

# Broad Oak Primary School



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**Special Educational Needs Policy**

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Policy



# Broad Oak Primary School



## SEND Policy

### MISSION STATEMENT

**Learning to live, loving to learn.**  
At Broad Oak we nurture today's minds  
for tomorrow's challenges. Working  
together we ensure every child has the  
potential to shine.

Together we **C**hallenge **A**spire  
**N**urture

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25, January 2015, and has been written with reference to the following guidance and legislation

- Equality Act 2010: advice for schools DfE May2014
- SEND Code of Practice 0 - 25 (January 2015)
- Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England Key Stage 1 and 2 framework document December 2014

The SEND policy is written in conjunction with the following school policies:

- SEN Information Report
- Child Protection Policy
- Accessibility Plan
- Supporting pupils with Medical Needs Policy
- Teaching and Learning Policy
- Teachers standards 2013 update
- Safeguarding Policy

This policy was written by the SENDCO in collaboration with the SEND Governor and Senior Leadership Team. Our SEN Information Report contains Information which supports this policy.

## SENDCO

The SENDCO at Broad Oak Primary School is Mrs A Sutton, who is a qualified teacher and member of the school senior leadership team. The Head teacher and the SENDCO are responsible for managing the School's response to the provision that we make for children and young people with SEND (regulation 3a for schools).

Mrs Sutton is available on 01772 749511 Contact can be made through the school office or via e mail [a.sutton@broadoak.lancs.sch.uk](mailto:a.sutton@broadoak.lancs.sch.uk)

SEND Governor: Mrs Rebecca Benton

## Introduction

All children and young people are entitled to an education that enables them to

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

(Code of Practice 2015)

At Broad Oak Primary School, we believe that all children with SEND must be supported and provided for, with strategies promoting each individual's development in a positive atmosphere. We aim to give our children the best possible education, providing them with exciting opportunities and learning experiences, ensuring they are equipped for life-long learning and are responsible citizens in an ever changing, diverse community. As an inclusive school, we believe that every child has the right to be happy, to be safe, to learn and to reach their full potential. The purpose of this policy is to ensure that all stakeholders are clear on the policies, practices and procedures in school, with regards to children with Special Educational Needs.

## Aims and objectives

### Aims

- Provide every child with access to a broad and balanced curriculum. This includes the National Curriculum and the EYFS framework in line with the Special Educational Needs Code of Practice.
- Ensure all aspects of school life are accessible for every child, through academic, social and practical experiences.
- Promote high aspirations and expectations for all pupils with SEND.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the individual gifts of pupils, and ensure that all children experience success regardless of SEND, disability or other factors that may affect their attainment.
- Support additional/special needs through a Graduated Approach as outlined in the Code of Practice
- Create an environment in which individuals are valued, have respect for one another and grow in self-esteem.
- Create a welcoming atmosphere for parents.

## Objectives

- To identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Ensure that the Graduated Approach to meeting the needs of pupils is adhered to and that the Assess-Plan-Do-Review cycle is consistent in order to meet the needs and plan the next steps at an appropriate rate.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCO and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Give the child a voice. The child will have opportunities to discuss their needs and provision in a variety of ways, which will help to ensure they are active participants in their learning.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding the SEND procedures and practices and providing regular feedback on their child's progress. We encourage pupils and parents to participate fully in their learning journey.
- Work with, and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include the Lancashire SEND service, Educational Psychology service, Speech and language Therapy and Children and Adult Mental Health Service. (CAMHS).
- Create an inclusive school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and playground buddies.
- Work within the guidance provided in the SEND Code of Practice. Our practice, policies and procedures follow the guidance/requirements outlined.

- Provide support and advice for all staff working with special educational needs children. Regular audits will be conducted to assess any potential training needs. These needs will be met either through sharing expertise in school or by staff attending training sessions.
- Ensure all teachers and teaching assistants are involved in planning and meeting the learning needs of pupils with special educational needs.

### Identifying Special Educational Needs

Definitions of Special Educational Needs (SEND) taken from the section 20 of the children and Families Act 2014

1. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
2. A child of compulsory school age or a young person has a learning difficulty or disability if they:
  - a) Have a significantly greater difficulty in learning than the majority of others of the same age : or
  - b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
3. A child under compulsory school 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.

Many children may have short or long term difficulties with regards to learning, behaviour, physical difficulties, health issues and emotional problems. These children all have "additional needs". Many short term difficulties will resolve themselves with a little extra care and understanding from their families, teachers and support from within the community (see Local Offer). Long term difficulties may impact on learning and may require additional provision to be made.

### What is not Special Educational Needs?

There are many factors which may affect a child's ability to learn, make progress and achieve. These factors may affect learning in the short term or for a longer period but do not alone constitute SEND. School staff will endeavour to support children and families with any issues which may be affecting learning through the appropriate channels. Examples of these factors may include:

- Attendance and Punctuality
- Poor attainment/progress
- Health and Welfare
- Children who are learning English as an additional language (EAL)
- Children who are in receipt of Pupil Premium
- Children who are in care (CLA)
- Children with parents who are Servicemen/Women
- Difficult behaviour at home/in school (this is often an underlying response to other needs and not necessarily SEND)
- Children who are having speech and language difficulties which are deemed to be short term

Children with any of these issues are continually monitored and placing on the SEND register may be appropriate if there is evidence that there may be a SEND need. These factors may contribute to barriers to learning and relevant professionals may be needed to support the child.

The SEND Code of Practice (2015) sets out four broad areas of SEND:  
These are;

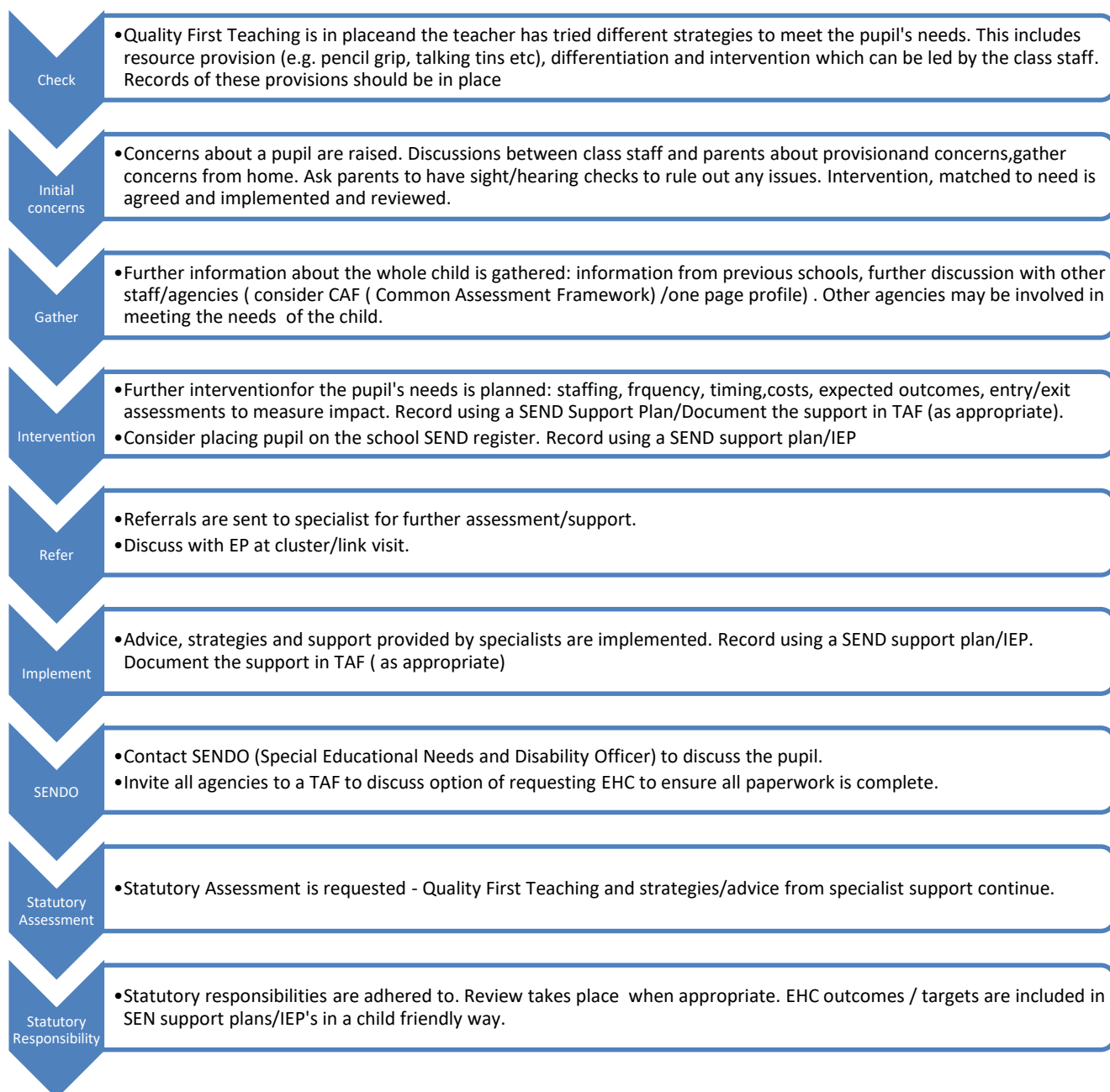
- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that we plan for. However the purpose of identification of need is to work out what action the school needs to take, not to fit a pupil into a category.

At Broad Oak Primary School we firmly believe in considering the needs of the whole child. If the pupil is able to make good progress using an additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need and requiring SEN Support. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is made, parents will be notified. When all the information has been considered and a child has been identified as needing SEN Support they will be put on the school SEND register. This register will be reviewed three times a year and will also be used for school census purposes.

After identification we will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

The flowchart below shows the identification process/ Graduated approach at Broad Oak . As every child is unique and each situation is different there may be adjustments to the process.



## Quality First Teaching

'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of poor attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.'

'A wide range of pupils have SEN, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to EVERY pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.'

(National Curriculum 2014)

Teachers at Broad Oak Primary School are, in accordance with the SEND Code of Practice 2015, responsible and accountable for the progress and development of all pupils in their class. Teachers should do what they can to remove barriers to learning and to support children with SEND. Often, simple provisions can make a difference to learning e.g: pencil grips, seating position, Visual Aids etc. This Wave 1 provision is part of quality first teaching.

Teachers are also responsible for making provision within the classroom which targets 'gaps' in learning. Teachers should plan interventions to allow children to 'catch up' with their peers. These interventions are usually done in small groups and are aimed at children who can catch up with their peers within a short time frame. This Wave 2 provision may take place as part of classroom learning or as a withdrawal intervention, away from the classroom.

Children with SEND may require 1:1 support to address their needs. This Wave 3 provision may take place as part of classroom learning or as a withdrawal intervention, away from the classroom. Any 1:1 support is aimed to support those children with more complex needs, usually those with an Education, Health and Care plan. This support is to enable the child to become independent within the classroom/school and aims to support with organisational skills, learning behaviours, emotion regulation, communication and concentration/focus. 1:1 support will not usually be full time as this allows the child to practise their independence for gradually increasing periods of time.

## Local Offer

The Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to those families in Lancashire that have additional needs/special educational needs. The Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. It is expected that parents/school will draw on the expertise of agencies/services within the community in order to meet the needs of the child. Children with a wide variety of needs will have their needs met through the provision in place in school and the community.

Lancashire's Local Offer can be found on the following webpage:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

## SEN Support

High quality, differentiated teaching will be the first step in responding to pupils with SEND. Action to remove barriers to learning will be implemented and effective special educational provision will be put in place. When a decision is made to place the child on our SEND register, parents will be informed. The aim of the SEND register is to help school ensure that effective provision is put in place. The support provided consists of a four part graduated approach as advised in the Code of Practice 0-25years.

### Assess-Plan-Do-Review

#### Assess

The class teacher, working with the parents and SENDCO should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment comparisons with peers and national data , as well as the views and experiences of parents. This analysis will require regular review to ensure that support and provision is matched to need. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted following discussion and agreement from parents.

### Plan

Planning will involve consultation between the SENDCO and parents to agree the adjustments, provision and support that are required. AN ILP ( Individual Learning Plan) will be written which outlines targets, strategies and review dates. Parental involvement may be sought, where appropriate, to reinforce , or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Support staff may be deployed to work with children on a 1:1 basis if required.

### Do

The class teachers remain responsible for working with the pupil on a daily basis and for providing quality first teaching and learning experiences. They will retain responsibility for pupil progress, even when the interventions may involve withdrawal from class. They will work closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment and pupil's strengths and needs and strategies and resources for effective support will be provided by the SENDCO. Records of interventions/provision are kept to aid there view and assessment process.

### Review

Pupil progress reviews will take place at a termly meeting. The review process will evaluate the impact and quality of support and interventions. The SENDCO will revise the support and in light of pupil progress and development, make any necessary amendments going forward in consultation with parents and teachers.

### The EHA/TAF process

Sometimes when a child has needs that are not being met we may need to open a EHA. This Early Health Assessment is a voluntary assessment tool which allows professionals to pull together lots of information into one central place. The EHA is a key tool in the early identification of children and young people and their families who may experience problems or who are vulnerable to poor outcomes and underpins the work of Early Help. This process identifies unmet needs and works with the family to highlight strengths and protective factors, identifying appropriate actions to address the needs. At Broad Oak school our Head teacher, Learning Mentor and SENDCO are trained in the use of the EHA.

Once an EHA is completed, there may need to be a Team Around the Family meeting (TAF). This is an opportunity for professionals, parents and children to come together to plan next steps. Parents can opt in/out of the EHA/TAF process at any time.

### Links with other Agencies

In order to meet pupil's needs, we develop close links with all relevant external agencies. These include

- The school Nurse
- Community Paediatricians and GPs
- Occupational Therapy Service
- Physiotherapy Service
- Speech and Language Services
- Educational Psychology Service
- Inclusion, Disability and support Service
- Special Educational Needs and Disability Office
- Social services
- Early Intervention Team
- Child Adolescent and Mental Health services (CAMHS)
- Parent Partnership Service (IAS)
- Child and Family Wellbeing Service

School will liaise with any relevant agencies in order to meet pupil needs.

### Education Health and Care Plan

The majority of children and young people with SEND or disabilities will have their needs met within our school through SEN Support. Some children and young people may require further support and may need an EHC assessment. The local authority may decide whether it is necessary to make provision for the pupils with an EHC plan.

A Statutory Assessment is often required where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. Parents can make this request for Statutory Assessment but usually this is done in conjunction with the SENDCO. The decision to make a referral for an Education Health and Care Plan will be taken at a meeting which involves parents, SENDCO and any professionals working with the child. At this point, the Local Authority SENDO is usually involved.

The school will provide information to the Local Authority for consideration for an EHC plan.

A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. If it is deemed that a statutory assessment should take place, the Local Authority will request information from a variety of sources including parents, teachers, SENDCO, social care and health professionals. Information will be gathered relating to the current provision and a summary of any action points taken: the preliminary outcomes of the targets set from the basis of the profile.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested until the final EHC plan is issued, must take no more than 20 weeks.

Information about Education, Health and Care plans can be found at:

<http://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

Further information about EHC Plans can be found via the SEND Local Offer:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Following the statutory Assessment, the EHC Plan will be provided by Lancashire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and where appropriate for changes to be put in place.

## Exiting the Register

Some children may be placed on the SEND register but after intervention and targeted regular support it may be deemed no longer necessary. The decision to remove a child from the SEND register will be made in consultation with the child, parents, staff and all professionals working with the child. The class teacher will continue to monitor the child closely.

## Supporting Pupils and Families

The SEN Information Report is a statutory document which is published on the school website. This details the support offered by our school for parents and pupils. The SEN Information Report outlines:

- the kinds of SEND that are provided for
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood
- the approach to teaching children and young people with SEND
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- the expertise and training of staff to support pupils with SEND including how specialist expertise will be secured
- how pupils with SEND are enabled to engage in activities available with pupils in school who do not have SEND
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupil's SEND and supporting families
- arrangements for handling complaints from parents of children with SEND about the provision made in school

## Supporting Pupils at school with Medical Conditions

As a school we recognise that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an EHC plan which brings together health and social care needs as well as their special educational provision and the SEND code of Practice(2014) is followed.

Please refer to the school's policy on supporting pupils with medical conditions.

## The role of the SENDCO

The SENDCO has day to day responsibility for the operation of the SEND policy and coordination of provision to support those with SEND, including those with EHC plans. The SENDCO provides professional guidance to colleagues and will work closely with staff, parents, carers and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to the family ensuring that children with SEND receive appropriate support and high quality teaching.

The key responsibilities include

- overseeing the day to day operation of the school's SEND policy
- coordinating provision for children with SEND
- Liaising with relevant designated teacher where a looked after pupil has SEND
- Advising on a graduated approach to providing SEN Support
- Advising on the deployment on the school's designated budget and other resources to meet children's needs effectively
- Liaising with parents of children with SEND
- Liaising with EYFS providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a point of contact with external agencies, especially the LA and LA support services
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- 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

- Ensuring that the school keeps the records of all children with SEND up to date.

### The Governing Body

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Broad Oak our SEND governor is Mrs Rebecca Benton who will meet regularly with the SENDCO. The Governors have a commitment to provide the best possible provision for all children. The SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The Curriculum Committee receives a report and update on the progress on any SEND issues.
- The SEND Policy is reviewed regularly and is in line with Government legislation.
- The SEN Information Report is published online and reviewed regularly.
- The School prospectus explains how the school implements Special Educational Needs statutory requirements.

### Teachers

The class teacher is the first point of contact for parents who have concerns about any aspect of their child's progress. All class teachers are confident in the operation of the school's procedures for the early identification and assessment of a child's special educational needs. The class teacher is the person with key responsibility for devising and delivering appropriate support which is matched to the individual's needs, directing the work of the support staff and for setting up termly review meetings with parents.

### Support staff

Support staff are employed by the school to give support to the children identified with SEND. Support staff will implement programmes specified in each child's SEN Support Plan/ILP.

### Designated Teacher with Specific Safeguarding Responsibility

See the school's Child Protection policy for further information regarding safeguarding.

The Designated Senior Leaders for Child Protection is Miss Sarah Barton (Head Teacher).

Back up Designated Senior Leaders for child protection are Miss Sarah Meredith (Deputy Head Teacher) Mrs Kelly Dytham (Family Support Worker) and Mrs Alex Sutton (teacher and SENCO).

### Admission Criteria

Children are admitted according to the school's criteria. The school operates its equal opportunities policy with regard to pupils with special needs. The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant documentation and ensure appropriate provision is put into place for the child. The school's Admission policy can be found on the school website.

### Access for people with Disabilities

To ensure access for pupils, parents and visitors with disabilities, the school has wheelchair access to the main buildings. All of our classrooms are on the ground floor. Further information about the school grounds can be found in the SEN Information Report and the Accessibility Plan. The aim of the plan is to evaluate and develop inclusive practice and create an inclusive environment for all pupils with SEND.

### Records

In line with General Data protection Regulations 2018, the school maintains records securely. The Data protection policy gives further information about the storing and retention of pupil records. At Broad Oak we use an online recording system (CPOMS) to keep records relating to SEND, Child Protection, Behaviour, First Aid, Safeguarding. Any paper copies of documents are stored in locked cupboards.

### Partnership with parents

We will actively seek a close liaison with parents at every stage when considering a child's special educational needs. Class teachers will inform parents of areas of concern that they may have about children. At this stage we will encourage regular contact with parents so they can support the work of the classroom with the child at home.

When a child is on the SEND register, parents will be invited to a termly review of the ILP. Parents will be involved in the assess, plan, do, review process and their contributions will be valued. Any external agency reports/assessments will be discussed with parents.

### Monitoring and Evaluation of SEND

All progress, assessments and teaching strategies must be carefully monitored and reviewed to evaluate the quality of the provision we offer to our pupils. This process will be ongoing and will be important in informing the graduated

approach to supporting each child. This planning will consider a child's strengths as well as needs and will focus on a range of strategies. Pupils and parents will be involved in reviewing our provision during review meetings. The SENDCO will deploy support staff to make necessary extra provision for the child within the limits of available school resources.

The effectiveness of the SEND policy will be monitored regularly through:

- Early Years Foundation Stage Profile
- The monitoring of standardised test results
- Progress against individual targets
- Pupils work/ interview/ tracking
- Classroom observation and/or review of planning documents
- Senior Leadership Meetings
- Professional dialogue with colleagues and parents
- Governing body, through their monitoring policy
- Supervision meetings

### Pupil Transfer Procedures

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school

- The SENDCO will speak to the previous school's SENDCO
- Your child will be able to visit our school and stay for taster sessions

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school

- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new class teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.

In Year 6

- Each year pupils visit their forthcoming Secondary School for a taster day and also secondary teachers from the local schools visit to help ease the transition from Year 6 to Year 7.
- The SENDCO will discuss the specific needs of your child with the secondary school SENDCO.

- Children with Educational Health and care plans are offered extra taster sessions at their chosen secondary school. These are discussed at the transition meeting which is held in the Spring term.
- Your child will also participate in focussed learning relating to aspects of transition to support their understanding of the changes ahead.

### Finance/Resources

The Governors will ensure that the needs of pupils are met by employing a SENDCO and support staff to support teachers and pupils. The Head teacher and SENDCO will use the pupil's Educational Health Care Plan and LEA Banding Document to identify the areas of pupil need and make appropriate provision. Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes. The Governors will ensure that monies are set aside to develop resources in curriculum areas. The Head teacher and SENDCO organises and plans the amount of additional in-class, withdrawal and external specialist support required for pupils highlighted as needing SEND support and with an EHCP. The pupils needing SEN support are covered from within the school's existing resources, and receive specific in class and/or withdrawal support from named teaching assistants.

Any additional top up funding received for individual pupils will be spent on providing support staff or any required additional resources for that child. The SENDCO will report to the governors on the efficient and effective use of resources for all pupils on the SEND register.

### Training

The SENDCO regularly attends SENDCO Cluster meetings to keep up to date with local and national SEND issues and updates. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENDCO identifies SEND training through discussion with staff and through evaluating the specific needs and requirements of individual children. All teachers and support staff undertake induction when taking up post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the individual needs of pupils.

### Considering complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO and class teacher will work together with the parents to solve the problem.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the attention of the Head teacher. If the head is unable to resolve the difficulty the parents' concerns should be put in writing to the Chair of Governors ( Vicky Fellows-Molyneux) at [Vicky@avmconsult.co.uk](mailto:Vicky@avmconsult.co.uk)

### Bullying

Bullying is dealt with swiftly and effectively at Broad Oak. Please see our Behaviour Policy for more details.

Our policy will be reviewed in the Summer Term 2026