

Special Educational Needs & Disabilities Policy **and SEND Information Report**



MISSION STATEMENT

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“Let your words teach and your actions speak.”

Our Mission is to educate children in the spirit of the Gospel values and the traditions of the Catholic Church, nurturing the talents and potential of everyone. By placing Christ at the Centre of all we do, we embrace our core Catholic virtues of gentleness, forgiveness, and honesty. We witness the ‘sacred grandeur’ in each individual, treat each other with dignity and we serve each other. It allows us to raise our children within our Catholic faith and raise the citizens of the future who respect and love the world we live in. To fulfil the Church’s mission to evangelise and make Christ known to all, St. Anthony’s Catholic Primary School is committed to:

- providing an education with Christ at the Centre and a strong sense of Catholic identity meeting the spiritual needs of all;
- being a welcoming, compassionate community, where all are equally loved and valued for who they are;
- being an affirming, challenging educational community committed to the search for excellence for all;
- working together as a family community, and with the Diocese of Leeds, to ensure the best possible Catholic education for our young people;
- working in partnership with other local schools, education providers and stakeholders in order to enhance the quality of provision for all;
- living out the social teaching of the Church, and thereby promote community cohesion;
- contributing in joyful hope to the creation of a society which is highly educated, skilled, fundamentally loving and generous.

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Review date: April 2027

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1. Aims and objectives

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This policy details how St. Anthony's Catholic Primary School, Shipley will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. The school will use its best endeavours to ensure that teachers in school are able to identify and provide for those pupils who have special educational needs, allowing them to take a full and active part in school life, so far as is reasonably practical.

A partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. School will ensure that parents are notified as soon as possible of a decision by the school that SEND provision is being made for their child.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views will be ascertained wherever possible. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. This will be at an age appropriate level.

2. Vision and values

At St. Anthony's we will provide all pupils with access to a broad and balanced curriculum.

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

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

3. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- The [Equality Act 2010](#) (section 20) which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The Governance Handbook which sets out governors'/trustees responsibilities for pupils with SEND.

- The **School Admissions Policy** which sets out the school's obligation to admit pupils with SEND and not to unfairly disadvantage children with a disability or with special educational needs.
- [Supporting Children and Young People Who Have SEND in Bradford Senco Handbook September 2020](#) a guide for SENCOs which sets out the graduated approach, assessing, monitoring and the roles and responsibilities for pupils with SEND.

4. Inclusion and equal opportunities

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

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

5. Definitions

5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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

5.2 Disability

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

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

5.3 The 4 areas of need

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

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

Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: ·

	• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder · • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder · • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment · • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO is Mrs Clementis (01274 592738)

The SENDCO will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Senior Leadership Team and SEND Governor to determine the strategic development of the SEND policy and provision in school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs)
- In collaboration with the class teacher, ensure parents are fully involved in reviewing their child's progress
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching including quality first teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Senior Leadership Team and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing body

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

- 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
- Make sure that the school has arrangements in place to support any pupils with medical condition
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND governor

The SEND governor is Mrs B Kelly

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Senior Leadership Team and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Headteacher

The Headteacher is Mr A Wilkinson

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

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

- o Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

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

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

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

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

6.7 The pupil

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

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

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

7. SEND information report

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

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

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap .

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

At the heart of the work of every primary school class is a continuous cycle of assessing, planning, doing and reviewing (four-part cycle) which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children where attainment falls significantly outside the expected range may have special educational needs.

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

Teachers 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.

However, teaching children with SEND is a whole school responsibility.

High quality teaching (Quality First Teaching), differentiated, is the first step in responding to pupils who have or may have SEND. This targeted response may, in time, be sufficient for the child's learning to progress and for barriers to learning to be removed.

Where a pupil is identified as having SEND, schools should take action to remove these barriers to learning and put effective special educational provision in place. This SEND support should take the form of the four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs. This is known as the Graduated Approach.

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists including those secured by the school itself or from outside agencies. Parental permission will be sought for agreement to involve outside professionals.

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

The Governors recognise their legal responsibility to consider all 'Reasonable Adjustments' for pupils with disabilities.

8.2 Consulting and involving pupils and parents

Through regular formal and informal discussions, the class teacher will ensure that;

- everyone who works with a child in school develops a good understanding of their areas of strength and difficulty;
- we take into account the parents' concerns;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the educational next steps are.

Discussions and concerns are logged on CPOMS, our in-school recording system.

We will notify parents when it is decided that a pupil will receive SEND support, with the SENDCO becoming involved in assisting the class teacher in planning provision. Additional meetings with the SENDCO may then be arranged between school and parents in order to plan next steps, which may then lead to other agencies becoming involved too.

8.3 The graduated approach to SEND support

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil;
- their previous progress, attainment and behaviour;
- other assessments, where relevant;
- the individual's development in comparison to their peers and national data;
- the pupil's own views;
- the views and experience of parents;
- advice from external support services, if relevant.

The assessment will be reviewed termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. A SEND Support Plan may be created.

8.4 Levels of SEND Support

School-based SEN provision

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

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

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

Education, health and care (EHC) plan

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

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

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

Bradford Council has identified 5 stages on their 'Matrix of Need'

(<https://bso.bradford.gov.uk/content/send-documentation>) for the above SEND Code of Practice needs. The first stage (Quality First Teaching) demonstrates how children with SEND can be provided for within the mainstream classroom. Stage 2 (SEN Support) and Stage 3 (SEN Support +) are the next stages on this graduated approach. Stages 1-3 are the type of provision and needs to be found with Children with SEND in mainstream schools. Stage 4 (EHCP) is the point at which a child may be given an Education, Health & Care plan. Children with an EHCP may have mainstream or special provision or a combination of both. Children assessed at Stage 5 (EHCP +) will generally access specialist provision. Further details about these different areas and the Matrix of Need can be found on the school's website (www.stanthonysshipley.org.uk).

When it is decided that a child needs support over and above the usual Quality First Teaching provision, parents will be formally notified and the child's details will be added to the SEND register and identified as having SEND support. Professionals from other agencies may be involved before, during or after this stage as assessment and support continues. Parents will be informed of any additional agency input.

Individual Education Plan (IEP) and sometimes referred to as SEND support plan (SSP)

When an SEND is identified and a child has been placed on the SEND Register, an IEP may be created with the involvement of the child, parents/carers and school staff. This will include:

- short term targets –
which are specific, measurable, achievable, realistic and time bound;
- the teaching strategies to be used;
- the provision to be put in place.

This is additional to Quality First classroom provision and may include involvement from other agencies.

These will be reviewed by all involved termly.

In addition to the IEP, a Provision Map may be used to map when and where provision is provided, and what level of adult support is available for specific activities.

Education Health Care (EHC) Needs Assessment

Where a request for a statutory assessment is made by the school or parents to the Local Authority, the child will have demonstrated and evidence will be available to illustrate significant cause for concern. Using the Matrix of Need, school/parents should determine whether the child meets the criteria for the appropriate stage to warrant a request for an EHC Needs Assessment.

Following a request for an EHC Needs Assessment the Local Authority must determine if an EHCP is necessary. The Local Authority must make a decision and communicate the decision to the child's parents within 6 weeks of receiving the request.

Where the Local Authority considers an EHC Plan is necessary, it must notify the child's parents/carer, the Health Service, the Local Authority SEN Officer and the school.

To inform their decision the Local Authority will take into account a range of evidence including academic attainment, information about the child's SEND and current provision.

An Education, Health and Care Plan will include:

- the views, interests and aspirations of the child and his or her parents/carer
- the child's SEND
- the child's health needs which are related to their SEND
- the child's social care needs which are related to their SEND
- the outcomes sought for the child both short term and in adult life
- the SEND provision required
- any health provision reasonably required
- any social care provision reasonably required
- the name and type of the school
- where there is a personal budget, the details of how this will support outcomes
- the advice and information gathered during the EHC Needs Assessment.

These targets will be set out in an IEP (sometimes known as an SSP).

Annual review of an EHCP

All EHCP's must be reviewed at least annually with the parents/carers, the pupil, the Local Authority, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The review must consider whether the outcomes and targets have been achieved and/or remain appropriate.

An EHCP must be reviewed and amended in sufficient time prior to a child moving from Primary to Secondary School.

Further information regarding EHCP's can be found in the SEND Code of Practice or sought directly from Bradford Education SEND Team.

8.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. Much of our data is stored electronically in systems which allow for secure transfer (eg, CPOMs and Arbour). Paper copies will be delivered either by hand or recorded delivery post.

We work closely with colleagues in other settings to arrange a suitable number of pre-transfer visits in order for the child to establish early relationships and familiarize themselves with people and places. These additional visits are agreed with parents.

8.6 Our approach to teaching pupils with SEND

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

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We endeavour to include all children in the timetable of their class peers with activities designed for completion out of this space as appropriate.

We can also provide the following interventions (this list is not exhaustive):

- Toe by Toe
- LEGO Therapy
- Precision Teaching
- Elklan
- Rapid Maths
- 5 Minute boxes
- Time to Talk
- Socially Speaking
- Clicker
- Nessy

8.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, particular software, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Our building is a site on many levels with several small sets of stairs. The design of the building does not make it fully accessible to all. Please refer to the School's Accessibility Plan (on our website) for further information.

8.8 Additional support for learning

We currently have five teaching assistants who are trained to deliver a variety of interventions.

Teaching assistants will support pupils on a 1:1 basis when a child's EHCP specifies such provision or when it is deemed appropriate by the class teacher.

Teaching assistants will support pupils in small groups when a child's EHCP specifies such provision or when it is deemed appropriate by the class teacher.

We work with the following agencies to provide support for pupils with SEND:

- SCIL Team
- School Nurse Team and other medical professionals (including Speech and Language Therapy Service)
- Children's Social Work Service
- The Local Authority's High Incidence Team and Local Hubs (e.g. Autism service and Social, Emotional and Mental Health team)
- Early Help

We believe the best interest of all our pupils are served when school, home and all other agencies communicate and work together regularly and professionally.

School receives an amount of funding per child that can be used towards their SEND provision. Additional 'Top Up' funding can be requested through the EHCP application and assessment process for those children who require more specific provision as detailed in the EHCP when the process is completed. This funding can then be used in a number of ways, including securing adult support in school, specific interventions, training, specialist support and resources.

8.9 Expertise and training of staff

All members of staff have ongoing training in a range of Special Educational Needs and Disabilities. The school keeps a log of training attended by staff both in and out of school. The SENDCO and the leadership team are responsible for auditing the training needs of staff and ensuring that staff are up to date and well trained.

8.10 Evaluating the effectiveness of SEND provision

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

- reviewing pupils' individual progress towards their goals each term;
- conducting termly pupil progress meetings with class teachers and the Senior Leadership Team;
- recording and reviewing the impact of interventions half termly;
- using pupil questionnaires/interviews to establish their views;
- monitoring provision;
- holding annual reviews for pupils with EHCPs.

8.11 Enabling pupils with SEND to engage in the full range of activities

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips and all other school trips throughout their time with us.

All pupils are encouraged to take part in sports day, school plays, assemblies etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The accessibility plan (on our website) details some aspects further.

Admission arrangements are detailed in our admissions policy (see our website). Admissions for those with an EHCP are dealt with in a separate way to other admissions and the policy explains this further.

8.12 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the RE council and involved in other decision making and fact finding exercises such as pupil questionnaires and interviews
- Pupils with SEND are given opportunities to take part in friendship group work developing social and team work skills, as appropriate.
- We have a Learning Mentor in school who is trained in providing additional social, emotional, mental health support.

We have a zero tolerance approach to bullying (our Anti-Bullying Policy is on our website).

9. Complaints about SEN provision

Complaints about SEND provision in our school should be made to the Class Teacher or SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

10. Contact details

School can be contacted via telephone on 01274 592738 or email office@sas.bcwcats.co.uk

SENDCO – Mrs S Clementis email sarah.clementis@sas.bcwcats.co.uk

Headteacher Mr A Wilkinson

SEND Governor – Mrs B Kelly

Please raise any concerns or questions initially with the class teacher.

Bradford's Local Offer website has a library of advice and contact information for different services across the district. <https://localoffer.bradford.gov.uk/>

11. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.