



## INCLUSION & SPECIAL EDUCATIONAL NEEDS POLICY STATEMENT (2021 - 2022)

### **1. Mission Statement**

Tower View Primary School values the abilities of all its pupils and is committed to providing the best possible environment for learning for every pupil. At Tower View we will make sure, through high quality provision and accessing learning through a range of settings and diverse opportunities, along with embracing the Outdoor Experience, our children achieve.

### **2. Aims**

- To ensure that all pupils have access to a broad and balanced curriculum through quality first teaching.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision (including BESD & PD) as early as possible in their school life
- To ensure that SEN pupils take as full a part as possible in all school activities.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties and to realise their full potential. We make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our policy reinforces the need for teaching that is fully inclusive. The Governing Board will ensure that appropriate provision will be made for all pupils with SEN.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

### **3. Definition of Special Educational Needs.**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

#### **A child has learning difficulties if he or she:**

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA
- Is under compulsory school age, or would be if special educational provision was not made for the child

*(See Appendix 1)*

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.

Tower View Primary School will have due regard to the SEN code of practice and guidelines in the Disability and Discrimination Act when carrying out our duties towards all pupils with special educational needs and will ensure that parents are notified when SEN provision is being made for their child.

### **4. Admissions**

The Governing Board believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that *'All schools should admit pupils already*

*identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN . Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.’ (CoP 1:33)*

## **5. Inclusion**

Our School Inclusion & SEN Policy recognises the entitlement of all pupils to a balanced, broad curriculum and emphasises the need for teaching that is fully inclusive. The Governing Board will ensure that appropriate provision will be made for all pupils with SEN, BESD and PD. Our KS1 building is far more accessible for children with motor impairment. The KS2 building has a number of flights of stairs; to toilets, hall, playground and upper floor. This obviously poses access problems for disabled pupils; however a disabled toilet and ramp to playground have been installed. The school would seek advice and employ a flexible approach to the needs of a child with a disability or impairment (such as sight/hearing).

All pupils whether they have a special educational need or not, will be involved in the full life of the school. Please also refer to our school's Disability Equality Scheme and Accessibility Plan.

## **6. Allocation of Resources**

The Governing Board ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. The SENDCO will apply for AEN funding in compliance with the LA's current procedure. The headteacher, SLT, SENDCO and Governors will decide upon best use of the SEN Notional Budget and Pupil Premium to support pupils with SEN and those identified as likely to benefit from intervention/booster groups.

## **7. Identification, assessment, and provision**

At Tower View Primary School we have adopted a whole- school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life.

The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs. All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision. (see also section 10 below)

## **8. Early Identification**

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Their academic progress, as judged against standardised scores.
- Standardised screening or assessment tools (e.g. NELI, BPVS, PIVATs, Single Word Spelling, YARC)

Assessment tools used:

- Information from parents
- NELI and Wellcomm (Speech and language development)
- NGRT Assessment Reading tests, thrice yearly
- PUMA Numeracy tests, thrice yearly
- SWST spelling assessments thrice yearly
- Phonics screening: Year 1 & 2
- EYFS Baseline (September), EYFS Profile
- Reports or observations from teachers and teaching assistants
- Records from feeder schools, baseline assessments
- Teacher Assessment and associated work moderation

- Outcome Star Plus

Likewise, early intervention of pupils at risk of disaffection and lack of progress because of emotional needs is also crucial. Boxall profiles and Strengths and Difficulties questionnaires can be used for early identification of BESD difficulties. The school has trained Mental Health First Aiders in both Key Stages as well as being part of the Mental Health in Schools Team support programme.

## **9. Provision**

The school will assess each child's current level of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school year. If the child already has an identified SEN this information may be transferred through transition meetings with pre-school staff and home-visits made prior to starting school. The SENDCO and the class teacher will use this information to

- Assess learning difficulties
- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Write an Individual Education Plan (IEP)
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitation in their command of the language that is used there or arise from special educational needs. SENDCO will work closely with our EAL leader, who is able to request assessment in first language via MEAS (Minority Ethnic Advisory Service).

In order to help children who have special educational needs, the school will adopt a graduated response (assess, plan, do, review) that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The SENDCO will have responsibility for ensuring that records are kept and available as needed. When school requests a statutory assessment, the LEA will be provided with all necessary records of involvement.

### **9. Nature of Intervention**

The SENDCO and class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Provision of alternative learning materials/ special equipment
- Group support
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

#### **9a. The range of provision**

The main methods of provision made by the school are:

- Full-time quality-first teaching in classes, with additional help and support by class teacher/teacher assistant through a differentiated curriculum
- Periods of withdrawal to work with a support teacher or teaching assistant
- Attendance at a specialised group/intervention within the school - part-time
- Support from specialists within class or as part of a withdrawal programme.
- Support and advice sessions for parents
- Use of special learning materials or equipment.
- Support from external school placement and specialist teaching staff.

Tailored interventions are provided, including:

- Nurture (Forest Schools, Creative Crew, HOPE, Positive Play)
- Maths booster (Numicon)
- Speech and language
- Precision Teaching
- Inference Training
- Pindora's Box
- Lego therapy

The school has a statutory requirement to make 'reasonable adjustments' to fulfil a child's special needs.

## **10. Monitoring Pupil Progress**

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEN, the school will intervene through 'planning, doing and reviewing' provision for the child.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done (*teachers to complete 'referral to SENDCO form': APPENDIX 2*). This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Where teachers decide that a pupil's learning is unsatisfactory, the SENDCO is the first to be consulted. (*APPENDIX 2*). The SENDCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through School Support. If, after further consideration, a more sustained level of support is needed, it would be provided SEN Support. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment (leading to an Education Health and Care plan, if successful). Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy. The school also recognises that parents have a right to request a Statutory Assessment.

## **11. School Support**

School Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning

future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

## **12. SEN Support**

SEN Support is characterised by a sustained level of support and, where appropriate, the involvement of external services. SEN Support intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Achieves standardised scores deemed as 'below average.'
- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

## **13. Request for a statutory assessment towards an EHCP**

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to School Support and SEN Support
- The pupil's IEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Assessment scores
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An Education Health and Care Plan will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an Education Health and Care Plan being granted.

An Education Health and Care Plan will include:

The pupils name, address and date of birth

Details of all of the pupils special needs, their views and those of their parents.

Identify the special educational provision necessary to meet the pupil special educational needs.

Identify the type and a name of the school where the provision is to be made.

Include relevant non-educational needs of the child

Include information on non-educational provision.

An Education Health and Care Plan will also include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the assessment outcome

- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

## **15. Reviews of EHCP**

Education Health and Care Plans must be reviewed annually. The LA will inform the SENDCO at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The Headteacher
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the SENDCO considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Education Health and Care Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENDCO of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues and ensure that effective and supportive transfer will occur.

The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEN.

## **16. Individual Education Plans**

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent, and will be reviewed 3 times a year. Targets set on the IEP must be SMART (specific, measurable, attainable, relevant and time limited)

## **17. Record Keeping**

The school will record the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- IEPs/BEPs/behaviour logs/Care plans/Pastoral Support Plans
- Pupil's own perceptions of difficulties

- Information from health/social services
- Information from other agencies

## **18. The role of the SENDCO**

The SENDCO plays a crucial role in the school's SEN provision. This involves working with the headteacher and Governing Board to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.
- Liaising with the SEN link governor
- Implementing an annual action plan linked to the school's development plan
- Meet regularly with other SENDCOs to develop links and consistent practice.
- Attend SEN District Inclusion Panel and refer children for services offered, where applicable.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENDCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point School Action is initiated
- Mechanisms that exist to alert the SENDCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

## **19. The role of The Governing Board**

The Governing Board's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting Statemented pupils
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy
- Reporting to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget

## **20. The role of the class teacher**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENDCO to decide the action required to assist the pupil to progress
- Working with the SENDCO to collect all available information on the pupil

- In collaboration with the SENDCO, develop IEPs for SEN pupils. The extent of the SENDCO's involvement is at the discretion of the school.
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

## **21. The role of the Headteacher**

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Board well informed about SEN within the school
- Working closely with the SENDCO/SEN team
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

## **22. SEN/Inclusion Inset**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. Part of the SENDCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEN pupils. The School's INSET needs will be included in the School Development Plan.

## **23. Partnership with Parents**

Tower View Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. *'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'* (CoP 2.2)

We work in partnership with **parents** in various ways:

- Termly meetings (parents' evening appointments in the autumn and spring and one meeting with the class teacher and/or SENCo in the summer term)
- Annual report on their child's progress in the Summer term
- Pass on advice and reports from outside agencies (via Seesaw and/or multi-agency meetings)
- Ask for parents to complete questionnaires if relevant (e.g. SDQ, GARS-3).
- Provide an 'open-door' approach so that parents feel confident to share their thoughts and concerns
- Regular telephone/Seesaw/Tapestry contact where necessary
- 'Welcome' parent meeting at the beginning of the year
- Transition meetings at key times in the child's school life.

We work in partnership with **pupils** in various ways:

- Involve pupils to review their progress and targets on a termly basis
- Involve pupils in annual reviews (if they have an EHCP)
- Explain targets to pupils every term (providing pictures if needed)
- Get feedback from children via questionnaires
- Regular informal chats with pupils about how they feel lessons, interventions and school in general is for them

The school considers parents of SEN pupils as valued partners in the process. Depending on age and appropriateness, SEN pupils will also be encouraged to participate in the decision-making processes affecting them. The school will make available, to all parents of pupils with SEN, details of the parent partnership service (SENDIASS) available through the LEA.



Parents also have access to Staffordshire's Local Offer at

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

## **24. Complaints Procedure**

The usual complaints procedure must be followed. The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **25. Links with external agencies**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational psychologists
- Community Paediatrics (including Occupational Therapists)
- Key Learning Centre training
- Speech & Language Therapists
- Hearing/ Visual impairment services
- Autism Outreach Team
- Behaviour Support
- MHIST
- CAMHS

In addition, important links are in place with the following organisations:

- The LA
- Specialist Services
- Social Services/LST members e.g. Family support workers (Harvey Girls)
- Education Welfare Officer
- Friends of the School/PTFA
- Bereavement support groups
- Parent Partnerships (SENDIASS)

## **26. Evaluating the success of our SEN Policy**

The governors of the school monitor the implementations of the SEN policy and report annually on its successes, on any changes in policy and on resource allocations. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

In addition evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Number of exclusions
- Consultation with parents
- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the SEN Code of Practice 2001.

Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

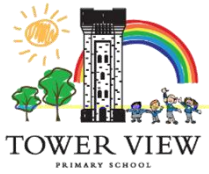
- Consideration of each pupil's success in meeting IEP targets
- Use of standardised tests

This policy was revised in August 2021 by J Chapman SENDCO

Parental Consultation completed September 2021

Ratified by Governors:

Review date July 2022 2021



## TOWER VIEW PRIMARY SCHOOL

### Criteria for Special Needs (School Support)

- Specific learning, emotional or behavioural difficulties identified (*Teachers/TAs to complete 'Referral to SENDCO' form. Boxalls to be completed where appropriate. Completion of 'Strengths and Difficulties Questionnaire would also be useful. This should be completed at the beginning and end of any BESD interventions*).
- Evidence that the pupil's attainment in essential skills (notably speech & language, literacy and numeracy) are beginning to interfere with their ability to make expected progress across the curriculum: *Gap is widening/attainment significantly lower than peers/ not making good progress/other interventions have not worked/differentiated classroom activities have not led to meeting of targets.*
- Standardised scores of low 80s or below

**EYFS:** identified by pre-school: profile points (below standard on entry from pre-school)  
*SENDCO & EYFS leader to liaise with pre-school SEN Co and Becky Tyler (EYSEN) as part of transition strategies.*  
**ELP:** 'booster' from teacher assessment

**Y1: ELS:** 76 profile points or below at the end of EY (monitoring)  
Profile graphs show numeracy graphs below 5 points in relevant strands.

#### **This is what the revised Code of Practice (2014) says:**

Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

If your child's first language is not English, does that mean they have a learning difficulty? The law says that children and young people do not have learning difficulties *just* because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.

Many children and young people will have SEN of some kind at some time during their education. Early years providers (for example, nurseries or childminders), mainstream schools, colleges and other organisations can help most children and young people succeed with some changes to their practice or additional support. But some children and young people will need extra help for some or all of their time in education and training.

**Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

**Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

**Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning, or that have an impact on their health and wellbeing

**Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment  
Some children and young people may have SEN that covers more than one of these areas.

### **Disabilities**

Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as ‘a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:

- **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- **must** make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as ‘anticipatory’ – people also need to think in advance about what disabled children and young people might need

**APPENDIX 2**



**Referral of pupil to SENDCO**

**Date:**

**Name of Child:**

**Class:**

**DoB:**

**Nature of concern:**

**Evidence:** (please attach sample(s) of work, if relevant, tracking data etc)

**Other relevant info:** (e.g recent or ongoing concern)

**Interventions already in place/strategies employed, so far:**

**Child's strengths/passions:**

**SENDCO Response:**

**Date:**

**Action agreed:**