

Mapplewell Primary School SEND Policy

Mapplewell Primary School Vision:

"Developing a kind, respectful and happy community that promotes resilience and independence in all. Encouraging our pupils to leave Primary Education inspired and ready to contribute to the wider world."

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SEND POLICY

CONTENTS:

Section 1	Aims and Objectives of this Policy	4
Section 2	Legislative Compliance	6
Section 3	Duties to Manage SEND within our School	6
Section 4	Profile and Values	8
Section 5	Definitions of SEND and Disability	9
Section 6	Graduated Approach to Identifying if a Child Requires SEND Support	12
Section 7	Request for Statutory Education, Health and Care Assessment	15
Section 8	Statement of Special Educational Needs or Educational Health and Care Plan (EHCP)	15
Section 9	Partnership with Parents/Carers	16
Section 10	Involvement of Pupils	16
Section 11	Supporting Pupils at School with Medical Condition	16
Section 12	Effective Transition	17
Section 13	Admission Arrangements	17
Section 14	Accessibility and Exam Arrangements	18
Section 15	Storing and Managing Information	18
Section 16	Complaints	18
Section 17	Other Key Members of Staff	18
Section 18	Links with Other Services	19
Section 19	Information on Where the Local Authority's Local Offer is Published	19

Section 1: Aims and Objectives of this Policy

At Mapplewell Primary we aim to provide an inclusive, caring and supportive environment in which all pupils are valued equally and are given opportunities to develop to their potential.

All pupils are entitled to an education that enables them to make progress so that they 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.

As a mainstream academy, Mapplewell Primary School is committed to ensuring the best possible outcomes for pupils with SEND and raising the expectations and aspirations of all.

We work in collaboration with other schools and multi-agencies across the Local Authority and beyond to ensure consistency of approach.

The 2015 SEND Code of Practice states:

“All children and young people are entitled to an education that enables them to make progress so that they:

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.” [6.1.2015]

As a school our principles are to:

- Reach high levels of inclusion for all
- Value all pupils in school equally
- Ensure all pupil have their personal need recognised and addressed
- Ensure consideration of SEND crosses all curriculum areas and all aspects of teaching and learning
- Create clear records and maintain them to ensure communication of progress and awareness of need
- Support clear liaison with staff, parents/carers and outside agencies
- Advise staff on appropriate resources, materials, targets, strategies and evaluation
- Provide in-class support and individual programmes of work where appropriate
- Maintain and up update the SEND Register

Our objectives are:

- To identify pupils with SEND and ensure that their needs are met
- To ensure all pupils have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities
- To provide high quality support
- To maximise opportunities for pupils with SEND to join in all aspects of school life
- To ensure that pupils are allowed to express their views and opinions and are involved in decisions which affect their education
- To ensure that parents/carers are informed of their child’s SEND and to acknowledge and draw on parents/carers knowledge and expertise in relation to their child
- To secure effective collaboration with relevant external agencies
- To reinforce SEND as an issue for the whole school
- To outline processes that comprise the cycle of assessment and review

- To ensure practice complies with the guidance and expectations of the Disability Equality Scheme and contributes to the discharge of the school's Disability Equality Duty

Section 2 Legislative Compliance

This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2015. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents/carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice 2015
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Ofsted Inspection Framework
- Teachers Standards 2012
- National Inclusion Statement
- Schools SEND Information Report Regulations 2014

Our school has separate policies in place for - Safeguarding, Accessibility, Disability Equality, Anti-Bullying.

Our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010. This can be located on our website under the heading 'Key Information/SEND'.

The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at: <https://www.gov.uk/government/publications/send-support-easy-read-guide-for-parents>

Section 3 Duties to Manage SEND within our School

Name of Headteacher: G. Padfield

Name of SENDCO: J. Walker

3.1 General

The Head and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Director of SEND/Inclusion (SENDCO accredited). They are responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy. The Designated Member of Staff for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care and will work in close partnership with the Inclusion Team where a child may also have SEND.

All staff in school have a responsibility for maximizing the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged pupil will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

3.2 Headteacher

The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn and will ensure:

- the day to day management of all aspects of the school's work includes provision for pupils with SEND
- that the Governing Body are kept fully informed
- appoint and work closely with the SENDCO to ensure the policy is maintained
- communicate the policy to ensure consistency/understanding
- oversee documentation and sign statutory annual review documents as/when necessary.

3.3 Special Educational Needs and Disability Coordinator (SENDCO)

Our SENDCO will oversee the day- to-day operation of this policy and will:

- be a qualified teacher. If our SENDCO has not been employed in this capacity at our school or elsewhere for at least 12 months, he/she will gain statutory accreditation within three years of appointment
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- identify on the provision map those pupils requiring SEND support from the school's delegated budget, pupils in receipt of High Needs funding and with Education Health and Care plans
- co-ordinate provision for pupils with SEND
- liaise with and advise teachers and other classroom/targeted support staff
- manage the records on all pupils with SEND
- liaise with parents of children with SEND, in conjunction with class teachers
- contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development
- review and revise learning and wider outcomes on SEN Support Plans
- co-ordinate multi agency meetings and statutory Annual Reviews for pupils with an Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners
- ensure effective and timely transition arrangements for pupils moving into and out of our school
- evaluate regularly the impact and effectiveness of all additional interventions for pupils with SEND
- follow Local Authority guidance and procedures when it is considered that a pupil with significant and long-term SEND may require significant support through statutory processes
- liaise closely with a range of outside agencies to support vulnerable learners

3.4 Teaching Staff

Our teachers will:

- focus on outcomes for every pupil and the outcome wanted from any SEND support

- be responsible for meeting special educational needs under the guidance of the SENDCO and Principal
- have high aspirations for every pupil setting clear progress targets
- involve parents and the pupil in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress

3.5 Teaching Assistants

TAs are part of our whole school approach to SEND working in partnership with the class teacher and the SENDCO. We deploy our TAs depending on their level of experience and the needs of learner. TAs can be part of a package of support for the individual pupil but are never a substitute for the teacher's involvement with that child.

Section 4 Profile and Values

Our School Profile

Mapplewell Primary School is part of a Multi Academy Trust serving pupils from Nursery to Year 6. It is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. The presence of pupils with either a disability or special educational needs is warmly welcomed by all School staff and Governors. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. Mapplewell Primary School is an inclusive school which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

These four broad categories give an overview of the range of needs that the school plans for with good outcomes achieved for these pupils. Support and provision are directly led by the planned outcomes for the pupil and the progress the pupil makes towards these. The person centred planned outcomes therefore are the primary focus of the school.

Our School Values:

We celebrate our pupils' strengths, interests and individuality. We have high expectations and aspirations daily for all our pupils. The views, wishes and feelings of our pupils are central to all we do. We work positively and proactively with parents/carers and others involved. All our pupils are entitled to a broad, balanced and relevant education and to feel secure, safe and valued. All pupils are encouraged to participate in the life of our school. All our teachers are teachers of pupils with SEND and are responsible for their progress and development.

We believe pupils thrive and achieve their potential through:

- A safe and secure environment, where they do not fear failure, as it is a stepping stone to greater success and understanding
- A happy place where their thoughts, feelings and interests are used by our teachers to provide an interesting learning experience and create an atmosphere of belonging

- A warm, caring atmosphere, where communication, teamwork and independence are a central part of the school ethos and pupils are encouraged to develop them through celebration and reward
- A curriculum based on a broad and balanced learning journey, which is stimulating, practical, skills based and caters for pupils' needs on an individual basis
- Equal access to the curriculum, regardless of ability, gender, race, or religion
- Developing and nurturing an appreciation of the importance learning
- An environment that focuses on the development of the whole pupil

Section 5 Definitions of SEND and Disability

5.1 SEND Definition

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

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

[DfE (2015) SEND Code of Practice]

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Pupils may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.

5.2 Communication and Interaction (C and I)

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil 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.

Pupils with Autism Spectrum Condition (ASC), including Asperger's

Syndrome and Autism, are likely to have particular difficulties with social Interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

5.3 Cognition and Learning (C and L)

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and
- Profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia
-

5.4 Social, emotional and mental health difficulties (SEMH)

Behaviour difficulties become special educational needs (as defined by the SEND Code of Practice 2015) called 'SEMH' when there is a detrimental impact of social, emotional or mental health needs, resulting in the pupil not attaining at age expected levels.

For example, a pupil who is having difficulty regulating their emotions at school (either due to their own internal regulation difficulties or external factors) and who is unable to implement the behaviours-for-learning required to make expected progress and attainment, may be described as having a special educational need.

Pupils and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include; becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils and young people may have conditions such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

The Department for Education (DfE) has published Guidance on managing pupils' mental health and behaviour difficulties in schools. <https://www.gov.uk/government/publications/mental-health-and-behaviour-inschools--2>

5.5 Sensory and/or physical needs

Some pupils require special educational provision because they have a disability which 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 pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Pupils with an MSI have a combination of vision and hearing difficulties.

Some pupils with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

5.6 Difficulties which may not be related to SEND

Some pupils in our school may be underachieving, which may be caused by a poor early experience of learning but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEND. We assess all aspects of a pupil's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEND or a disability.

The following concerns may impact on a pupil's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After child
- Being a child of Serviceman/woman

5.7 Disability

The definition of disability under the Equality Act 2010 is *"...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."*

This definition provides a relatively low threshold and includes more pupils than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupils with such conditions do not necessarily have SEND, but there is a significant overlap between disabled pupils and those with SEND.

Where a disabled pupil requires special educational provision, they will also be covered by the SEND definition.

The DDA, as amended by the SEND and Disability Act 2001, places a duty on all Academies to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Academies are required to produce written accessibility plans for their individual Academy.

Section 6 Graduated Approach to Identifying if a Child Requires SEND Support

Whole school general identification and assessment of pupils' needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review (APDR) via SEN Support Plans)
- listening to and taking into account the pupil's views, wishes and feelings
- SEN Support Plans, medical care plan, provision map (group or individual), in-school tracking systems
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual pupils' progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs

- exchanging information from other services across education, health, care and the voluntary sector
- in school diagnostic testing to inform interventions or approaches
- involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review

6.2 General provision for all pupils using core school funding

All pupils will have access to well-differentiated, Quality First Teaching enhanced, where appropriate, through low level, short term interventions.

Pupils who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be pupils with SEND.

6.3 Examples of Curriculum Access and Provision

Where pupils are underachieving and/or identified as having high incidence (low need) special educational needs, the school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual pupils:

- Teachers differentiate learning activities as part of Quality First Teaching
- Targeted additional adult group and, where appropriate, individual support
- Diagnostic assessments of need fed into interventions
- Bilingual support/access to materials in translation
- Differentiation of curriculum resources
- SMART setting of outcomes
- Booster intervention groups
- Emotional care, nurture, and friendship support groups

6.4 Monitoring and Evaluation of progress

- Ongoing assessment of progress against targets and expected outcomes.
- Scrutiny of planning and level of differentiation and use of classroom resources
- Informal feedback from all staff
- Pupil and parental questionnaires and conversations specifically via the Annual Review and application for EHCP process
- Pupil progress tracking using assessment data (whole school processes)
- Attendance records and liaison with Education Welfare Officer (EWO) where appropriate

6.5 Additional SEND Support provision, monitoring and review using school's delegated additional needs funding

The Children and Families Act 2014 and the SEND Code of Practice 2015 has introduced SEND Support (K) to replace School Action and School Action Plus from September 2014. Meetings with parents occur in relation to their child's SEND at appropriate times throughout the year. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEND funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will deploy a minimum of £6,000 per child per year to contribute to meeting additional needs above the usual teaching and learning entitlement.

In addition to the identification, assessment, provision and monitoring for all pupils, our approach to SEND Support is as follows:

- Class teachers, sometimes with the SENDCO, will discuss with parents if we feel that their child requires SEND Support
- Additional SEND support will be in place when a pupil's needs require intervention which is "additional to" or "different from" the well differentiated curriculum offer
- We will agree SMART targets towards long, medium and short-term outcomes that are reviewed termly with parents and their child as appropriate (on an SEN Support Plan)
- Pupils will have targets they can understand
- Our SEN Support Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended
- We will use the latest LA's guidance on SEND Descriptors
- Targets will address the underlying reasons why a pupil is having difficulty with learning
- Our SEN Support Plans will be accessible to all those involved in their implementation – pupils should have an understanding and ownership of their plan
- Our SEN Support Plans will state what the pupil can do, what the pupil has difficulties doing and how they will be supported to move forward with learning and wider outcomes
- Our SEN Support Plans will have SMART targets
- Targets for an SEN Support Plan will be arrived at through:
 - *discussion, wherever possible, with parents/carers,
 - *teachers, support staff and the pupil involvement
 - *discussion with other practitioners as appropriate
 - *classroom observations by the school's Special Educational Needs and disability Co-ordinator (SENDCO) and other senior leaders (as appropriate)
- Our SEN Support Plans will be time-limited – at review, there will be an agreed "where to next?"
- Our SEN Support Plans will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time

Where the pupil's class teacher, SENDCO and parent agree that the pupil has made good progress, it may be appropriate for needs to be met through effective class-based strategies, resources and whole school interventions and assessment. In this instance, the pupil would no longer be recorded as being in receipt of SEND Support.

Section 7 Request for Statutory Education, Health & Care Assessment

For some pupils with SEND, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these

circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the pupil and/or contributing to their provision.

When specialist equipment or a high level of staffing support is required to support a pupil with SEND, our school will fund this as part of additional SEND support up to £6,000 per year for each individual pupil. Pupils with no SEND but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

For some pupils additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEND Team before a request is submitted.

Section 8 Statement of Special Educational Needs or Educational Health and Care Plan

Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils in receipt of SEND Support and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

Section 9 Partnership with Parents and Carers

Our School aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting pupils and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the pupil's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of sources of information, advice and support
- Providing all information in an accessible way for parents with English as an Additional Language
Producing a SEND Information Report that will be published on the school website; and
- Publishing information about the Pupil Premium (expenditure & impact) on the school website

- Consulting pupils, parents, carers and the community of the School on issues of accessibility and equality

Section 10 Involvement of Pupils

Pupils have the right to be involved in making decisions and exercising choice. We endeavour to involve all pupils fully by encouraging them to:

- Share their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and set new targets
- Monitor their success at achieving the targets.

Section 11 Supporting Pupils at School with Medical Conditions

Some pupils in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some pupils 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 special educational needs (SEND) and may have an EHCP which brings together health and social care needs, as well as their special educational provision.

Section 12 Effective Transition

For all pupils, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.

When pupils are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

We will discuss transition needs of all pupils with an Education Health and Care Plans at their statutory Annual Reviews.

A transition plan will be produced and shared with the family with the involvement of the receiving school.

For pupil with an Education Health & Care Plan in transition years, the SENDCO will also be invited to attend any Annual Reviews for the pupils who are transferring.

Section 13 Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the Academy).

Section 14 Accessibility and Exam Access Arrangements

The statutory examinations our pupils take are designed to be accessible to the majority of pupils in the specified amount of time without any modification. In the case of pupils with SEND, they may be eligible for access arrangements. However, these arrangements must be part of normal classroom practice for the pupil.

If it is deemed appropriate for access arrangements to be put in place for a pupil (extra time, reader, scribe) then they will be assessed by a person holding the required qualification (CPT3A) and relevant JCQ documentation will be entered into the system by the Exams Officer.

Section 15 Storing and Managing Information

Our School aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill.

Section 16 Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the class teacher and SENDCO. In the case of an unresolved complaint the issue should be taken through the School complaints procedure.

Section 17 Other Key Members of Staff in our School

Designated Safeguarding Leads: Mrs G Padfield & Mrs R Clarke (Deputised by Mr S Garrood & Mr R Taylor)

Mrs G Padfield: responsible for managing PPG/LAC funding.

Section 18 Links with Other Services

Effective working links are maintained with:

- Educational Psychology Service
- The Special Educational Needs Team: 01226 773966
- SENDIASS
- Attendance & Pupil Welfare Service

- Virtual School for Children in Care
- Children with Disabilities Team
- SALT (Speech & Language Team)

Section 19 Information on where Barnsley Authority's Local Offer is Published

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/send-local-offer/>