SEND Policy

Lemington Riverside Primary School
Primary School

Approved by:	The Governing Body	**Date:**	October 2022
Last reviewed on:	October 2022		
Next review due by:	October 2023		

Lemington Riverside Primary School Primary School

Special Educational Needs and Disability Policy

Name and contact details of SENCO:

The Special Needs Co-ordinator (SENCO) is Mrs Loise Annal.

Mrs Annal is a qualified teacher who began her teaching career in September 2003 and first taught as a full-time class teacher for 6 years, before also taking the role as SENCO. She has now been in role as a SENCO for 11 years. Mrs Annal is qualified as a Specialist Leader of Education (SLE) for SEN, offering support to other schools using her training and experience. In addition, Mrs Annal has also completed a Thrive practitioner course and has embedded this approach in her own practice and across schools she has worked in.

If you wish to contact Mrs Loise Annal - SENCO to discuss any concerns regarding your child she can be contacted by telephoning the school office, to make an arrangement, on 0191 267 4315 or by email: loise.annal@lemingtonriverside.newcastle.sch.uk . Please note, Mrs. Annal works every Tuesday, Thursday and Friday.

Our existing policy is reviewed annually following the implementation of the 2014 SEND Code of Practice and reflects the 0-25 guidance.

Rationale

We believe that every child is individual and here at Lemington Riverside Primary we value each unique quality, which makes every child special. Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning. We follow a diverse and creative curriculum, which takes in to consideration differing learning styles and aims to provide hands on, relevant experiences.

Lemington Riverside Primary is committed to providing all pupils with a safe environment, where they can access a high quality education, be successful and become confident individuals. We wish to ensure that all children are equipped with a range of relevant skills, emotional resilience and proceed to make successful transitions into adulthood.

At Lemington Riverside we understand that all teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation.

Most children may at some point present with a special educational need, either short term or long term. Therefore, they will require further support above and beyond, and in addition to quality first teaching approaches and targeted classroom practice. These children may exact targeted and individualised support, within or outside the classroom. They, with signed permission from parents/ guardians, will be placed at **SEN Support** on the schools Special Educational Needs (SEN) List.

Objectives:

- To value all the pupils in our school equally.
- To enable all pupils, including pupils with SEND to achieve their full potential and have their skills and talents recognised and valued.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- To recognise that it is the responsibility of all teachers to identify and meet the SEN of pupils. In this they can draw on the resources of the whole school.
- To provide advice and support for all staff working with pupils with Special Educational Needs.

- To know that every child is entitled to have his or her particular needs recognised and addressed.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.
- To offer high quality support to ensure that all needs are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To maximise the opportunities for pupils with special educational needs to join in with all the activities of the school
- To consider Special Educational Needs in all curriculum areas and all aspects of teaching and learning.
- To understand that good special needs practice is good practice for all pupils.
- To recognise that any pupil may encounter difficulties in school at some stage.
- To ensure that pupils and parents are fully engaged and involved in decision making.
- To seek the views, wishes and feelings of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.
- To work collaboratively with outside agencies to ensure that children requiring a higher level of support receive appropriate and necessary intervention.
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.

Guidelines

1. Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. We are committed to providing the best possible learning environment for all our children.

Governing Body

The Governing Body has specific responsibilities to:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs;
- Assign a SEND governor with specific oversight of the school's arrangements for SEND and disability
- Determine and monitor the key responsibilities of the SENCO.
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs;
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- ensure that all pupils with special educational needs join in the activities of the school so far as is reasonably practical, given the nature of their particular needs and the requirement to secure the efficient education of the general school population;
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

In doing so Governors have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools.

The Head Teacher

The Head Teacher – Mr Craig Heeley has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Head Teacher keeps the governing body fully informed and works closely with the school's SEN co-ordinator.

The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

The class teacher;

- Sets high expectations which inspire, motivate and challenge pupils.
- Promotes good progress and outcomes for pupils.
- Responds to the needs and strengths of pupils with SEN, planning and teaching reflects this.
- Plans and monitors interventions in partnership with support staff.
- Makes accurate and productive use of assessment to inform the four-part cycle – Assess, plan, do and review.
- Ensures a safe and secure learning environment is provided and behaviour is managed effectively.
- Fulfils wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice.
- Communicate effectively with parents with regard to pupils' achievements and pupil's well-being.

SEN Teaching Assistants/ Teaching Assistants (TA)

• Support individuals and groups of pupils at SEN support level of provision,
• Support may take place both in class and through withdrawal for targeted interventions/ programs.

The Special Educational Needs Co-ordinator (SENCO): Mrs Loise Annal

The Special Needs Co-ordinator's responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating provision for pupils with special educational needs
- Liaising with and advising fellow teachers on the graduated approach to providing SEN support
- Ensuring that pupil's needs are made known to all who are likely to teach them
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with special educational needs
- Liaising with the Designated Teacher where a Looked After Child (LAC) has SEN
- Liaising with Early Years providers, other schools, the Secondary school SENCO, educational psychologists, Health and Social Care professionals, SENTASS, Speech and Language Therapists and independent or voluntary bodies.

- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- 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
- Ensuring that the school keeps the records of all pupils with SEN up to date

The SENCO liaises with other OWL Trust SENCOs, which enable her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Co-ordination of SEND provision

Pastoral Care & Support

Mrs Annal (SENCO) works closely as part of a Pastoral Care and Support Team, which also includes;

School Welfare Officer:

Kim Cole is a dedicated and key member of school and invaluable to the care, support and provision of all families across school. Kim coordinates our pastoral support and is always on hand to talk to pupils and parents or to support with accessing of Local Authority Services. Her work ranges from pupil welfare, parenting support; to attendance issues or support for assistance with transition to high school. Anyone with a concern can come into school for a chat - any matter impacting upon the well-being of pupils or progress is our concern and we are here to assist in whatever way we can. Kim works closely with the Head Teacher, SENCO and SLT on all matters concerning pupil progress and welfare.

Thrive Practitioner:

Mrs Karen Wakenshaw is a licensed Thrive Practitioner who offers vital social, emotional and behavioural support for children who may have an interruption in their readiness to learn. She liaises with teachers and pupils on a daily basis so that pupils' needs are addressed with first class teaching and through additional support at other times in our schools Bridge provision.

Kalmer Counsellor:

Our school has provided counselling services for children during the school day. Our Kalmer Counsellor visits school on a weekly basis to support pupils.

RISE:

Alexis Baker-Smith - Our school provides additional support for some of our children via RISE. The Children's Society (TCS) RISE Mental Health in Schools service within Newcastle & Gateshead, supports school aged children who are experiencing low level mental health difficulties that fall below the CYPS threshold. The service provides a 'Whole School Approach' for low intensity mental health needs.

Educational Psychologist:

Mrs Louise Brennand - It is important to school that they can rely on experienced and knowledgeable external professionals, and it is always beneficial when they are able to form links with individuals that become a consistent part of the school provision. Mrs Brennand has worked closely with Mrs Annal for over 8 years now and her input and support into school provision enhances school's ability to identify the barriers to an individual child's learning.

SEN Governor:

Mrs Barbara Moorhead is the member of the Lemington Riverside Governing Body responsible for Special Educational Needs. The link governor for SEN will liaise with the SEN Co-ordinator on a regular basis. The SEN co-ordinator will provide the link governor with reports as necessary.

Child Protection:

Mr Craig Heeley (Head Teacher), Mr Chris Murphy (Deputy Head Teacher), Mrs Rachel Turner (Assistant Head) & Miss Vicky Jeffcock (Early Years Lead) are the designated leads for child protection.

Children in Care (CiC):

Mrs. Loise Annal is the designated lead for Children in Care – CiC (Please see our Children in Care Policy available on our website or in paper version on request from the school office). SEND reviews and PEP meetings are coordinated and where possible meetings are held on the same day.

Pupil Premium:

Mr Craig Heeley with the School Business Manager, Mrs Jill Harris are the designated members of staff responsible for managing pupil premium.

At Lemington Riverside Primary we support all of our families and families who have children with a special educational need, formally through review meetings and informally through our 'open door' approach. We are able to signpost to services and organisations, which may offer appropriate input or advice via the Local Offer.

2. Admissions and inclusions:

The school has adopted the criteria set out in the Local Authority's admission policy. The school welcomes children with known special educational needs and disabilities, as well as identifying and providing for those not previously identified as having SEND.

3. Access to Facilities and Provision:

The governors will make every effort to accommodate a pupil's particular needs and work with the LA to improve facilities. Please refer to school's Accessibility Policy, which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

4. Allocation of Resources:

The Governors, Head Teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. The costs of the SENCO are set against the core or base budget of the school.

The school spends this money on:

- Learning support teachers and assistants
- Training for all teachers and learning support assistants so they can meet pupil's needs more effectively
- Specialist resources, books and equipment
- Buy back services, such as Educational psychologist, SENTASS – Dyslexia and Speech, Language & communication team.
- Kalmer Counselling
- Thrive Online
- Lexia and other learning programmes
- The Bridge provision

The details of how individual pupils receive support are recorded on their individual **My Support Plan** and in the whole school provision map.

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for by school from the local authority. We may then receive varying amounts of allocated funding through top up funding or for pupils who have an Education Health Care Plan (EHCP), dependent on what the local authority deems appropriate.

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The degree and nature of support allocated to a particular child is based upon the nature and complexity of need involved.

5. Access to the Curriculum:

All pupils are entitled to a broad and balanced curriculum to enable all children to access the learning. The children at Lemington Riverside Primary receive inclusive, quality first teaching. Identifying, assessing, planning and review is part of Quality First Teaching. This policy ensures that teaching arrangements and strategies are fully inclusive. The broad, balanced and relevant curriculum is differentiated to enable all children to access the learning. Our SEN Information Report and Annual SEN Report provide clear details of what is available for all children with SEN and what is additional and different provision.
Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

The Governing Body ensures that it makes appropriate provision for all pupils identified as having need of special educational provision. A named governor is allocated to support the work of the Special Needs Coordinator.

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEN.

6. Differentiation

Differentiation is the process by which the curriculum and teaching input is adapted to enable all children to access the learning, and meet the individual child's learning needs. Pupils make progress at different rates, and learn in different ways. Their progress is regularly monitored and reviewed. If a particular pupil does not make adequate progress the school will do more to help, and it is at this stage that the child would be regarded as having a special educational need. The SENCO works with staff to ensure that those pupils who may need additional or different support are identified at an early stage. Pupils are only identified as having special educational needs if additional or different action is being taken. Teachers continue to have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning.

It is normal practice that all pupils, including those with a recognised SEN, are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to

maximise learning, some pupils are withdrawn, individually, and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

It is our intention that pupils with SEN are enabled and encouraged to take part in all aspects of school life, including additional activities and clubs as well as any wider community events.

7. Identification, Assessment, Planning and Review Arrangements:

Pupils with an SEN get provision and support that is either additional to and/or different from the help that the school usually gives pupils through differentiation.

Lemington Riverside Primary School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A pupil's My Support Plan outlines all SEND support and is updated each term.

There are 4 broad areas of need:

- ✓ Communication and interaction
- ✓ Cognition and learning
- ✓ Social, emotional and mental health difficulties
- ✓ Sensory and/or physical needs

The following are ***not*** SEND but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked after child

- Being a child of service personnel

8. SEND support – four-part cycle:

Early identification of SEND is crucial. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND. If there are concerns that a pupil is not making adequate progress, the class teacher will discuss these concerns with parents and the SENCO, then complete an initial concerns checklist.

Assess

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. The class teacher and SENCO will review assessments regularly. Information from the pupil, parents, class teacher, Learning Support Assistants and where appropriate, professionals will help to inform the assessment. If it is thought that a pupil may have SEN, concerns will be raised by the class teacher and they will complete an 'Initial Concerns Checklist' and hand this to the SENCO. This form will be shared, and contributed to, with parents/ carers during a face-to-face discussion when deciding on a course of action for a pupil.

Plan

The information gathered is used to decide what help may be needed and parents will be formally notified of their child's needs. This help is recorded on a My Support Plan. The Support Plan records that which is additional to, or different from, the differentiated curriculum and focuses on 2/4 individual targets that match the pupil's needs. Agreed interventions/ support, adjustments and a review date recorded on the My Support Plan will be agreed with staff, parents and pupil.

Do

The delivery and assessment of the impact of the interventions, recorded on the My Support Plan continues to be the responsibility of the **class teacher.** They will also continue working with the pupil on a daily basis and retain accountability for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any support staff and specialist staff involved. The SENCO will advise and support as appropriate.

Review

The My Support Plan is reviewed three times per year, more regularly where needed, on an agreed date, where the effectiveness of the support and interventions and their impact on the pupil's progress will be discussed. Adjustments and next steps will be decided accordingly and outcomes recorded. Pupils participate in the review process according to their age and abilities. Parents are also invited to participate in the target-setting and review process. This can take place during Parent Consultation sessions, or at formal SEN review meetings. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. This will inform future provision.

School liaises with the following services;

- Educational Psychology Service
- School Health
- Speech & Language Therapy
- School Improvement Service (SIS)
- SEN Teaching and Support Service (SENTASS)
- Specific Language Impairment Team (SLI)
- Counselling services
- Children and Young Persons Services (CYPS)
- Social Services
- Looked after Children Team (LAC)

The majority of the above are purchased by school through a traded service and are not centrally funded.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

9. Additional Interim Support Funding

If the pupil does not make adequate progress receiving additional support, and their needs exceed the nationally prescribed threshold (currently £6,000), the school may seek further funding, through an application to the Local Authority. Pupils and parents continue to be fully involved and are informed about the involvement of external agencies and proposed request for further funding. The range of support available with help from additional funding is similar to that made for **SEN Support,** but will typically be more intensive, individualised and sustained. Advice from outside professionals is incorporated into each child's My Support Plan and these professionals are invited to contribute to the monitoring and review of progress. The My Support Plans have fresh targets and strategies, which should be implemented at least in part in the normal classroom setting.

10. Education, Health and Care Plans

If a pupil's progress continues to demonstrate significant cause for concern, despite having taken relevant and purposeful steps to meet the pupils identified needs, the school and/or parents may consider requesting an Education, Health and Care Plan (EHCP- formerly known as a Statement of SEN).

Pupils that have EHC plans, in addition to the regular review of their Individual Education Maps, will also have their progress and the specific support outlined in their EHCP reviewed annually.

NB: Further details on provision for pupils with SEN can be found in the SEN Information Report.

SEN Information Report

This report can be found on the school website. It outlines the provision Lemington Riverside Primary provides for all pupils with SEN within the four broad areas of need;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

It may be worth noting here that behavioural difficulties are not classed as a Special Educational Need (See our Behaviour Policy). However, sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our SENCO to evaluate the case and seek additional support for a child, when appropriate. Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have an identified learning difficulty. Their needs are explained in our EAL policy.

11. Arrangements for Partnership with Parents/Carers:

Lemington Riverside Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them.

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs are treated as partners and supported to play an active and valued role in their pupil's education.
The school will provide information about the Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SEND IASS) to all parents of pupils with special educational needs. They can be contacted on 0191 2840480 or by email at sendiassadmin@newcastle.gov.uk and ask for Judith Lane or Sarah Francis.

Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice. The child's class teacher works closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents are invited to attend and be involved in all reviews.
Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/ carers time to prepare.

Our Welfare Officer, Paula Stones, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help is used to coordinate support for children and their families who have a range of needs.

12. Pupil Participation:

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances. They have their own views about what sort of help they would like to help them make the most of their education. They are encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to their My Support Plan, discussions about choice of schools and transition processes. Pupils are involved in self-evaluation through pupil review forms, and inclusion in target setting on their support plans. Pupils in Key Stage 2 can attend review meetings or part of them if they wish, where appropriate. The views of all pupils are highly valued.

13. Transition Arrangements

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. Transition is carefully planned and success is ensured by the full involvement of parents and pupils. Key information about SEN provision will be shared with the next school/ setting through the review process.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

14. Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- ✓ Regular observation of teaching by the Senior Leadership Team.
- ✓ Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,

- ✓ Assessment records that illustrate progress over time – e.g. reading ages
- ✓ Pre and post assessments for those pupils who are withdrawn for targeted interventions
- ✓ Success rates in respect of individual targets
- ✓ Monitoring by the governors with responsibility for SEND
- ✓ The views of parents/carers and pupils. Questionnaire for parents of pupils with SEND, pupil views of additional and different provision they receive.
- ✓ Regular meetings between SENCO, SENDTA, head teacher and Key Stage leads.
- ✓ Provision Mapping – used as a basis for monitoring the impact of interventions.
- ✓ LA SEND Review to externally validate provision and outcomes for pupils with SEND

15. Medical Conditions:

A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the school nurse or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

Lemington Riverside Primary School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in coordination with their healthcare plan. Please refer to our Supporting Pupils with Medical Needs policy for further information.

16. Staff Development:

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENDCO ensures staff are informed of local and national

developments in relation to SEND and Inclusion. Where appropriate, specialists are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENDCO. As part of the OWL Trust there are opportunities for School to School training with SEND for all staff.

17. The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENDCO and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the SEND Local Offer. Please refer to our *School Complaints Policy* for further information, which is available via the school website.

18. Conclusion

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

19. Success Criteria

The success of the education offered to children with SEN will be judged against the aims set out above. The policy will be reviewed and amended annually and a report presented to the Governing Body.
This SEN and Disability policy will be reviewed and amended annually.

This SEND Policy should be read in conjunction with the Accessibility Plan, Annual SEN Report and the Parents/Carers' SEN Information Guide. Together they include details of:

• The school's admission arrangements for pupils with SEN or disabilities.
• The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils.
• The facilities provided to assist access to the school by pupils with SEN and disabilities (Children and Families Act 2014, Part 3).

Other related policies include;

- ✓ Safeguarding & Child Protection Policy
- ✓ Supporting Children with Medical Needs
- ✓ Behaviour Policy
- ✓ Positive Handling Policy
- ✓ Anti-bullying Policy

Author: Mrs Loise Annal

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