

# HOWES COMMUNITY PRIMARY SCHOOL



## SEND POLICY November 2025



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## 1. Introduction

At Howes Community Primary School, we are proud to be a highly inclusive learning community. We are committed to ensuring that every pupil can thrive, maximise their life chances, and become active, engaged citizens. Our school fosters a positive learning environment where every child is encouraged to be the best they can be. This is achieved through high expectations, mutual respect, and a celebration of individual differences. We provide rich, enjoyable learning experiences that foster independence, curiosity, and a lifelong love of learning. We aim to raise aspirations and expectations for all pupils with Special Educational Needs and Disabilities (SEND).

Our inclusive, caring, and secure environment is focused on achieving meaningful outcomes for all children. Teaching is carefully tailored to provide both challenge and support. To help pupils overcome barriers to learning, we adapt the curriculum and match tasks to individual needs, enabling all children to participate fully in their learning alongside their peers.

From the Early Years Foundation Stage through to Year Six, we ensure that every child is included in all aspects of school life. We work in partnership with the Local Authority following the Local Offer (<https://www.coventryfamilies.co.uk/send-home>) and follow the statutory guidance outlined in the SEND Code of Practice (2014) (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>).

Some children may require additional support for a short period, while others may need longer-term interventions. Where a child's needs persist, we work closely with parents/carers, the child (where appropriate), and the class teacher to determine the best course of action. If necessary, the child will be placed on the SEND Support Register following a collaborative decision-making process.

Our school defines SEN as:

**"Any child who receives support that is additional to or different from everyday classroom practice and/or receives support from external agencies."**

### 1.1 Our Vision

We want every child to leave our school with:

- A passion for learning and an enquiring mind
- Strong moral values, tolerance, and mutual respect
- High self-esteem built on resilience, determination, and aspiration
- An understanding that learning is a lifelong journey
- The skills and confidence needed to succeed in the future

## 1.2 Our School Values

At Howes Community Primary school our Values underpin everything we do and are something that the whole school community live and breathe. These values are what makes our school ethos so special and because of them we have created an inviting culture of community and inclusivity within school.

**Friendship** -Friendship is playing with each other, being kind, listening and having fun.

**Respect** -Respect is being kind to everyone and treating everyone how you would want to be treated yourself.

**Integrity** -Integrity is being honest and doing the right thing all the time just because you know it is right.

**Equality** -Equality is treating people the same but knowing that everyone is different.

**Nurture** -Nurture is being caring and looking after one another; making sure that everyone feels happy and safe.

**Determination** -Determination is never giving up. Striving to always be the best that you can be in everything that you do.

## 2. Aims and Objectives

Our school is committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their full potential. We aim to:

- Identify and assess pupils with SEND or underachievement as early as possible and implement effective interventions following a graduated response.

- Ensure all pupils have full access to the national curriculum and wider school activities.
- Ensure pupils with SEND can fully participate in all aspects of school life, alongside their peers.
- Promote a whole school approach to supporting children with SEND where all staff share responsibility for meeting pupils' needs.
- Support every child's personal development to maximise their potential and self-esteem.
- Ensure curriculum planning and assessment reflect individual needs and difficulties.
- Provide guidance and professional development for staff working with SEND pupils.
- Appoint a qualified SENCO to lead SEND provision and uphold the school's inclusion policies.
- Work closely with parents, carers, external agencies, and other schools to support pupil progress.
- Involve pupils in decisions affecting their education and support.
- Define staff roles in identifying and supporting SEND pupils.
- Create a learning environment that meets the diverse needs of all children.
- Help pupils with SEND fulfil their aspirations.
- Help pupils with SEND become confident individuals living fulfilling lives.

### **3. Legislation and Guidance**

This policy has been written with reference to the following guidance and documents:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Part 3 of the Children and Families Act 2014,](#)
- [The Special Educational Needs and Disability Regulations 2014,](#)
- [Equality Act 2010](#)
- [Public Sector Equality Duty](#)
- [Governance Handbook,](#)
- [School Admissions Code,](#)
- [Statutory Guidance on Supporting pupils at school with medical conditions April 2014](#)

- [The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013](#)
- [Teachers Standards 2011](#)

This policy sits alongside the school's SEN Information Report (which was co-produced with Parents and Children) and the following school policies:

- Intimate Care Policy
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Medical Conditions Policy

## 4. Identifying Special Educational Needs

The SEN Code of Practice (2014) states that "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

Pupils are considered to have a **learning difficulty** if they have significantly greater difficulty in learning than most others of the same age.

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 or learning difficulties, so that they are not at a substantial disadvantage compared with their peers.

### 4.1 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.



AREA OF NEED	
Communication and interaction	<p>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 not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• 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</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## **5. Roles and Responsibilities**

### **5.1 The Role of The Inclusion Lead**

The Inclusion Leader at Howes Primary School is Mrs Melanie Walters, she is the designated Special Educational Needs and Disability Coordinator (SENDCO) and is also the Deputy Headteacher and a Safeguarding Lead.

The Inclusion Leader will:

- Positively promote and oversee the day-to-day operation of the school's policy for SEND.
- Work collaboratively with pupils, parents, staff and governors to ensure the most appropriate interventions and outcomes for those pupils identified as having SEND.
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Coordinate specific provision for children with SEND.
- Liaise with external agencies including the LA's support, Early Years providers, educational psychology services, health, social services and voluntary bodies.
- Monitor the progress and attainment of all pupils with SEND.
- Contribute to the professional development of all staff.
- Organise and monitor SEND resources, advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Advise staff, parents and governors on the graduated approach to providing SEND support.
- Support staff in early identification.
- Maintain the Special Educational Needs Register
- Support planned transitions by liaising with potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Work with the relevant governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.

- Ensure that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Be familiar with the provision in the Local Offer and the professionals who are providing a supporting role to families.

## **5.2 The Role of the Class Teacher**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted 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.
- Early identification of pupils with SEN.
- Ensuring they follow this SEND policy and the SEN information report.
- Work with the Inclusion Lead and external agencies, providing reports when necessary.
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

## **5.3 The Role of SEND Governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Monitor and support the SENCO and Senior Leadership in the implementation of the SEN Policy and SEND Information Report.
- Inform Governors of any issues regarding the implementation of the SEND policy

### **5.3 The Role of 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 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 their child's progress.

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

### **5.4 The Role of 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 (where appropriate)
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

## **5.5 Additional Responsibilities**

- Lead Teacher of the Deaf: Ms Lucy Carradine
- Designated Safeguarding Lead: Mrs Zoe Cook (Headteacher),
- Deputy Designated Safeguarding Lead: Mrs Melanie Walters (Deputy Headteacher) and Mrs Alison McKenzie (Learning Mentor),
- Pupil Premium Grant: Mrs Zoe Cook (Headteacher) and Mrs Melanie Walters (Deputy Headteacher),
- Looked After and Previously Looked After Children: Mrs Melanie Walters (Deputy Headteacher),
- Medical needs: Mrs Alison McKenzie (Learning Mentor).

## **6. Our Approach to SEND Support**

### **6.1 Identifying pupils with SEND and assessing their needs**

At Howes Community Primary School, we believe that early identification of Special Educational Needs and Disabilities (SEND) is essential to ensure the best outcomes for our pupils.

We gather evidence through:

- Our school's assessment processes, including data analysis, classroom observations, and Pupil Progress Meetings.
- Concerns raised by parents or carers.
- Consideration of progress in wider areas such as social development and emotional wellbeing, not just academic attainment.

### **6.2 Initial concerns and early action**

When a class teacher has concerns about a pupil's progress, they will:

Discuss these with the pupil's parents or carers at the earliest opportunity.

Seek their views and support.

Liaise with the school's Inclusion Leader (SENCO).

### **6.3 Ongoing monitoring and assessment**

The Inclusion Leader, Senior Leadership Team (SLT), and class teachers regularly review pupil progress to identify those who may need additional support. This includes pupils whose progress:

- Is significantly slower than their peers from the same starting point.
- Does not match or exceed their previous rate of progress.
- Fails to close or widens the attainment gap with peers.

It is important to note that slow progress or low attainment does not automatically mean a pupil has SEND. We also consider other factors that may temporarily affect learning or behaviour. For pupils with English as an Additional Language (EAL), we take extra care to ensure that language acquisition is not mistaken for SEND.

### **6.4 Additional indicators of SEND**

We use a range of indicators to help identify SEND, including:

- Baseline and end-of-EYFS data, SATs, and termly assessments.
- Local authority SEND criteria.
- Concerns raised by teachers or parents.
- Progress tracking over time.
- Information from previous schools or external services.

### **6.5 Targeted support and next steps**

When a pupil is identified as making slower progress, the class teacher will:

- Adapt teaching strategies and provide targeted support.
- Monitor the impact of these interventions.
- If progress remains limited, consult with the SENCO to explore whether the pupil may have SEND.

In consultation with parents or carers, we may also seek advice from external professionals. We always begin with the desired outcomes for the pupil and consider whether these can be met through our existing provision or if additional support is needed.

## **6.6 Transitions and new starters**

If a pupil joins our school and:

- Has already been identified with SEND,
- Is known to external agencies, or
- Has an Education, Health and Care Plan (EHCP),

we work closely with previous settings and professionals to ensure a smooth transition and early support.

## **6.7 The SEND register**

The Inclusion Leader maintains a SEND Register, which is reviewed termly. Pupils are added following the identification process and with parental agreement. Where appropriate, external advice is sought, and SEND Support Plans are created and reviewed each term.

## **6.8 Our Graduated Response to SEND**

Once a pupil is identified as having SEND, we follow a structured approach:

### **Step 1: Placement on the SEND register**

The class teacher, SENCO, and parents/carers agree to place the pupil on the SEND Register.

### **Step 2: Planning support**

We set personalised targets and outline support strategies in an Individual Education Plan (IEP) or a My Support Plan, depending on the level of need.

### **Step 3: Reviewing progress**

Plans are reviewed regularly with parents/carers using the *Assess, Plan, Do, Review* cycle. External professionals may be involved, and standardised assessments used to track progress.

### **Step 4: Considering an EHC needs assessment**

If a pupil has complex needs and continues to make limited progress despite support, the school or parents/carers may request an Education, Health and Care (EHC) needs assessment, in line with statutory guidance.

We are committed to working in partnership with pupils and their families throughout this process, ensuring their voices are heard and their views respected.

## **6.9 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded as an Individual Education Plan a My Support Plan or as an Educational Health and Care Plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved,



to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

### **7. Levels of support**

#### **7.1 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.

#### **7.2 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.

### **7.3 Where further external support is needed**

Some children will need support from outside agencies. Currently, we work with a wide range of external services including:

- Educational Psychology Services (EP)
- SEMHL (Social, Emotional and Mental Health – Learning and Behavioural Difficulties)
- Complex Communication and Autism Spectrum Disorder
- Speech and Language Therapy Service (SaLT)
- Sensory Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- School Nursing Team
- Occupational Therapy

You can find out more about local services that we use in our SEND Information Report which is on our website.

## **8 Criteria for removal from the SEND register**

If, following ongoing monitoring and standardised assessments, it is determined that a child no longer requires SEND support, a consultation will take place involving the Inclusion Lead, the class teacher, and the child's parents or carers.

If all parties agree that removal from the SEND register is appropriate, the school will issue a formal letter to the parents/carers confirming the decision.

The child will continue to be monitored through the rigorous assessment and monitoring that is in place for all children.

## **9. Evaluating the effectiveness of SEND provision**

The Inclusion Lead, alongside the Senior Leadership Team (SLT), regularly monitors the quality and impact of SEND provision through a range of activities. These include:

- Talking with staff and pupils to gather insights
- Reviewing pupils' work (book looks)
- Observing lessons and conducting learning walks
- Holding termly Pupil Progress Meetings

To evaluate how well our provision supports pupils with special educational needs, we also:

- Track individual progress using provision maps and assessment data
- Review support plans as part of the graduated approach each term
- Use pupil voice questionnaires to understand their experiences
- Carry out regular monitoring by the SENCO
- Hold annual reviews for pupils with Education, Health and Care (EHC) plans
- Seek feedback from pupils and their parents or carers

This ongoing evaluation helps us to adapt and improve our support, ensuring that all pupils with SEND make progress and feel included in school life.

## **10. Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full 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 special educational needs (SEN) and may have an Education, Health and Care (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 our Medical Conditions Policy for further details.

## **11. Safeguarding**

At Howes Community Primary School we recognise that pupils with Special Educational Needs and Disabilities (SEND) may face additional safeguarding challenges. Research shows that children with SEND are more vulnerable to abuse and maltreatment than their peers. We are committed to ensuring that all staff are aware of these increased risks and are equipped to respond appropriately.

We understand that children with SEND may:

- Be more likely to experience bullying, including prejudice-based bullying.
- Face greater risks online, such as cyberbullying, grooming, and radicalisation.
- Be more vulnerable to different forms of abuse, including child-on-child abuse, neglect, and sexual violence or harassment.

We also acknowledge that there can be additional barriers to recognising signs of abuse or neglect in pupils with SEND. These may include:

- Misinterpreting signs such as changes in behaviour, mood, or physical injuries as being related to a child's SEND rather than potential safeguarding concerns.
- Increased likelihood of social isolation or exclusion from peer groups.
- Difficulties in communication, which may make it harder for pupils to express concerns or seek help.
- A higher risk of being disproportionately affected by harmful behaviours without showing obvious signs.

To address these challenges, our staff receive training to help them identify and respond to safeguarding concerns in pupils with SEND. Any concerns will be carefully investigated by the Designated Safeguarding Lead (DSL) in collaboration with the Inclusion Leader.

## **12. Storing and managing information**

Howes will follow the schools Record Management policy with regards to storing and managing information held about SEND. All documents

regarding SEND will be stored in locked filing cabinets and on secure ICT systems within the school.

### **13. Training and resources**

To ensure high-quality teaching and provision that meets the strengths and needs of all pupils, all staff are encouraged to engage in ongoing training and professional development. This training is coordinated by the Inclusion Lead and may be delivered internally or by external specialists, with support from the Senior Leadership Team.

All new teaching and support staff receive a comprehensive induction when they join the school. As part of this process, they meet with the Inclusion Lead to:

- Gain an understanding of the school's systems and structures for SEND provision.
- Learn about current SEND practices and expectations.
- Discuss the specific needs of individual pupils they will be working with.

This approach ensures that all staff are well-prepared to support pupils with SEND effectively from the outset of their role

### **14.Reviewing the policy**

This policy has been written with regard to the SEN Code of Practice (July 2014).

The SEN Policy updated biannually and the SEN Information Report will be updated annually by the SENCO / Inclusion Lead and shared with all staff and governors.

### **15. Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Howes Primary School work closely with the LA to ensure that accessibility is considered in all building work.

Curriculum accessibility is closely monitored and assessed by the Senior Leadership Team.

For more information please see [School Accessibility Policy](#) and [Coventry's Accessibility Strategy](#).

## **16. Concerns/complaints**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. If the concern or complaint is not resolved then please contact the Deputy Headteacher. If the complaint is still unresolved or is of a serious nature a meeting will be scheduled with the Headteacher. Please refer to our school's [complaints policy](#).

Initial complaints can be made in person, by telephone or by writing but to ensure that complaints are handled appropriately, are suitably resolved and to ensure effective communication between home and school, in person meetings are preferable and will be scheduled.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

Date of Review: November 2025

Date of Next Review: November 2027