



Southville Primary School

Special Educational Needs and Disabilities (SEND) Policy

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Signed: (Chair of Governors)		Date: 15.7.26

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Context	
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Overview

This policy has been developed in consultation with parents/carers, Governors, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations
- Equality Act 2010: advice for schools DfE February 2013; in particular guidance around protected characteristics

This policy is designed to promote a positive ethos of inclusion, in which children's barriers to learning are removed and all children flourish and feel safe. There is a high expectation of inclusion which places the needs of the child at its centre.

This policy should be read in conjunction with our:

- Relationships and Behaviour Policy
- Safeguarding and Child Protection Policy.
- Anti-bullying Policy
- SEND Information Report
- Data Protection Policy

Special Educational Needs and Disability (SEND) Policy

Our school aims to provide all users with a calm, safe and caring environment in which tolerance, understanding and respect for others is fostered.

We are committed to providing an appropriate and high-quality education that is adapted to meet the needs of pupils. Some pupils will need something **additional to** and **different from** that which is provided for the majority of pupils. This is special educational provision and we are committed to ensuring that provision is made for those who need it.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to develop an environment where children flourish and feel safe. We will do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of Southville Primary will also work to ensure that all SEND pupils reach their full potential and are fully included within the school community. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils.

Southville Primary School believes teaching and supporting pupils with SEND is a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority, school, parents/carers, pupils, children's services and all other agencies.

School Admissions

Where a child has an EHCP, placement is determined through consultation with the Local Authority in accordance with statutory guidelines.

In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Whole school values and SEND

This policy is underpinned by our whole school values of **Connection, Courage, Imagination** and **Care**. Each of these values plays a key role in how we support every member of our school community to promote inclusion. They provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs-led provision. This is to ensure all of our pupils are able to access learning and social development, achieving good progress, fulfilling their potential and promoting their mental health and well-being.

Connection

Our value of Connection drives us to ensure that every member of our school community feels they belong and is known and understood. This encourages good communication and genuine partnerships with parents/carers of children with special educational needs.

We invest in relationships, with specific interventions sitting alongside quality conversations to enable staff to get to know children on an individual basis, and to build the child's trust and familiarity with the adult. This is key to enabling children to feel safe enough to embrace and discuss their difficulties.

We encourage a collaborative approach with learners with a SEN or disability, their families, staff within school and other external agencies including those from Health and Social Care. We implement a graduated approach to meeting the needs of pupils using the assess, plan, do, review process.

Courage

Our value of Courage drives us to lean into the unknown to support each child, to explore issues around difficulties with sensitivity and a curiosity to ask, listen and understand each individual and their needs. We foster a classroom culture which encourages children to do the same and to share their own story with confidence.

We maintain a whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Vulnerable children are provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help (internalising the responsibility of solving an issue) to 'help seeking' (trusting another person to help).

The school has the courage to prioritise the well-being of the staff and the members of the school community implementing this policy. The emotional well-being of staff is a daily and strategic priority.

Imagination

Our value of Imagination encourages us to 'think freely' and explore ways to meet the needs of our children. We recognise each child is unique and use imaginative ways to support them. We are committed to continuous reflection and evaluation in order to facilitate full access to a broad and balanced academic and social curriculum, for pupils with special educational needs.

We actively promote the idea of 'searching for Wonderland' and are unapologetically optimistic about our capacity to continually understand, learn and improve the provision for pupils with SEND, whilst recognising the need to make efficient and effective use of school resources.

We use the language of imagination to value high quality teaching for all learners, with teachers using a range of effective adaption methods to ensure all children are able to access the curriculum.

Care

Our value of Care begins with kindness. As adults and children we remember that in our expressions and behaviours we must always be kind, and we couple this with a commitment to empowering others. Empowerment is the exchange of information in order to create a space in which all can thrive. It begins with a person sharing their views and being heard and understood by those around them. From this point of shared understanding, we see it is a collective responsibility to maintain a positive environment in which everyone has the support and opportunity to thrive. Children and adults are expected to care about their impact on the people around them and aim high in their interactions and relationships.

School staff adjust expectations around children with special needs to correspond with their developmental capabilities - supporting children in a kind and non-judgmental way.

Expectations for the School Community

Our expectations within this policy are a means of promoting positive relationships so that children, staff and adults at home can work together within a trauma-informed approach with the common purpose of helping everyone to learn. This policy supports the school community in aiming high to allow everyone to work together in an effective and considerate way.

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them. Provision **which is additional to or different to** that typically available in a differentiated curriculum. Southville Primary School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have 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 or mainstream post-16 institutions.
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Southville Primary School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child, valuing the connection.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. These pupils will be provided with intervention and/or support that is 'additional to or different from' the ordinarily available provision. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or because of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Others such as self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained need to be considered. These behaviours may reflect underlying mental health difficulties such as anxiety or depression.

Other children may be neurodivergent and have disorders such as attention deficit hyperactive disorder (including previously known as ADD) or have attachment disorder.

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. They may be neurodivergent and have complexity that impacts many aspects such as Development Language Disorder (DLD) or autism (ASD). Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI - a combination of vision and hearing difficulties) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate adaptation within the classroom and a record is kept of strategies used.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality inclusive teaching and learning opportunities adapted for individual pupils. Our value of connection drives us to ensure pupils' needs are explored and well understood.

Where a pupil is not making expected progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Where pupils continue not to make expected progress despite high quality inclusive teaching and support, the class teacher will work with the school's Special Educational Needs Coordinator (SENCO) to assess if a pupil needs additional or different provision.

In some cases it may be necessary to seek assessment by or advice from an external professional such as an educational psychologist, a speech and language therapist or Primary Mental Health Specialist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate support;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate adapted curriculum;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-stage cycle of **assess, plan, do, review** as part of **the graduated approach**.

For pupils with low level special educational needs the cycle of **assess, plan, do** and **review** will fit into the regular assessment and planning cycle for all pupils. For those pupils with more complex needs or for whom a more frequent cycle needs to be employed additional reviews will be arranged.

Graduated Response

Assess	• In identifying a pupil as needing SEN support the class teacher and SENCO, will carry out an analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil and their progress and attainment. • The pupil's development in comparison to their peers and national data will be considered along with the parents' views and experience, the pupil's views and, if relevant, advice from external support services. The school and parents/carers will meet, where appropriate, with other agencies. • More in-depth assessment may be carried out by SENCO and SEND Team. • The pupil may be placed on the SEN register
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Plan	- Parents/ carers and child, will meet with the class teacher and SENCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A Pen Portrait (Provision Plan) or Individual Educational Plan (IEP) may be developed. - Discussion will identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required. - The support and intervention provided will be provided by staff with appropriate skills and knowledge. - Where appropriate, the Pen Portrait (Provision Plan) and/or IEP will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
Do	- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any LSAs or specialist staff involved, to plan and assess the impact of support and interventions and link them to classroom teaching. - The SENCO will support the class teacher in the further assessment of the pupil's needs as required.
Review	- There will be regular progress reviews. This review will evaluate the impact of the support and interventions and include the views of the pupil and their parents/carers. - Where appropriate other agencies will be asked to contribute to this. - This review will feed back into the analysis of the pupil's needs, then the class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the family and the pupil. - In successive cycles, more targeted or specialised provision may be called upon. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is typically available as part of high quality and adapted teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

Statutory Assessment of Needs (EHCNA, EHCP)

Where a pupil has received ongoing additional support over a period of time, yet continues to make less than expected progress, consideration should be given to requesting an assessment for an Education, Health and Care Plan (EHCP). This is called an Education and Health Care Needs Assessment (EHCNA). The SENCO will work with parents/carers and Local Authority to initiate assessment if appropriate.

The EHC Needs Assessment may result in an EHCP. Where a pupil has an EHCP, the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to facilitate this so Southville Primary will hold annual review meetings and complete the appropriate paperwork for this process. Wherever possible these meetings will be pupil centred and take the form of PATH (Planning Alternative Tomorrows with Hope) reviews.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked and where pupils are not making expected progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We prioritise effective partnership working with parents/ carers. We aim to ensure parents/ carers have a strong voice in the SEND system and we make every effort to work in full co-operation with parents/carers, recognising and respecting their expertise, roles and responsibilities. We encourage families to work with the school and other professionals to ensure that their child's needs are identified properly and barriers to learning are removed.

The systems established within Southville Primary should help to empower parents/ carers to be involved in all aspects of the Assess, Plan, Do, Review cycle for SEN support. This includes the following:

- Providing information and feedback to the school about their child and their needs
- Identifying long-term outcomes for their child
- Setting and reviewing targets
- Agreeing provision
- Reviewing and reporting progress
- Deciding appropriate ways of supporting the child at home
- Involving the child in making decisions about provision and targets.

Parents/carers of a child with SEN support will have the opportunity to meet with the SENCO formally and informally. The SENCO is happy to meet with parents/carers, without prior arrangement, whenever possible.

We encourage parents/carers to seek help and advice from Independent Information Advice and Support services, including SAY Send And You. They are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

We encourage connection with the Parent Carer Forum. This is a volunteer-run support network for parents/ carers of children with SEND, and we regularly share information through our newsletter and host their coffee mornings in our school.

Parents/ carers are also encouraged to visit the Bristol County Council Local Offer website. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents/ carers.

Systems are in place which ensure that children who join our school with 'looked after' status are monitored to ensure they are making expected academic progress. Southville Primary also ensures that each child is benefitting from funding for both in and out of school activities e.g.

cooking, art. Regular meetings with all agencies involved will be arranged across the academic year to enable the opportunity for sharing information.

We at Southville Primary believe that having the status of 'looked after child' should never impact on a sense of connection and belonging within our school community.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review and at the end of a targeted intervention.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams for example

- Education Welfare
- Social services
- School nurse
- Educational Psychologist
- Community Paediatrician
- Speech Therapist
- Physiotherapists
- Occupational Therapists
- Sensory Impairment team
- Bristol Autism Team
- Learning Support Services

We will actively seek advice to meet the needs of the pupils. Parents/ carers will be consulted if any outside agency is involved with their child.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils and families. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a caring and sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

When children join Southville Primary in Preschool, Reception or during other years we will endeavour to make connections with children and families. We will work with previous settings to support continuity and sharing of knowledge.

When pupils move from KS2 to KS3 representatives from secondary school are invited to attend reviews for vulnerable pupils and those with EHCPs. Additional visits to secondary schools will be arranged wherever possible and supported by school staff.

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as outlined previously;
- Our provision is reviewed regularly and can change during the academic year, responding to the changing needs within our classes;

- This support may take the form of high quality, adapted, inclusive teaching;
- For those working below age-related expectations this may include support from a Learning Support Assistant in focused intervention groups;
- For those pupils who are working significantly below age-related expectations, many of whom may have identified learning difficulties or a specific need, it could include 1:1 support from a Learning Support Assistant;
- For those children with SEMH (social, emotional and mental health) needs it may include working with ELSA (Emotional Literacy Support Assistant) or attending Play therapy or music therapy;
- Specialist equipment, IT, books or other resources that may help the pupil are purchased as required;
- Support and assessment from specialised external agencies is sought when needed.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the school engage in regular training sessions;
- Regular CPD is provided in specific aspects to meet the needs of all pupils especially those with SEND;
- The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary;
- Learning Support Assistants are engaged in ongoing training whereby their role is developed;
- External trainers are brought in to address more specialist training needs such as visual impairment strategies or to train staff in the use of specific interventions;
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school could previously make a request for High Needs Band Top Up funding. However, this process is changing. It is understood EHCPs will be funded separately.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Roles and Responsibilities

Southville Primary is an inclusive school where pupils with special educational needs are a matter for the school as a whole. In addition to the Governing Body, Headteacher and SENCO, all members of the school community have important responsibilities.

Governing Body

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014).

Southville Primary Governing Body have appointed a Governor to take the lead responsibility for ensuring we fulfil the statutory responsibilities for pupils with SEND. The SEND Governor

will have a key role to play in monitoring the provision for pupils with SEND and alongside the SENCO, will act as a champion for these pupils. This means they should

- Be involved in the appointment of the SENCO;
- Be involved in SEND policy development and review;
- Keep up to date with local and national SEND legislation and developments;
- Have an understanding of the views of parents/ carers and pupils about provision;
- Monitor the school's SEND budget and spend to ensure value for money;
- Be kept informed of the progress and attainment of pupils with SEND;
- Contribute to the school's self-evaluation of SEND provision and outcomes.

Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCO and the Governor with responsibility for SEND.

SENCO

In collaboration with the Headteacher and Governing Body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy;
- Co-ordinating provision for SEND pupils and reporting on progress;
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review;
- Applying for funding and EHC needs assessments;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Coordinating relevant SEND CPD for all staff;
- Contributing to the in-service training of staff;
- Overseeing the records of all children with special educational needs and ensuring they are up to date;
- Liaising with parents/carers of children with special educational needs;
- Being a point of contact with external agencies, writing referrals and liaising with staff and parents/carers;
- Liaising with Local Authority;
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned;

- Monitoring the impact of interventions provided for pupils with SEND;
- Working with the Headteacher and the school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.

Deputy SENCO

The deputy SENCO supports the SENCO with their responsibilities, in particular leading on Ordinarily Available Provision and supporting staff with implementing IEPs and Pen Portraits (Provision Plans). This may include:

- Ensuring appropriate inclusive resources are available and distributed throughout the school
- Supporting teachers with understanding children's needs and identifying targets for IEPs
- Overseeing the effective creation and cyclical review of Pen Portraits and IEPs
- Provide advice and support to staff and parents in relation to Pen Portraits and IEPs

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved and responsible for providing high quality teaching, adapted for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as progress and attainment.
- Learning Support Assistants will liaise with the class teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Medical conditions and contact numbers for parents/ carers are recorded should advice or assistance need to be sought. Individual healthcare plans will typically specify the type and level of support required to meet the medical needs of pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way using Pupil profiles, IEPs and Bristol Support Plans. For those pupils with an Education, Health and Care Plan (EHCP) this will be used as it brings together health and social care needs, as well as their special educational provision.

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

Some children with medical conditions may warrant disabled status and where this is the case the school will comply with its duties under the Equality Act 2010. Children will be assessed to ensure all necessary equipment is suitably adapted.

Children in Hospital

Southville Primary will ensure that pupils with health needs have proper access to education and will liaise with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and Accountability

Accessibility

Southville Primary is compliant with the Equality Act 2010 and Accessibility legislation. We work hard to improve our accessibility and have an accessibility plan detailing how this is being developed.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools".

Further information about how we store and manage data can be found in the school data Protection policy.

Responding to Complaints

If a parent wishes to complain about the provision or the policy, they should in the first instance raise it with the SENCO who will try to resolve the situation. If there continues to be disagreement the parent can submit a formal complaint to the Headteacher in writing or any other accessible format.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

EQIA Process Summary

Policy:		Special Educational Needs and Disabilities					
EQIA completed by:		<i>Headteacher + Governing Body</i>					
Following EQIA, have any potential impacts been identified?							
Yes		✓		No			
Which protected characteristic could be affected?							
Age		Sexual orientation		Gender reassignment		Married/ civil partnership	
Disability	✓	Race (colour, nationality, ethnic or national origin)				Pregnancy/ maternity	
Sex		Experience of care system				Religion or belief	
What evidence has been used to inform the assessment?							
Data		Statistics		Consultation		Survey	
Knowledge of community			✓	Other		[Detail]	
What amendments have been made?							
None due to the nature of the impact identified being positive							
What further actions/ mitigations are required?							
None							
Monitoring							
Date	16.6.26	No additions required		✓	Additions outlined above		
Date		No additions required		✓	Additions outlined above		
Date		No additions required		✓	Additions outlined above		