



Brotherton and Byram Primary Academy **Equality Act and the SEND Code of Practice**

Inclusion runs at the heart of our curriculum, in line with the Equality Act and the SEND Code of Practice. This is reinforced and achieved through

Regular training

- All teachers and ATs are trained in various aspects of SEND practice, including the support of a range of additional needs.. Sessions are led by the SENDco either virtually or in schools. A range of training material is then available in the SEND drive.
- ATs who are working 1:1 or are part of a team supporting a child with complex needs may receive more in depth training from external specialist agencies
- ATs who are expected to move or handle a child with physical needs will receive special input from physio, occupational therapy and the Physical Needs Team in North Yorkshire.
- ATs working with a child whose high SEMH needs may require restraint will be supported and trained to carry this out safely.

Collaborative approach

- The SENDco works with a range of external agencies from CAMHS to physiotherapists in order to secure the highest expertise and implement care plans in school so that the support is efficient and continuous between home and school settings
- The SENDco is part of the Trust SEND hub. She meets with other SENDcos in the Trust to share expertise and resources. She also supports other SENDcos in the regional hub, making sure that the latest developments and strategies and reports are shared, discussed and implemented.

Resources and adaptations

- A variety of physical resources are available to enhance children's learning and facilitate access to the curriculum. They range from sensory baskets to specialist seating equipment.
- Human resources are deployed to support the independent learning of children with SEND. The aim is to accompany the child on their own learning journey, not walk the journey for them. The teaching teams work closely together to make sure that progress is recorded and impact evidenced, or the provision adjusted to better support a learner.
- When necessary, the curriculum is adapted to guarantee access to children with SEND. This may be through differentiation, access to learning aids, different outcomes etc...

- Children are also supported to follow the behaviour chart. It may be adapted or simplified, visually represented and replicated for home use.
- The teaching teams may adapt their teaching style to enhance the participation and engagement of children with SEND, by slowing down speech rate or allowing for extra processing.

Growth mindset and restorative practice

- Our growth mindset allows children, including children with SEND, to take risks with their learning and learn the value of mistakes.
- The high expectations extend to children with SEND who may receive high support to meet them, fostering their own aspirations and strengthening their self-esteem.
- We recognise the strengths each child has to support the difficulties and the restorative practice provides a clear framework for the children with SEND in terms of emotional literacy and regulation.

Equal access and opportunities

- Children with SEND are encouraged to access clubs, breakfast clubs, outdoor activities and school trips. We would always discuss these opportunities with parents/carers.
- Children with SEND are recognised for their individual achievements

Reviewing process

- The SENDco conducts an annual audit of the SEND practice throughout the school to ensure it is in keeping with the Code of Practice and Ebor guidelines.
- All EHCPs are reviewed annually. This process involves all external agencies, teaching teams and parents/carers as well as the child
- Children with SEND have a My Support Plan reviewed twice a year with teachers and parents/carers in addition to the regular parents' evenings.
- The impact of the SEND provision is reviewed regularly through intervention records and provision mapping.