned through the Local Authority Services such as Outreach, Specialist Teachers from SENISS or Educational Psychology Services.

As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school may ask for further support from the Local Authority either via High Needs Top-Up Funding or a request made for an Education, Health and Care (EHC) Assessment of Need.

This would involve the young person, parents/carers, and all agencies involved and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school.

REVIEW: Reviews are carried out at least termly. Some children have an EHCP (Education, Health and Care Plan). These are reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO's role. When we review, we evaluate the impact and quality of the support and consider the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The SENCO will revise the support in the light of the pupil's progress and development and any changes to provision and outcomes will be made in consultation with the parent/carer and pupil. We strive to provide clear information to parents about the impact of support and interventions and enable them to be involved in planning next steps. If children transfer to another setting, information is passed on and shared with parents and pupils.

All the children are monitored regularly both as part of the whole school evaluation process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle. Their progress will be assessed by the school, their families and the pupils themselves. Outcomes of EHCPs will be considered within annual reviews, with invitations to all parties to attend and contribute.

The SEND register at Emmaus remains fluid. Pupils are added/removed from the register as the need arises.

Supporting Pupils and Families throughout the Graduated Approach to SEND

At Emmaus, our approach is to work in collaboration with families in a person-centred way.

We aim to continually work in partnership with our parents/carers and families and to ensure that they are fully informed about all matters relating to their child's SEND.

Our SEN Information Report is published on our website and available as a printed copy at our Main Reception and is updated regularly. We guide parents towards the LA Local Offer for information about wider services, which can be found across Liverpool and the wider Merseyside Area.

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

In addition to information about the personalised support we offer your child, we also provide information about:

Our Admissions Policy (see website)

Our links with other agencies (website)

Our arrangements for assessment access. The Assessment Co-ordinator has the responsibility of ensuring continuing access arrangements in consultation with the SENDCO and ensures that it remains ongoing practice for all pupils who require additional access arrangements for tests

Our transition arrangements from class to class, school to school (see individual year group pages)

Person-Centred Approaches for working with children and their parents/carers through termly SEND meetings, Pupil Profile reviews, Annual Reviews, EHAT Reviews, Training opportunities and Drop-ins

Parent/carers and pupil views are captured through questionnaires. Views, observations and comments are analysed and form the basis of next steps planning for the school

The SENDCO reports termly to the Governing Body with a breakdown of the SEND register, High Needs Funding, EHATs, EHCPs and an analysis of provision offered and actions required going forward. A more detailed annual report is also completed each year

At Emmaus, we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school and the particular knowledge that parents/carers have of their child

In creating the School's Local offer, parental consultation was crucial and parent's views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open-door policy where parents are encouraged to communicate openly with the SENDCO if they have any concerns regarding their child

Where a pupil is receiving SEN Support, the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help them achieve and identifying the responsibilities of the parent/carers, the pupil and the school. In addition, SEND parent's evenings take place each term to ensure more formalised contact with the SENDCO is in place and the school is able to address any issues or concerns

At all stages of the SEN process, the SENDCO ensures that parents/carers are fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

Role of the SENDCO

The school SENDCO holds QTS and NASENCO (National Award for SEN Coordination)

The Head teacher and Governors at Emmaus have developed the role of the SENDCO in accordance with the SEND Code of Practice (see Jan 2015 p. 108-109) to have key responsibilities of working to improve the outcomes of our children and families.

It is the responsibility of the SENDCO at Emmaus to:

- oversee the day-to-day operation of the school's SEND & Inclusion policy
- co-ordinate provision for children with SEND
- support CLA pupils with SEND as the designated teacher
- advise on the graduated approach to providing SEN support

- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with parents/carers of pupils with SEND
- liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensure that the school keeps the records of all pupils with SEND up to date
- report regularly to the Governing Body
- complete applications for high needs funding for more vulnerable pupils
- be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.
- oversee and update the school's SEN information report in line with statutory guidelines
- ensure all practitioners understand their responsibilities to children with SEND and have a unified approach to identifying and meeting their needs
- advise and support colleagues
- ensure parents/carers are closely involved throughout and that their insights inform action planning
- champion inclusion and promote a greater understanding of issues related to SEND.

Supporting Our Children with Medical Needs

See 'Policy for Supporting Medical Conditions in School (website)

At Emmaus, we recognise that young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips, residentials and Physical Education. Some children with medical conditions may have a disability. Where this is the case, our school will comply with its duties under the Equality Act 2010.

Some pupils may also have SEND needs and may have an Education Health and Care Plan (EHCP). The SEND Code of Practice (January 2015) is then followed by school staff.

Monitoring and Evaluation of SEND

It is our school's practice to regularly and carefully monitor and evaluate the quality of provision we offer all pupils in our care. We are aspirational in expecting pupils with SEND to make progress from their starting points. To ensure this takes place, children's progress, achievement and attainment is monitored by the SENDCO.

Where children are unable to access Age Related Expectation Descriptors, Performance Indicators for Value added Target setting (PIVATS) are used. These enable staff to assess, monitor and plan for next steps in learning throughout the year.

Learning walks, lesson observations, sampling of children's work are an active part of our process of evaluation and monitoring arrangements and promotes continual review and improvement of provision for all pupils.

Evaluation and analysis of SEND provision and resourcing, forms an integral part of the planning and actions within our School Development Plans for SEND and vulnerable groups.

The SEN Governor promotes the development of SEN provision by

- championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body
- being familiar with key legislation and policy
- fostering communication between parents/carers of children with SEND and the school
- meeting regularly with the SENDCO
- ensuring they have an understanding of the role of the SENDCO and how pupils are supported
- developing an awareness of our SEND cohort at Emmaus
- reporting regularly to the Governing Body
- understanding how funding received for SEND is allocated by the school
- attending training in relation to SEND
- assisting in monitoring the progress of vulnerable pupils

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes
- Use of standardised tests including reading, spelling ages
- Analysis of external tests including SATs
- The school's tracking systems and teacher assessments
- Use of PIVATS to monitor small step progress
- Evidence generated from Learning Plan and Annual Review meetings
- Reports provided by outside agencies including Ofsted

Resources and Training

All primary schools within our SEN Consortia share best practice and offer support within the locality. Training on SEND is arranged through these with the support and involvement of the services attached to these.

The training is needs led and linked to the school development plan, needs of the particular consortia and the school's Local offer.

Specific training is also provided for the SENDCO, Teaching Assistants, whole school and parents. Liverpool School Improvement service provides two SENDCO Briefings and an annual SENDCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

At Emmaus, we are keen to respond to the needs of all staff working with the children in our care and will ensure that all requests for further training, support and advice is actioned with skilled practitioners who can inform and provide relevant instruction regarding provision and resourcing.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENDCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN Information report.

Funding for SEND in Mainstream Schools

The SENDCO along with other key staff in the school has a key role in determining how the SEND budget is used, for example to provide interventions and targeted support.

The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

Emmaus school allocates SEND funding in the following ways:

- Teaching Assistants/HLTAs/pastoral support staff
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively
- Specialist books, programmes, equipment and adaptations
- In class and withdrawal support from the SENCO or support staff
- Purchasing and maintenance of ICT and electronic equipment
- Building accessibility and modifications

All schools receive an amount of money to support young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget', which caters sufficiently for the special educational needs of the pupils within their school. At Emmaus, this is managed by the Head Teacher with advice for its deployment from the SENDCO.

The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:

Element 1: Core Educational Funding (Mainstream per pupil funding AWPU)

Element 2: Notional SEN Budget (Contribution of up to £6k for additional support required by the young person with high needs)

Element 3: High Needs/Top-up Funding (top-up funding from the LA to meet the needs of the individual child with or without an EHCP)

The money in the schools' block funding identified for Element 2 is based on a formula, which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance, which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual EHC plans (Element 3) can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that

is made available. High Needs pupils with or without EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development and CPD

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENDCO that is designed to explain the systems and structures in place to support the needs of individual children.

The training needs of all staff are identified and a programme of professional development is in place. Staff are encouraged to access this and to specify any training they require in relation to SEND support and information. The school's SENDCO regularly attends the Liverpool School Improvement SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENDCOs and Schools.

Roles and Responsibilities

At Emmaus, we acknowledge that SEND is the shared responsibility of the SENDCO, staff and staff and Governing Body. In addition, a Governor with responsibility for SEND is appointed to monitor SEND provision and support the SENDCO.

The SEND Governor at Emmaus promotes the development of SEND provision by:

- Reporting annually on the success of this policy under the statements listed in '**The aims and objectives of this policy**'
- Meeting with SENDCO to discuss any issues or support needed to enhance the provision and support of those pupils with SEND

In evaluating the effectiveness of this policy, school will consider:

- SEND information report and the Local Offer.
- Reports presented by the Head teacher, SENDCO and Link SEND Governor
- Parent/carers views
- Pupil views
- Outside Agencies with evidence of joined together working
- Pupil's attainment and progress through detailed and quantifiable evidence relating to the success of the SEND policy
- SENDCO analysis of the tracking data and ASP materials
- Each pupil's success in meeting their agreed outcomes (Pupil Profile Reviews)
- Standardised tests including reading, spelling and numeracy ages
- Analysis of external tests
- Tracking systems and teacher assessments
- Evidence generated from Provision mapping and related interventions and person-centered planning reviews from Education, Health and Care plans, EHATs and high needs funding

- Reports provided by outside agencies including Ofsted

As previously stated, the SEND Policy at Emmaus promotes the responsibility of our teachers and the use of High-Quality Teaching to support children and recognise how the SENDCO will coordinate and monitor the quality of the support and progress children make.

There are other key colleagues that have a significant impact on the progress and development of our children and young people at our school and these include:

The SEND Governor is Paul Doran. He meets with the SENDCO each term and monitors the progress of pupils with SEND.

The school employs 27 support staff. They carry out a range of roles across the school such as 1:1 support, specific small group interventions, pastoral care, daily reading, nurture support and in class support and are line managed by Carol Yates/Claire Creer. All staff work closely with the class teachers, subject leaders and the SENDCO who oversee their work and plan with them.

The Designated Teacher for Safeguarding is Claire Creer

The member of staff responsible for Looked After Children is Claire Creer

The staff responsible for managing the school's responsibility for meeting the medical needs of pupils are Sue Hope and Sue Williams.

Storing and Managing Information

See Information Management and Confidentiality Policies

All confidential SEND information is kept for at least twenty years once the child has left Emmaus and is stored securely.

Reviewing the Policy

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and objectives of this policy'.

In evaluating the effectiveness of this policy, the school will consider the views of:

Reports presented by the Head teacher, SENDCO and Link SEND Governor, Parents/ carers, Pupils and Outside Agencies.

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting Pupil Profile outcomes
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from Pupil Profiles, Pupil Progress and Annual Review meetings.
- Assessment data
- Reports provided by outside agencies including Ofsted

The SENDCO will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance.

We aim to involve our stakeholders in policy development and make sure the SEND Policy reflects our current working practices.

Accessibility

Emmaus Accessibility Plan and actions address the improvement of access to:

The curriculum

The physical environment

The provision of information sharing and communication

This plan is reviewed annually and on an ongoing basis. Barriers are identified and plans put in place to remove them. **(See Accessibility Plan and Actions)**

Other Policies Relating To SEND

Our ethos at Emmaus is to ensure that SEND is a whole school responsibility. As such, it is key that relevant policies and documents are read in conjunction with the SEND and Inclusion Policy such as:

The Equality Policy and Equality Objectives

The Accessibility Plan

Admissions Policy

Teaching, Learning and Assessment Policy

Behaviour Policy

SEN information on the school website (SEN Information Report)

Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)

Safeguarding Policy

Supporting Medical Conditions Policy

Remote & Blended Learning Accessibility Plan

Dealing with Complaints

At Emmaus it is hoped that any complaints should first be raised with the SENCO, then if necessary, with the Head teacher and finally, if unresolved, with the SEND Governor. All SEND complaints must follow the school's formal complaints procedure (see website).

The SEND Governor is consulted.

External advice may be sought.

Key legislation regarding the matter is identified.

Good levels of communication with the parents/ carers are maintained throughout the process.

Meetings with the parents/carers are arranged, perhaps involving a mediator such as parental information, advice and support services.

Key issues are identified including where there is agreement.

Discussions should take place with the SENDCO.

Reports provided by outside agencies should be considered.

Pupil Profiles are reviewed, examining if a child has achieved the outcomes set out.

Any behaviour logs should include strategies and are shared with parents/ carers.

Compliance

This policy complies with the statutory requirements in the SEND Code of Practice 0-25 (January 2015) and should be read in conjunction with the following guidance, information and policies:

Special Educational Needs and Disability Regulations 2014

Children and Families Act 2014

Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)

Statutory Guidance on Supporting Pupils with Medical Conditions 2014

Teachers' Standards 2012