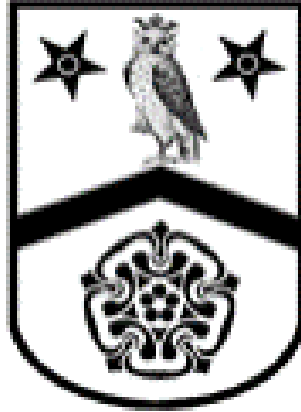


# Pudsey Bolton Royd Primary School



## Special Educational Needs and Disability Policy

| <b>Governor Links</b>   | <b>Staff Link</b>  | <b>Headteacher</b>         |
|-------------------------|--|----------------------------|
| Mrs J Preston<br>(SEND) | Mrs K Walsh<br>Assistant Headteacher:<br>Inclusion / SENCo | Mr K Buck                  |
| <b>Date of Policy</b>   | <b>Frequency of review</b>                                 | <b>Date of next review</b> |
| October 2020            | Every 2 years  | October 2022               |

## **Inclusion, Special Educational Needs and Disability (SEND) Policy**

Pudsey Bolton Royd Primary School is an educationally inclusive school. We aim to enable all our pupils, whatever their ability or needs, to reach their full potential and be fully included in our school community, where all are equally valued.

This SEND policy is written to comply with the 2014 Children and Families Act, the 2014 SEND Code of Practice, together with the Equality Act 2010.

### **1. The SEND team at Pudsey Bolton Royd**

All staff have a responsibility to ensure that the needs of children with special educational needs or a disability (SEND) are being met. However, all Special Educational Needs provision is overseen and managed by our Assistant Head and SENCO (Mrs Kath Walsh), who is part of the Senior Leadership Team. There is a dedicated governor (Mrs J. Preston) for SEND who works carefully with the SLT and SENCO within school. The Senior Leadership Team, work together with the SENCO, to determine the strategic development of inclusive provision in school.

### **2. Aims**

We are committed to providing an appropriate and high quality education to all pupils. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Pudsey Bolton Royd is an inclusive school and this informs our provision for pupils with SEND. We aim to respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners. We closely monitor the provision for, and the achievement of, individuals and different groups of learners by SEN, gender, ethnicity, EAL, disability and looked after children.

We recognise that pupils learn at different rates and that there are many factors affecting achievement. We aim to identify these factors as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

### **3. Objectives**

- To seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school.
- To monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- To operate a whole school approach to the management and provision of support for special educational needs whereby every teacher is a teacher of SEN children and is supported by the Senior Leadership Team
- To provide appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO and Senior Leadership Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To work with parents to gain a better understanding of their child and to involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- To develop and maintain partnerships with other educational providers, the Local Authority and outside agencies, to ensure a multi-professional approach to meeting the needs of all vulnerable learners.

- To consult with health and social care professionals to fully include pupils with medical conditions in all school activities.
- To create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs.

#### 4. What are Special Educational Needs and Disability (SEND)?

##### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have 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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

#### 5. Identifying Special Educational Needs

At Pudsey Bolton Royd we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for pupils.

Every pupil's skills and attainment will be assessed on entry and on a half termly basis thereafter. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what adjustments may need to be made.

Identification and assessment of special educational needs is gathered through a range of sources, including discussion with parents and where appropriate, pupils. Sometimes external agencies such as the Complex Needs team, Educational Psychology Service, Speech and Language Therapy may assist in making recommendations for provision.

Once the appropriate assessments have taken place, a decision will be made on whether a pupil has SEND in one or more of the 4 'broad areas of need'; defined in the Code of Practice:

- **Communication and interaction:**

Children with speech, language and communication needs (SLCN) who have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder.

- **Cognition and learning:**

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, mental and emotional health:**

Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn, isolated as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs:**

These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment to access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers. It also includes children with medical needs.

If it is thought that non SEND factors such as attendance, punctuality, health or social difficulties are the reason for low attainment and progress, school is well placed to offer support through our inclusion team.

It should also be noted that persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN. Assessments will be made to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties and through consultation with parents, provision will be established. If it is thought that factors such as housing, family or other domestic circumstances may be affecting behaviours, a multi-agency approach, such as an Early Help plan may be appropriate.

These four broad areas of need give an overview of the range of needs that staff plan for. The purpose of identification is to determine what action our school needs to take, rather than fitting a pupil into a category. When identifying SEN, Pudsey Bolton Royd Primary School considers the needs of the whole child, not just the SEND of the pupil.

## **6. Graduated Approach Special Educational Needs Provision**

### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class or carry out additional assessments.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information

and knowledge with the school in order that school have a full picture of the child's strengths and needs.

h) Parent's evenings are used to monitor and assess the progress being made by children.

## **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be made to add the child to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are going to be the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents and whether the child meets the LA's criteria for consultation.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This often takes the form of an Individual SEN Support Plan or Pupil Passport which sets out the child's targets and provision.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO. Where outside agency support has been accessed, staff will deliver interventions as set out in SEN reports supplied by them.

## **Review**

Reviews of a child's progress will be made regularly, at least termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account where possible, the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## **7. Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will usually be taken at a child's progress review and followed up at the school's termly planning meeting with the Educational Psychologist.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. All agencies working with the child will be asked to submit a report (including parents). A Multi-Agency Panel (MAP) will make a decision about whether or not the child is eligible for an EHC Plan. The panel is made up of group of people from education, health and social care. Parents are invited to attend the MAP meeting and have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

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

<https://leedslocaloffer.org.uk/#!/directory>

Before considering applying for an EHCP, parents are urged to come into school to discuss this with the school's SENCO.

## **Education, Health and Care Plans [EHC Plan]**

a. Following Statutory Assessment, an EHC Plan will be provided by Leeds City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

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

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually (or 6 monthly if the child is under 5 years of age) by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **8. Access to the curriculum, information and associated Services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents and outside agencies for other flexible arrangements to be made. This may consist of children having access to quiet workstation areas within the classroom or regular breaks out of class where needed.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the city. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.

## **9. Links with other agencies and voluntary organisations**

Pudsey Bolton Royd Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. A referral to an outside agency is made by the Assistant Head/SENCO, once parent/carers have been informed and their views sought. Pupil records will be looked at in order to establish which strategies have already been employed and which targets have previously been set. The outside agencies may act in an advisory capacity or they may be involved in working directly with the pupil. The agencies we may seek support from are as follows:

- Leeds Education Psychology Service
- Behaviour Support Service (AIP)
- Social Services (SENCO is also a Designated Safeguarding Lead and trained in Early Help Plans)
- Speech and Language Service
- The School Nurse
- Complex Needs Team : SENIT and SENSAP services
- Specialist Outreach Services such as STARS
- Deaf & Hearing / Visually Impaired teams
- Health professionals e.g. physiotherapy, occupational therapy, CAMHS
- Family Outreach Workers, Counselling and Therapeutic Services via our cluster

The Headteacher, Family Support Manager, Nursery teacher and Assistant Headteacher Mr Kilner are also designated Child Protection officers and as such would lead on liaising with social services and AIP services.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

## 10. Supporting Parents and Families

At Pudsey Bolton Royd Primary School, we welcome and encourage all parents/carers to participate in their child's educational progress from the outset, seeing them as equal partners. We believe that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In our school we involve parents through:

- Always informing and involving them when for their child, a special educational need is identified.
- Invitations to parent consultation evenings, where progress against targets are reviewed and new targets set.
- Review meetings with the SENCO and/or the class teacher for more complex SEND children.
- Education, Health and Care plan reviews, held annually.
- Contributing to the child's Individual SEN Support Plan and progress towards meeting targets.
- Meeting with outside agencies, when specialist advice has been sought in relation to their child's special educational need or disability.
- Expecting parents to support with their child's learning; this will often be through supporting with special homework tasks or reinforcing class strategies.
- Parent workshops offered in school, to help parents with supporting children in areas such as reading, maths and speaking and listening.

### Local Offer

Information for families regarding the Leeds Local offer for SEND can be found at

<https://leedslocaloffer.org.uk/#!/directory>

Supporting this, school has a statutory requirement to provide an SEN Information Report, describing the provision we make for pupils with SEND and this can be found on the school website or in leaflet form available from the school office.

### Parent Partnership Services:

Parent Partnership Services, now known as Leeds Special Educational Needs and Disability Information Advice Support Service (SENDIASS), can provide information; advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one. This can be accessed through

<https://sendiass.leeds.gov.uk/>

or by telephoning the helpline on 0113 3785020.

## 11. Supporting pupils with medical conditions.

Pudsey Bolton Royd Primary School recognises that pupils within our school, who have medical conditions, should be properly supported to enable full access to education, including school trips and physical education.

We will comply with our duties under the Equality Act 2010, where pupils with medical conditions also have a disability. Some pupils may also have special educational needs, an Education, Health and Care plan, which combines pupil's health and social care needs. It will sometimes be necessary to put an individual healthcare plan in place for individual children. This plan supports school in effectively supporting pupils with medical conditions. The plan provides clarity about what needs to be done, when and by whom. An individual healthcare plan is likely to be helpful where the medical conditions are long-term and complex. However, not all children will require one. We have a policy for supporting pupils with medical conditions; this policy is regularly reviewed and is readily accessible to parents and school staff.



## **12. Supporting Pupils at Transition**

### **Transition into and within school**

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to familiarise children with their new setting.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

### **Transition to High School**

We have good links with our feeder high schools in Leeds and work alongside key members of high school staff to ensure a smooth transition for our Year 6 pupils. For children with Education, Health and Care Plans, high school SENCO's will be invited to contribute to the Year 6 annual review. Additional visits to high schools are arranged for our more vulnerable pupils and those with additional needs.

## **13. Admissions**

No child 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 Leeds City Council admissions policy). Prior to starting school, parents/carers of children with an Education, Health and Care Plan will be invited to discuss the provision that can be made to meet their identified needs. The school's admission policy is available on the school's website under Parent Information:

<http://www.pudseyboltonroyd.org/parent-information/admissions-policy/>

## **14. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses, Cluster SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. All staff are encouraged through performance management to seek out additional CPD training needs in relation to teaching SEN children.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

The SENCo and outside agencies also deliver training to staff in-house on SEN matters.

## **15. Allocation of resources for pupils with SEN**

Support will be allocated to meet the needs of pupils through use of available funding through Leeds SEN team, i.e. Notional Inclusion budget, Funding for Inclusion top-up funding and the whole school SEN budget. All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000.

- Element 1 is for Core Education Funding - supporting schools infrastructure and provides basic curriculum offer to all pupils.
- Element 2 is Additional Support Funding - which is devolved to school budgets using a formula. This is called the 'notional inclusion' budget. School is allocated a set number of 'Notional inclusion' blocks each financial year based on the formula application.
- Some pupils with SEND may access additional top up funding, depending on whether their complexity of needs meet the Local Authority's criteria\*. This is Element 3 - 'Top Up' Funding for High Needs pupils, in Leeds known as FFI (Funding for Inclusion). FFI is applied for by the school where a child meets the strict criteria, and if successful, allocated by the Local Authority, who determine whether the level and complexity of need individual children have, meets the threshold for this funding. This is decided at panel meetings by the Local Authority.

It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used in order to meet the child's SEN needs.

*\*For children attending Pudsey Bolton Royd Primary School who live within a Bradford postcode, pupils are unable to access any additional top up funding from Leeds Local Authority. Any additional funding needed for Bradford residents must come via Bradford SEN team, usually attached to an Education, Health & Care Plan.*

## **16. Links with other schools**

The school works in close partnership with the other schools in the Pudsey family as well as the city through close partnerships with the SENIT team. The SENCo has been a Lead SENCo for the city for 3 years, and as such Pudsey Bolton Royd school has been able to build a bank of joint resources and is able to share advice, training and development activities and expertise. We maintain close links with the SEN team in the local authority and other local SENCOs.

## **17. Roles and Responsibilities**

### **Governing body**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

### **Special Educational Needs Coordinator**

In line with the recommendations in the SEND Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Maintain and analyse the whole school provision map for SEND children and those at risk of underachieving.
- Maintain the school's SEND register and oversee the records on all pupils with SEND.
- Meet with class teachers on a termly basis to review and revise learning objectives for all children who are being tracked on the school provision map.
- Liaise with and support colleagues on SEN provision, including class teachers, support assistants, bilingual liaison officers and the learning mentor.
- Consult with and make referrals to external agencies, including educational psychologists, specialist learning and inclusion support workers, speech and language therapists, physiotherapists and other health professionals.
- Monitor SEND provision, by evaluating the impact and effectiveness of additional interventions.

- Implement a programme of annual reviews for pupils with an EHC plan and for pupils with high levels of SEN funding.
- Manage the Funding for Inclusion budget.
- Make referrals to the Local Authority to request high needs top up funding and/or an Education Health and Care Plan when it is thought that a pupil may have a special educational need which will require significant support.
- Oversee transition arrangements and transfer of information for Year 6 pupils with additional needs, through effective liaison with high schools.
- Manage a range of resources to enable appropriate provision for children with SEN.
- Identify training needs of staff in relation to SEND provision and contribute to in-service training.
- Liaise with the leadership team and the designated SEN governor, keeping them informed of current issues regarding provision for SEND pupils.
- Draft the annual SEND information report and make it available on the school website.
- Liaise with parents and families of children with SEND, keeping them informed of progress and listening to their views.
- Work 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 for pupils with disabilities.

### **Class teachers**

Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility. It is the responsibility of the class teacher to:

- Differentiate the curriculum to take account of the individual needs of the children in their class. Advice and assistance is available from the SEN coordinator (SENCO) and the subject coordinator.
- Identify children who may have special educational needs and inform the SENCO of their concerns.
- Organise the appropriate method of teaching i.e. class, small group, individual and to work effectively with classroom support assistants.
- Produce SEN support plans and group intervention plans, in consultation with the SENCO.
- Ensure there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies".
- Produce and maintain a class provision map for children with identified needs.
- Keep parents informed about the progress of, and provision made for, children with special educational needs, through consultations and reports.
- Encourage parents to be actively involved in supporting their child.
- Monitor the effectiveness of additional interventions and to measure and monitor progress.
- Effectively deploy and manage additional support staff to maximise outcomes for children with SEND.

### **18. Accessibility and Adaptations**

We pride ourselves on providing an appropriate, exciting and accessible learning environment for all our children within school. We are a disability friendly school; the school building itself, planned mainly on one level, enables easy access for wheelchair users; the school has a lift for access to the ICT suite and Community room. There are two disabled toilets and a care suite available to use within school; there are two disabled parking bays in our car park. More details can be found in the schools Accessibility Plan, also available on the school website.

## **19. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent meetings, open days, pupil centred reviews, pupil progress meetings, parent questionnaires and discussion.

The SENCO as part of SLT observes teaching and holds SEN Pupil Progress meetings to monitor progress on a termly basis in line with the SEND Code of Practice. SEN provision and interventions are recorded on a provision map. This is updated by class teachers and is monitored by the SENCO. All interventions are monitored and evaluated termly by the SENCO. Information is fed back to the staff children and parents. This helps to identify whether provision is effective.

When a child no longer matches the definition of SEND they are removed from the register following discussion with child and parents.

## **20. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher who will be able to advise on formal procedures for complaint. Parents are always encouraged to speak to school staff first if they have any concerns. School will do all they can to address the concerns. A copy of Pudsey Bolton Royd's Complaints Policy is on the school's website under Policies:

<http://www.pudseyboltonroyd.org/wp-content/uploads/sites/13/2016/03/Complaints-Policy.pdf>

## **21. School Contacts**

### **Headteacher:**

Mr Kim Buck

0113 386 2560

[info@pudseyboltonroyd.org](mailto:info@pudseyboltonroyd.org)

### **SENCO (Special Needs Co-ordinator):**

Mrs Kath Walsh

0113 386 2560

[info@pudseyboltonroyd.org](mailto:info@pudseyboltonroyd.org)

### **SEN Governor:**

Mrs J Preston

Please contact the school office 0113 386 2560

Or email via [info@pudseyboltonroyd.org](mailto:info@pudseyboltonroyd.org)