

Special educational needs and disabilities (SEND) policy.

Park Spring Primary School



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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities.
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
 - Help pupils with SEND fulfil their aspirations and achieve their best.
 - Help pupils with SEND become confident individuals living fulfilling lives.
 - Help pupils with SEND make a successful transition into the next phase of education and into adulthood.
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.
- Make sure the SEND policy is understood and implemented consistently by all staff.

2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential through our 4 core values: resilient, confident, caring, and happy.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Our 'Golden Thread' states that:

- *All children at Park Spring Primary will be provided with the right course through a mastery curriculum.*
- *In achieving together our inclusive practice will ensure that the bottom 20% and SEND children achieve well.*
- *Through the aims of the school, children will be given the opportunity to develop those personal skills to be successful in life, especially resilience, team work and mutual respect.*
- *Children will develop a pride in themselves and our school and, through developing commitment to community, they will celebrate commonalities and diversity.*
- *Reading is the master skill of our school, and we will use every opportunity to develop children's vocabulary.*

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Claire Thorson (currently on maternity leave – covered by Nils Hansen)

They will:

- › Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- › Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- › Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- › When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- › Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Make sure the school keeps its records of all pupils with SEND up to date and accurate
- › With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- › Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Monitor that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- › Monitor that the school has arrangements in place to support any pupils with medical conditions
- › Monitor that all pupils are provided access to a broad and balanced curriculum
- › Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

6.3 The SEND link governor

The SEND link governor is Barbera Glastonbury.

The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

6.4 The headteacher

The headteacher will:

- › Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- › Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- › Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils .
- › Make sure that the SENCO has enough time to carry out their duties.
- › Have an overview of the needs of the current cohort of pupils on the SEND register.
- › With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- › Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy and the SEN information report
- › Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- › Invited to termly meetings to review the provision that is in place for their child.
- › Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- › Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- › Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- › Explaining what their strengths and difficulties are
- › Contributing to setting targets or outcomes
- › Attending review meetings
- › Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Staff and parents can raise concerns at any time with the SENCo about a child's progress or difficulties that they are experiencing.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better their previous rate of progress
- › Fails to close the attainment gap between them and their peers
- › Widens the attainment gap

Our school assessment cycle provides valuable tracking information which is discussed at termly pupil progress meetings. This can also help in the identification of specific pupils who may need more targeted or specialised support. We also use the SENIT Development Journal in Foundation Stage and Year 1 and B Squared Progression Steps in Years 2 – 6 and these inform planning the next steps as part of the assess – plan – do - review process. We also use a variety of other assessment tools to assess specific needs, such as SENIT Phonics and GL Assessment.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- › Their previous setting has already identified that they have SEN
- › They are known to external agencies
- › They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account any concerns the parents have
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, and will be made accessible to staff in an IPM (individual provision map)

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

On the census these pupils will be marked with the code K.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

The provision for these pupils is funded through the school's notional SEND budget and any additional FFI top up funding:

We secure Funding for Inclusion(FFI) for children in specific year groups (Reception, Year 2 and Year 4) each year during July. Funding is allocated according to the level of need for particular children by the April of the following year (i.e. when the child is in Year 1, 3 and 5) Funding can be applied each term for children in Nursery(EYFFI) or when required (SENDIF). We can also submit requests for funding in November for children in Reception Classes

Universal Support

All learners have access to 'quality first' teaching. This means that they access lessons that are engaging with high levels of pupil participation and interaction. Questioning is effective and outcomes clearly identified. Opportunities for reflection are built in and pupils evaluate their own progress and next steps. Tasks are differentiated appropriately and the challenge level is ambitious but achievable. A culture of independence is fostered and pupils are encouraged to take the lead in their own learning. A lively range of teaching strategies are used, including visual and kinaesthetic as much as possible. The classroom environment is stimulating and accessible for all, and visual timetables are used throughout the school.

Targeted Support

Some vulnerable learners have access to additional interventions/resources. These are pupils who are making less than expected progress and have been identified by the school as needing to make accelerated progress. They are not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN. This will often be at a group level and children may temporarily enter in and out of this level of support. We have a multitude of intervention programs such as Blast, Alpha to Omega, Drawing and Talking and Nurture to meet the needs of children presenting with all types of SEND.

Specialist Support

'Specialist Support is where a school will involve a specialist where a pupil continues to make little or no progress and is significantly below age related expectation' Specialist support tends to be provided more on a 1:1 basis and include assessments and interventions on a more complex and significant level over a longer period of time. We currently have access to the following professionals and agencies:

- Mindmate/CAMHS
- Speech and Language Therapy
- Visually Impaired Team
- ABC / Oasis Behavioural Support
- Social Care
- Educational Psychologist
- Physiotherapy
- SENIT
- Occupational Therapy
- STARS
- Willow Foundation
- DAHIT (Deaf and Hearing Impaired)
- ABC Gateway
- Pudsey Cluster
- School Nurse

Education, health and care (EHC) plan

An Education, Health and Care Plan (EHCP) is a legal document outlining the child's needs, provision, outcomes and educational placement. A request for an Assessment of a child's education, health and care needs is made to the Local Authority if it is deemed that the school is unable to meet the child's needs effectively without one or in preparation for a transition to the next phase of education. The request can be made by the parent or the school and a multi-agency panel decides whether the child's needs meet the criteria. The process takes 20 weeks and does not always result in an EHCP being granted. An EHCP and is required to be reviewed annually or sooner if it is deemed a review would be beneficial. Pupils are only able to access specialist provision if they have an EHCP naming the placement which is done through a consultation process.

On the census these pupils will be marked with the code E.

8.5 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in many ways. We follow the Webster Stratton approach to behavior and developing positive relationships and wellbeing and have a comprehensive anti-bullying policy. We have a comprehensive system of rewards and sanctions and all staff follow the Behaviour Hierarchy 'Step Ladder'. Behavioural incidents are recorded on SIMS and we also use CPOMs to record concerns and significant events/observations. Data recorded on SIMS is discussed regularly at weekly Inclusion Meetings. We fully recognise that some children present with behaviours that reflect a multitude of adverse and negative experiences in their young lives and we are sensitive and skilled in recognising and responding to these through additional support such as enabling them to access Counselling, Drawing and Talking, Little Voices, Nurture, ABC etc, This is in addition to the day to day support that children (and parents/carers) receive from caring and patient staff who provide time and strategy to enable them to experience a sense of positivity, confidence and safety.

8.6 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- › Tracking pupils' progress, including by using provision maps.
- › Carrying out the review stage of the graduated approach in every cycle of SEN support
- › Using pupil questionnaires
- › Monitoring by the SENCO
- › Holding annual reviews for pupils with EHC plans
- › Getting feedback from the pupil and their parents

9. Expertise and training of staff

In service training for the SEN leader, all teaching staff and support staff is based upon the priorities established by the SEN and School Development Plan and on individual need. PDM (staff meeting) time is often used for whole staff training on areas for development.

All staff can request specific training through performance management annually.

Discrete training on specific areas pertinent to the school and/or individuals/groups take place on an ongoing basis

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Mindmate/CAMHS
- Speech and Language Therapy
- Visually Impaired Team
- Oasis Behavioural Support
- Social Care
- Educational Psychologist
- Physiotherapy
- SENIT
- Occupational Therapy
- STARS
- Willow Foundation
- DAHIT (Deaf and Hearing Impaired)
- ABC Gateway
- Pudsey Cluster
- School Nurse

11. Admission and accessibility arrangements

11.1 Admission arrangements

Our school is committed to providing an inclusive and supportive educational environment for all prospective pupils, including those with disabilities and special educational needs (SEN). We follow the guidelines and procedures outlined in the School Admissions Module (SAM), which is determined by our local council, to ensure a fair and transparent admission process.

By our commitment to inclusive education, we recognize the importance of parental preference in the admission of prospective pupils whose Education, Health, and Care (EHC) plans name our school. These pupils' priority consideration is managed by the SAM, ensuring that their specific needs are met effectively.

Furthermore, our oversubscription criteria have been carefully designed to avoid unfairly disadvantaging prospective pupils with disabilities or SEN. We are dedicated to making reasonable adjustments and providing the necessary support to accommodate pupils with diverse needs, ensuring that their access to our school is equitable and their educational journey is as successful as possible. We recognize the importance of tailoring our admissions process to meet the unique requirements of each pupil with SEND, and we remain committed to fostering an inclusive and nurturing learning environment for all.

11.2 Accessibility arrangements

Adaptations to the curriculum and learning environment.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made in line with the school's 'Complaints Policy'

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- › All staff's awareness of pupils with SEND at the start of the autumn term
- › How early pupils are identified as having SEND
- › Pupils' progress and attainment once they have been identified as having SEND
- › Whether pupils with SEND feel safe, valued and included in the school community
- › Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by the SENDCo **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents:

- › SEN information report
- › The local offer
- › Accessibility plan
- › Behaviour policy
- › Equality information and objectives
- › Supporting pupils with medical conditions policy
- › Attendance policy
- › Safeguarding / child protection policy
- › Complaints policy