



Barford St. Peter's C.E. (V.A.) Primary School

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SEND and Inclusion Policy

Date adopted: September 2023

Review date: September 2026



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SEND AND INCLUSION POLICY

Policy Updated	September 2025
Reviewed & Agreed by Governors	September 2025
Next Review	September 2026 (sooner if required)
Head Teacher	Mary Baker
Deputy Head Teacher	Lucy Rose
Chair of Governors	Matt Adam & Ann Holliday

Barford St Peter's C of E (VA) Primary School is an inclusive school and we value each and every child's contribution to our school family. We strive to ensure that all pupils have access to an appropriate education, that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood

All staff are responsible for ensuring that our pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs and via a broad and balance curriculum. At Barford St Peter's, we set high expectations for every pupil, whatever their prior attainment.

Barford St. Peter's CE (VA) Primary School's designated Special Educational Needs and Disabilities Coordinator (SENDCO) and Inclusion Manager is Mrs Lucy Rose. The SENDCO is responsible for the strategic coordination of SEND provision across the school. In collaboration with the Head Teacher, the SENDCO ensures that the school's SEND Policy is implemented in accordance with the statutory requirements of the SEND Code of Practice (2014).

LEGISLATION AND GUIDANCE



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This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#) which sets out the 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 (SENDCOs) 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 Handbook](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admission 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

RATIONALE

We are proud of our acknowledged commitment to each individual child. We recognise that children learn and develop in different ways, so we aim to provide a curriculum that supports, challenges, and enriches every step of the learning journey for every child. Some children may need specific support at some point in their school career and we aim to provide that support within a nurturing environment, drawing on a wide range of external expertise as appropriate.

Every September, the school updates its **Special Educational Needs and Disability Information Report**, which details the provision made by the school to meet such needs. This report is published on the school website.

What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is **additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.



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Health care provision or social care provision which educates or trains a child or young person is to be treated as Special Educational provision. (**Code of Practice 2014**).

This SEND and inclusion policy details how we will ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with Special Educational needs, allowing them to join in all school activities together with pupils who do not have Special Educational needs.

AIMS AND OBJECTIVES

This policy aims to make sure our school fully implements national legislation and guidance regarding pupils with SEND. Our whole school approach to SEND aims to promote supporting the core values of the school within a fully inclusive ethos and developing high quality provision that meets the needs of all children, enabling them to meet their full potential through:

EQUALITY

Valuing all children equally in their right to learn, achieve and participate fully in education and in the wider community regardless of their needs.

DIVERSITY

Recognising and meeting the diverse needs of all children through a range of flexible, responsive and varied provision where reasonable adjustments are made that take into consideration the needs of all learners.

ACCESS

Ensuring that all children have access to a broad, balanced and relevant curriculum with high expectations which is differentiated to meet individual learning styles, recognising personal strengths and needs in a positive and caring environment.

PARTNERSHIP

Working in partnership with parents and carers in meeting the needs of their children and developing responsive and timely support for their child.

Empowering children so that their voice is heard and listened to in decisions made about themselves and about wider developments in their support.

Maintaining links with outside agencies and other relevant support services.



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CELEBRATION

Celebrating children's achievements and enhancing their self-esteem.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage and be responsible for their behaviour and to take part in learning effectively and safely.
- Helping children to manage their emotions, particularly trauma or stress, and to take part in learning.
- Deploying Teaching Assistants effectively to enhance Quality First Teaching, provide targeted support, lead interventions and intervene at the point of learning.

THE ROLE OF THE SENDCO

- Overseeing the day-to-day operation of the school's SEND Policy.
- Co-ordinating the provision for children with SEND.
- Liaising with and advising fellow teachers and Teaching Assistants.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Year 6 pupils as they prepare to transfer.
- Liaising with feeder nurseries or previous schools so that support is planned for transition
- Liaising with external agencies including Specialist Teachers, Educational Psychology Services, Health Services, Social Services and Therapists.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.
- Prepare and review information for inclusion in the schools SEND information report and any updates to this policy.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Making visits to classrooms to monitor the progress of children on the School's SEND register.



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- Working 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.

THE ROLE OF THE GOVERNING BODY

The Governing Body has a statutory duty to ensure the needs of children with SEND are met. The Headteacher has overall responsibility for managing the provision of the education for pupils with SEND; they have the responsibility of keeping the governing body fully informed. The SENDCO and SEND Governor meet regularly. The SEND Governor informs the Performance and Standards Committee who inform and update the Governing body.

The governing body

The governing body 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 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 SEND 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 SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out



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- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor

The SEND Governor is: Wendy Barlow

The SEND governor will:

- Have due regard to the Code of Practice when carrying out duties towards pupils with Special Educational Needs.
- 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 SENDCO to determine the strategic development of the SEND policy and provision in the school

THE ROLE OF THE HEAD TEACHER

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO 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 SENDCO 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 EHCP needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, 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 SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

CLASS TEACHERS



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- Plan and provide high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- Take responsibility for the progress and development of every pupil in their class
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to teaching in the classroom, ensuring that curriculum subjects such as Science, Geography, History and Art are protected for SEND pupils and pupils requiring additional interventions.
- Work with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Write PLPs (Personalised Learning Plans), with the support of the SENDCO, and ensure targets are worked on and reviewed termly
- Ensure intervention timetables are kept up to date and that the SENDCO is kept informed
- Ensure they follow this SEND policy, SEND staff guidance document and the SEND information report
- Communicate 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
- Prepare relevant information for annual reviews and attend these with the SENDCO

PARENTS AND 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 termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND 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 along with two parent consultation meetings

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

Partnership plays a key role in enabling children and young people with SEND to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with Special Educational Needs will be treated as partners and supported in playing an active and valued role in their child's education.



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Children and young people with Special Educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs and to the review process. The school consider the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of children with SEND with their parents. We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCO through the school office and email and are invited to make appointments if they wish to discuss concerns they have.

SEND pupils can often experience difficulties with managing their emotions and can become quite anxious. Therefore, it is key that parents support their children by communicating with school about how their child is coping with different aspects of their school and home life. Open communication helps staff to plan for a positive transition into school and ensures consistency of support in all aspects of their life.

Barford St. Peter's CE (VA) Primary School is committed to fostering positive and respectful relationships with parents and carers. We welcome open dialogue and are always willing to discuss any concerns regarding a child's education or wellbeing. While we encourage constructive feedback and aim to resolve issues collaboratively, it is essential that all communication remains courteous and professional. The school does not tolerate personal attacks—whether verbal or written—towards any member of staff and reserves the right to take appropriate action to uphold a safe and respectful environment for all.

THE PUPIL

Where appropriate, pupils are involved in decision-making related to their development. Many pupils have their own views on how they see their special needs which may give insight into the challenges experienced by both pupils and teacher. From an early age, pupils with additional needs are actively involved at an appropriate level in discussions about their individual targets. Pupils should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem. This might be within the intervention group or with the Teacher or Teaching Assistant.

MONITORING CHILDREN'S PROGRESS

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Teachers may need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the



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pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening.
- Demonstrates an improvement in the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

IDENTIFICATION, ASSESSMENT AND PROVISION

Provision for children with Special Educational needs is a matter for the whole school. The Governing Body, Head Teacher and SENDCO have strategic responsibility. All other members of staff, particularly class teachers and Teaching Assistants have important day-to-day responsibilities.

Educational provision for children with Special Educational needs and Disabilities is the responsibility of all teachers.

The school will assess each child's current levels of attainment on entry to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified need, this information should be transferred from other partners in their Early Years setting and the class teacher and SEND will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within class.
- Use the assessment process to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

In order to help children with Special Educational needs, the school will adopt a graduated response. This may see us using specialist expertise if we feel that our school interventions are still not having the desired impact on the child. The school will record the steps taken to meet the needs of individual children through the use of a Personalised Learning Plan (PLP) and provision map. The SENDCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/ Education Health and Care Plan, we will provide the Local Authority with a record of our work with the child to date.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted, and specific intervention put in place and monitored for a period of time. If no progress is noted after this time, the child may be added to the school SEND



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register with parental permission. The class teacher, after discussion with the SENDCO, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and assistants within the class and reviewed formally with the SENDCO, parents and young person. The SEND register is reviewed termly.

Reasons for a child being added to the SEND Register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques and pastoral care systems usually employed in the schools.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment and support.
- Has communication and /or interaction difficulties and continues to make little or no progress.

INTERVENTION

Special educational provision is provision that is **different from or additional to** that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school. The SENDCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the support of Teaching Assistants or be provided with more specialist intervention programmes.
- Extra adult time to devise/administer the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective or different strategies.

The child's class teacher will be responsible for working with the child daily and ensuring the delivery of any additional provision in the classroom. Parents will be kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet termly with the class teacher and/or SENDCO to discuss Personalised Learning Plan targets and progress.



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THE USE OF OUTSIDE AGENCIES

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records and conversations with the SENDCO in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessments or be involved in teaching the child directly. The child's individual targets will set our strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the PLP continues to be the responsibility of the class teacher. Where necessary, our school will work with the following agencies:

- Speech and language therapists
- Specialist teachers
- Educational psychologists
- Occupational therapists, physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Additional agencies used are documented in the SEND Information Report

Outside Agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention; the child continues to fall behind the level of his/her peers.



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SCHOOL REQUEST FOR STATUTORY ASSESSMENT FOR CONSIDERATION FOR EDUCATION HEALTH CARE PLAN (EHCP)

Graduated Approach to SEND Identification and Support

Barford St. Peter's C of E (VA) Primary School is committed to providing high-quality Universal Provision for all pupils. This includes access to **Quality First Teaching**, which has the greatest impact on pupil progress, particularly for those requiring additional support.

Children whose attainment falls below age-related expectations and who make limited progress may be identified as **SEND Monitored**. These pupils may need short-term, targeted support to help them catch up. Concerns may also relate to behaviour, social skills, or communication difficulties. These children are monitored closely and supported through tailored classroom strategies.

If, after at least two terms of targeted support, a child continues to make little or no progress, they may be moved to **SEND Support**. At this stage, a **Personal Learning Plan (PLP)** is developed, and external advice may be sought. Parents are formally involved in reviewing and planning provision.

Where a child presents with **complex, long-term needs** and requires support beyond what the school can provide through its delegated funding, the SENDCO may apply for an **Education, Health and Care Plan (EHCP)**. Applications follow a rigorous evidence-based process, including the **assess-plan-do-review cycle**, input from external specialists, and demonstration of sustained intervention.

To meet Warwickshire's EHCP criteria, the following must be evidenced:

- The child's needs are significantly greater than those of peers and likely to be long-term.
- A graduated response has been followed over at least two terms, including support from the Warwickshire SEND Provision Matrix (Elements 1–3).
- External professionals, such as an Educational Psychologist, have contributed to and reviewed interventions.
- The school has fully utilised its delegated funding, supported by a costed provision map and detailed records of interventions and reviews

This process ensures that EHCP applications are made only when necessary and appropriate, and helps manage parental expectations around the level of support available at each stage.

With parental permission, an Educational Health Care Needs Assessment (EHCNA) request will be made by the school to the Local Authority if the child demonstrates significant cause for concern. All applications for an EHCNA are made by the school's SENDCO, Mrs Lucy Rose. In exceptional circumstances, and only with the approval of the Head Teacher, another member of staff may be involved in the process; however, all applications will continue to be overseen by the SENDCO to ensure consistency and accuracy. The Local Authority will be given information about the child's



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progress over time, and will also receive documentation in relation to the child's SEND and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Personalised Learning Plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in reading, writing and mathematics.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

ADVICE FROM OUTSIDE AGENCIES

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed regularly in addition to the statutory annual assessment. When this coincides with transfer to high school, the Inclusion Manager from the high school will be informed of the outcome of the review.

Strategies employed to enable the child to progress will be recorded with a Personalised Learning Plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning.
- What they are responsible for.
- How the child can be successful.
- The review date.
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

ACCESS TO THE CURRICULUM, INCLUSION AND EQUALITY

All children have an entitlement to full access to our broad, balanced and enriched curriculum. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. 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.



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Inclusion is continually developed at Barford, by recognising that the school provides for the needs of all pupils in the community by:

- Working with pupils, parents/carers, governors and staff to embed inclusive practices for all children.
- Ensuring that staff have the necessary skills, capacity and confidence to provide for the diversity of children with special educational needs.
- Matching levels of support as closely and effectively as possible to the identified needs of children and the development of inclusive provision for them.
- Evaluating the success of SEND provision.

There are times though when, to maximise learning and significantly reduce anxieties, we provide children with opportunities to learn in small groups, or in a one-to-one situations outside of classroom.

ALLOCATION OF RESOURCES

The SENDCO and Head Teacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within the schools, including the provision for children with an Education Health and Care Plan. The Governing Body and SEND Governor are kept informed of how the SEND funding is used. The Head Teacher, the SENDCO and School Business Manager meet regularly to agree on how to use funds directly related to EHCPs.

An Education, Health and Care Plan (EHCP) is a legal document that outlines a child's specific needs and the provision required to support their learning and development. However, it is important for parents and carers to understand that an EHCP does not automatically entitle a child to one-to-one adult support. The level and type of support provided is determined by the individual needs identified in the EHCP and may include a range of strategies, interventions, and staffing arrangements. The belief that EHCP hours equate to constant one-to-one support is a common misconception; in many cases, support is delivered flexibly and strategically to promote independence and access to learning. The school follows a graduated approach and aims to avoid creating dependency on one adult alone so as to allow children to develop confidence, resilience, and independent learning skills. All cases are considered on an individual basis to ensure that provision is appropriate and effective. This approach is in line with the SEND Code of Practice and our commitment to preparing all pupils for lifelong learning and independence.

TERMINOLOGY, IMAGERY AND DISABILITY EQUALITY

The school is aware of the impact of language on children within the school. We work with governors, parents and children to understand the impact of the words they use, and deal seriously with



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derogatory name calling related to 'special educational needs' or disability under our Anti-Bullying Policy.

We aim to make optimum use of circle time/team talk for raising issues of language and other disability equality issues.

LISTENING TO DISABLED PUPILS AND THOSE IDENTIFIED WITH ADDITIONAL NEEDS

We encourage the inclusion of all children in the School Council and other consultation groups. Pupil voice is important in our school. We aim to include children in their target setting and encourage and support them to take an active part in their reviews, through preparation, and making the information and meetings accessible.

WORKING WITH DISABLED PARENTS/CARERS

We recognise that there may be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in the spaces that are accessible to all the attendees.

DISABILITY EQUALITY AND TRIPS OR OUT OF SCHOOL ACTIVITIES

We endeavour to make all trips inclusive by planning in advance and using accessible places. We aim for all of KS2 to have experienced time away from their parents; this may take the form of a residential trip or a sleep over in school. All children are welcome at our after-school clubs and activities.

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, SENDCO or Head Teacher. 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 will be handled in line with the school's complaints policy.

MONITORING AND EVALUATION



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The Governing Body is responsible for monitoring and reviewing this policy and receives reports from the Head Teacher and SENDCO. Alongside the SENDCO, it will review this policy every year, or sooner if necessary, or in response to changes in national SEND policy.