



Headlands Primary School

Special Education Needs and Disability

Introduction

Meeting the requirements of those with Special Educational Needs and Disabilities (SEND) is the responsibility of all within the school community and as such this policy has been produced in various forms of consultation, in line with current legislative requirements and within the guidelines and inclusion policies of the Local Education Authority and other policies current within the school.

The contents are subject to review annually or where appropriate at the decision of the Head teacher or the Governing Body.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (DfE, 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE) June 2014
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (Dec 2015)
- Keeping Children Safe in Education (Sept 2025)
- The National Curriculum in England: Framework for Key Stage 1 and 2 (July 2014)
- Child Protection Policy
- Accessibility Plan
- Teachers Standards 2021
- York SEND Outcomes Framework

Rationale

Headlands Primary School is an inclusive mainstream primary school. All staff work hard to ensure all children will reach their full potential in a happy, caring, safe and respectful environment. The Governing Body and staff of Headlands Primary School are committed to providing high-quality education for all our children, promoting positive social development and aspirational academic outcomes. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced curriculum, which is accessible to them, and should be fully included in all aspects of school life.

At Headlands, all children are equally valued. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to engender a sense of community and belonging, and to offer new opportunities to learners taking into account their needs and experiences.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe in both early identification and early intervention. We understand that many pupils, at some point in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. We are committed to intervening early and planning provision and support in line with the needs of the child, not dependent on a formal diagnosis. We aim to

identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to their full potential.

This policy describes the way we meet the needs of children who experience barriers to their learning, including the learning environment they experience in school.

Aims

At Headlands we aim to:

- Develop all children to reach their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school; access to a broad and balanced curriculum in line with the National Curriculum and SEN code of practice.
- Ensure all staff follow a consistent, whole-school approach to the identification and provision for pupils with special needs and disabilities throughout the school.
- Identify children with an SEND, as early as possible, in order to support their physical, social, emotional or intellectual development, in response to an individual's needs.
- Raise aspirations and expectations for all children, in all areas of school life.
- Raise an awareness of inclusion, tolerance and an awareness of diversity and strive to ensure this is promoted within our school community.
- Provide children with the skills and attributes necessary for adult life.

Objectives

- To ensure every child feels valued, respected as an individual and able to recognise their skills and strengths.
- To identify and provide for pupils who have special educational needs and additional needs, following a robust system for the process of SEND identification so each pupil has the appropriate intervention and support in order to achieve.
- To provide within the school a graduated response that recognises there is a continuum of special educational need.
- To ensure continuous monitoring of the progress of all pupils to aid the identification of SEND and ensure that all pupils with SEND reach their full potential.
- To have high expectations for all children and give every child the opportunity to experience success in their learning.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- To ensure all children who are placed on the SEND support list are appropriately supported in their learning and development through appropriate provision to overcome any barriers to learning.
- To provide support, advice and training for staff to meet the needs of individual children and quality teaching and learning for all children.
- To foster and maintain effective links with all outside agencies, educational support services and the local settings, such as secondary schools and pre-schools where necessary to support a child's development.
- To develop and maintain partnership, high levels of engagement and communication with parents; involve parents in decision making through consultation and to foster a partnership of support.
- To embed inclusive practice in the school environment; children with SEND and their families, staff in the school setting and outside agencies work in collaboration with a shared

understanding to use the graduated approach to meet the needs and support the needs of a child with SEND.

Roles and Responsibilities

Everyone in the school community, governors, staff, pupils and parents, has a positive and active part to play in achieving the aims of our SEND policy. The following people have particular responsibilities:

Governors are responsible for:

- Ensuring the necessary provision is made for any pupil with SEND.
- Pupils with SEND join in school activities alongside other pupils, so far as it is reasonable and compatible with their needs.
- They have due regard to the requirements of the Code of Practice for Special Educational Needs.
- They are informed about SEND issues which contributes to future planning.

The **Head Teacher** is responsible for:

- The appointment of the SENCo.
- To work alongside the SENCo in overseeing the school's provision including staffing and resources.
- To keep the governing body informed about the progress of pupils with SEND.

The **SENCo** is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Assisting with identifying children with special needs.
- Coordinating provision for children with special educational needs and disabilities.
- Promoting a graduated approach to providing SEND support across the school, liaising and advising other staff as necessary.
- Liaising with and advising fellow teachers on the graduated approach to providing SEND support.
- Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the pupils themselves.
- Setting up and monitoring in-class support and interventions.
- Liaising with colleagues in writing, monitoring and reviewing the support plans for pupils with SEND support.
- Contributing to the professional development of staff in areas of SEND.
- Advising on aspects of differentiation, classroom practice and resourcing.
- Organising and attending annual reviews of Educational Health Care Plans (EHCP).
- Maintaining the SEND register.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Liaising with parents of children with SEND.
- Updating the school's website with details about SEND provision and the Local offer.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about the options and a smooth transition is planned.
- Ensuring the school's accessibility plan is implemented.
- 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.

Class teachers are responsible for:

- The education and pastoral care for the children within their class.
- Providing high quality teaching for all children that is differentiated to meet children's needs.
- Making themselves aware of the school's SEND policy and procedures for identification of those pupils who require extra support in class, raising initial concerns and consulting the SENCo for advice and support.
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Planning for, monitoring and recording individual progress of all children in their class.
- Regularly reviewing the impact of adjustments, interventions and support for those pupils with SEND.
- Managing teaching assistants in their classrooms on a day-to-day basis to plan and provide appropriate provision and support.
- Directly liaising with parents of children with SEND and the SENCo.

Teaching Assistants should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedure for giving feedback to teachers and the SENCo about pupils' progress.
- Encourage and promote pupil independence where appropriate.
- Work with the SENCO and teachers to ensure inclusion of pupils with SEND within the class.
- Attend review meetings if they are 1:1 SEND TAs.
- Prepare and adapt materials if they are 1:1 SEND TAs.

Parents should:

- Raise any concerns about their child regarding SEND either directly to the class teacher/ SENCo or use the referral form available on the school website.
- Contribute their knowledge of the child towards a shared view of the child's needs and the best way of supporting them.
- Communicate with the school and relay valuable information regarding the child's progress at home, so as to inform practice at school.
- Attend review meetings for SEND support plans and EHCPs in order to capture parent voice.
- Contribute their views towards any forms that ask for parent/carer views.

Definition of Special Educational Needs

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. However, some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

SEN Code of Practice, 2014

Section 6.12 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them.

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

- Have a significantly greater difficulty in learning than the majority of others of the same age;

or

- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

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

For children of two or over, educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority (LA), other than special schools, in the area.

Types of Special Educational Need (SEN)

The SEN code of practice (2014) states children's needs and requirements falls into the following 4 areas:

Communication and Interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, Mental and Emotional Health

This includes children who may experience a wide range of social and emotional difficulties; such as feeling withdrawn or isolated or displaying disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or eating disorders. Some children may have conditions such as ADHD or attachment disorder.

Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties such as a visual impairment, hearing loss or a sensory processing difficulty.

It should be noted that individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties and be struggling with their self-esteem. The purpose of identification is not to fit a pupil into a category but to determine what action the school needs to take.

The SEN Code of Practice (2014) states:

- Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.
- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

When identifying SEND the following criteria may be considered:

- A child's early history (including a premature birth) and/or parental concern.
- A low entry profile.
- A low Foundation Stage profile.
- A pupil's lack of progress despite receiving a differentiated curriculum and high-quality teaching.
- Low achievement in National Curriculum i.e. significantly below the suggested level for their age.
- Requiring specialist material/equipment or support for sensory/physical problems

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that 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'.

'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. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Identification and Review of Pupils' Needs

Provision for children with special educational needs is a matter for the whole school. The governing body, Headteacher, SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

The SEN Code of Practice, 2014 states, '*All teachers are teachers of children with special educational needs*'.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Parental Concerns about Special Educational Needs

If there are concerns from a parent about their child's development and that they believe they have a special educational need or disability, a parent should fill out a 'parent initial concerns form' outlining their concerns.

A Graduated Approach to SEN Support

All pupils at Headlands receive quality first teaching. The progress of all children is assessed at regular intervals as part of the school's tracking process. We assess each pupil's current skills and

levels of attainment on entry, building on information from previous settings and key stages where appropriate. Teachers are responsible and accountable for the progress and development of all of the pupils in their class.

Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. If the teacher notices that a pupil is not making as much expected progress as fellow peers, they will address the gaps in their learning. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

When a child is not making the expected progress; either academically or socially, despite adjustments to inclusive quality first-teaching, in-class support and small group interventions, next steps must be taken.

Next steps

The class teacher has identified a child is facing challenges to make progress and should liaise with the child's parents to discuss their concerns. Once information has been gathered from parents to build up a wider picture of the child, the class teacher should then make a referral using the 'staff initial referral form' to formally share their concerns with the SENCo.



The SENCo will gather information about the child, including assessment details and evidence through observations, to carry out a clear analysis of the pupil's needs and decide whether next steps within the graduated approach is required.

Following the observations, the SENCo will contact parents to inform them of the next steps moving forward in order to support the child.



If a child is deemed to not have additional needs, the SENCo will liaise with the parent and class teacher to discuss what adjustments could be made in the classroom to their inclusive high quality teaching to support the development of the child.

If the child is deemed to have additional needs, the child will be added to the SEN register and the parents will be informed of this outcome in writing.

SEN support

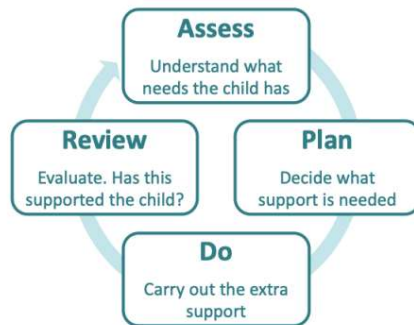
1. For a child with SEND, the SENCo will consult with the class teacher, pupil and parents to create a support plan for the child. This will detail a child's strengths, barriers to learning, desired outcomes and the type of targeted support they will need to help them to make progress through provision designed to overcome the barrier to learning. The support plan will include SMART targets according to the child's area of need(s). The SEND support plan (Pupil Passport), is reviewed and updated termly with the class teacher and/or the SENCo with opportunity for discussion with parents and child. This support plan is shared with everyone involved with the child.

This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is

known as the graduated approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

The Code of Practice outlines a gradual response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This is seen as action that is *additional to* or *different from* the provision made as part of the school's usual differentiated curriculum and strategies.

Diagram showing the graduated approach



Assess

This should draw on the teacher's assessments and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments.

Plan

The teacher and the SENCo should agree, in consultation with the parents and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. For pupils with a 'Educational Health care Plan' (EHCP) this is documented on a 1-page profile document, a copy of which parents will receive.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or class teacher, they should still retain responsibility for the pupil. They should 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 should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should

be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feedback into the analysis of the pupil's needs. The class teacher, working with the SENCo, should in light of the pupil progress and development, decide on any changes to the support and outcomes in consultation with the parent and pupil.

The outcomes and provision of pupils on the SEND register take place each term and this is recorded on the pupil passport. An EHCP must be reviewed as a minimum every twelve months.

Education, Health Care Needs Assessments

Where a child's expected progress is not being made, despite several cycles of 'assess, plan, do, review', on SEND support and if a pupil's needs are complex and cannot be met through the resources ordinarily available within the school, it may be that a request for an Educational Health Care Plan (EHCP) is made. School, in consultation with the pupil's parents/carers and the school's Educational Psychologist, make a request to the local authority for a statutory assessment of SEND (RSA).

Access to the Curriculum & Inclusion

The school will aim to keep children identified as having special needs in their own classroom following the curriculum wherever possible. All pupils are valued members of the school and are offered equal opportunities; any additional needs will be considered within all areas of curriculum development. The class teacher, SENCo or teaching assistant will support the children within the classroom or to maximise learning, withdraw the children for individual work or to work in a group of other children with similar needs. Withdrawal groups will be timetabled to ensure that access to a broad curriculum is not denied. The SENCo will provide advice to class teachers to help them differentiate the curriculum for all pupils, especially pupils with special educational needs. Teaching strategies will include flexible grouping, use of IT, independent access to resources and opportunities to record learning in a variety of ways.

Specialist Support and Outside Agencies

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The services of the external agencies may be sought for advice and support if a child is:

- Continuing to make little or no progress in the areas of concern.
- Continuing working at the National Curriculum levels substantially below that expected of children of the same age.
- Continuing to have difficulty in developing literacy and numeracy skills.
- Having emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning.
- Having sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service.
- Continuing to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.
- Requiring additional equipment.

The local authority provide the process for school to make a referral to the Learning Support Hub to request support from a wide range of teams, such as the School Wellbeing Service or autistic

specialist teaching team. The pupil's parents will always be involved in any decision to involve specialists and only take place with parental consent. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as any other SEN support.

Headlands recognises that a collaborative approach is the most effective way of supporting pupils. As a result, we continue to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to ensuring effective SEND provision within our school.

Promoting Mental Health and Wellbeing

Positive classroom management will be implemented to foster a positive culture of respect and value diversity, promote high self-esteem and support social and emotional development.

Where a pupil requires support with mental health and wellbeing, additional in-school support might include a one-to-one or group intervention delivered by the school's Emotional Literacy Support Assistants (ELSA). Alongside this, the SENCo and ELSAs may support teachers to help them support pupils' emotional regulation.

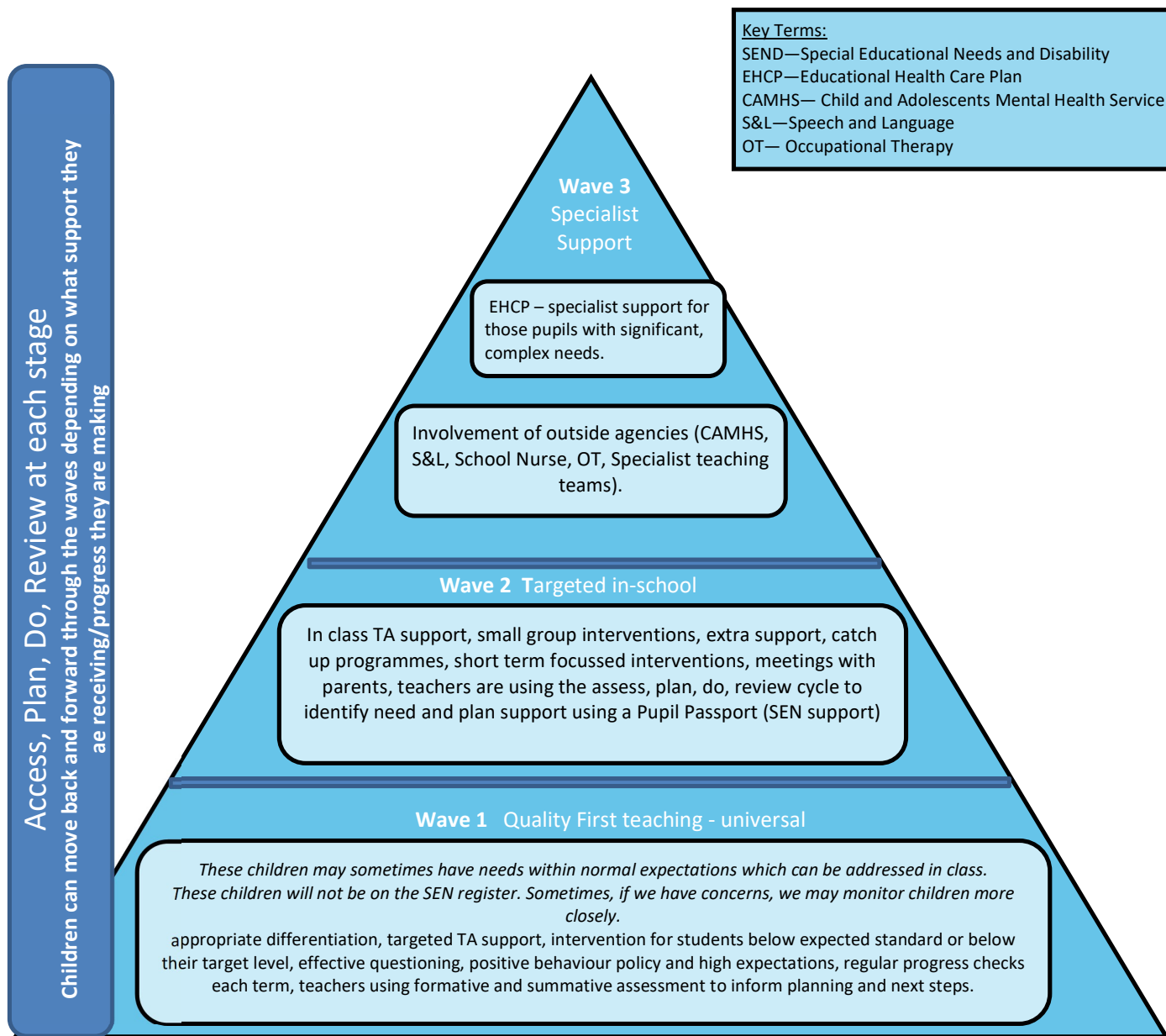
Where appropriate, the school will support parents/carers in the management and development of their child and/or signpost them to external support services and training.

For pupils with more complex problems, the 'School Wellbeing Service' may be called on for advice and/or for direct work with a pupil.

The school will consider whether dysregulated or distressed behaviour is a manifestation of Social, Emotional and Mental Health (SEMH) or other SEND needs and may seek support from external agencies, such as the Learning Support Hub.

For specific and complex needs, one-to-one therapeutic work with the pupil, delivered by mental health specialists may also be considered.

A diagram to indicate the Graduated Response to SEND we adopt at Headlands Primary School



Transition

Alongside our programme of transition activities for all children into Reception at Headlands, for children who have already been identified with SEND, extra transition arrangements can be planned if required, to suit the needs of the child. Where a child may have more specialised needs, a separate meeting may be arranged with relevant staff from both schools, parents/carers in order to discuss what the provision will look like in the new setting.

To support our children move onto the next phase of their education, all children and their parents/carers are encouraged to take advantage of the opportunities offered to them to attend open evenings and transition visits.

The SENCo will liaise with secondary schools prior to them attending their next setting, for any Year 6 child on the SEND register, to ensure detailed conversations are had and for the transfer of

SEND records and information. In certain situations, when a child has no support plan, a transition passport can be created by the SENCo in the summer term with parents, to ensure information/concerns about a child's needs between settings are thorough.

For pupils with an EHCP, school will support parents/carers to complete the 'York SEND Secondary School Preference Form' and submit this to the local authority with clear recommendations as to the type of provision the child will need at secondary school, taking into account advice from relevant outside agencies. The SENCo of the receiving school will be invited to the Summer SEND meeting to meet with parents/carers and relevant school staff to support the transition of the pupil between schools.

Criteria for exiting the SEN register

If it is felt that children are making progress which is sustainable then they may be taken off the SEN register. If this is the case then the views of the class teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed onto the next setting). The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of the child's needs. All parents of children with special educational needs will be treated as partners and given opportunity to contribute to the planning of their child's education.

The SEND policy, SEND information report and link to the City of York Local Offer, is available on the school website.

The school encourages parents to make an active contribution to their child's education and have regular meetings to share the progress of special educational needs children with their parents.

We seek consent from parents for any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

Voice of the child

Children and young people with special educational needs often have a unique knowledge of their own needs and have views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. We recognise that this is difficult for some children, so we ensure to recognise success and achievements as part of the review process as well as addressing any difficulties.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education and Health Care Plans and those without.

Access Arrangements

Class teachers, in partnership with the SENCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to

access standardized tests then the SENCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

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) or Education and Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed. The school has a policy for 'Administering Medicines' and follows government advice regarding 'Supporting Pupils at School with Medical Conditions'. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through an individual healthcare plan. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

Monitoring and Evaluation

The SENCo monitors the provision for each child across the school and in liaison with the class teacher, monitors their progress and attainment. The SENCo and the Headteacher hold regular meetings to review the provision for children with SEND and the SENCo will provide an annual report to the governing body.

Training and Resources

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 appropriate training. Resources are monitored and reviewed by the SENCo annually.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. There is an ongoing programme of training and support in place to ensure that all teachers and support staff have the understanding and skills to differentiate and scaffold learning for pupils with a range of SEN within everyday teaching.

The SENCo attends the termly SENCo Forum sessions to keep abreast of local and national policy and initiatives to enhance SEND provision.

Storing and Managing Information

Information relating to pupils on the SEN register are stored and accessed in line with GDPR regulations. Records will be passed on to a child's next setting when they leave Headlands.

Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take over time to increase the accessibility of pupils with disabilities.

Complaints

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the 'Policies' tab.

York Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) are available to support parents at any point in the complaints procedures. https://www.york.gov.uk/info/20166/special_educational_needs_and_disabilities/1451/sendiaas_formerly_york_parent_partnership_service

The Local Offer

In addition to school based support, York's Local Offer provides a wealth of information on the local authority's support for families and can be accessed on the City Of York Council website or by clicking on the link below:

[Welcome to York SEND Local offer – York SEND Local Offer](#)

Review of Special Educational Needs and Disability Policy

This policy will be updated in line with new initiatives together with any streamlining of school processes and reviewed annually.

Headteacher: Mrs Ruth Ellis

Chair of Governors: Rev. Ron Smith

SEND Governor: Mrs Clare Ahmad

SENCO: Mrs Felicity Allington (completed NASENCO accreditation July 2021)

Date: 26/01/2026

Glossary of terms

CAHMS – child and adolescent mental health services
EHCP – educational health care plan
EP – educational psychologist
LA – local authority
NASENCO - The National Award for SEND Co-ordination
RFI – request for involvement
RSA – request for statutory assessment
SEN – special educational needs
SENCo – special educational needs co-ordinator
SEND – special educational needs and disabilities