



Tredington Primary School

Special Educational Needs and Disability Policy

We aim to develop in our children a passion for learning; strong moral, social and cultural values; a hard working 'Can do' attitude; the ability to communicate with others clearly and a desire to explore and understand the world around them.

Our school mission statement is:

Friends learning together.

Explore, create and share.

Date of Policy: June 2005
Date of Last Review: October 2019
Date of Next review: October 2020
Date of Approval: December 2019

Policy agreed by Tredington Primary School governing body in December 2019

This Policy will be reviewed at least annually

TREDINGTON PRIMARY SCHOOL

Special Educational Needs and Disability Policy

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INTRODUCTION AND POLICY PRINCIPLES

Tredington Primary School is a small, rural, mainstream community primary school. Our school caters for all children. The school has 5 Learning Hubs: -

- Reception (Early Years Foundation Stage)
- Year 1/2
- Year 2/3
- Year 3/4
- Year 5/6

NB The school works closely with Tredington Teddies Playgroup. Any cause for concern about a child will be discussed with the school SENDCo, so that appropriate action can be taken as early as possible.

At Tredington Primary School, we strive to support *all* children to enable them to achieve to the best of their ability. Small classes in Key Stage 1 help to give children the best possible start for their school career. We believe that all children, whatever their need or background, should reach the highest possible academic standards and have additional educational opportunities beyond the regular curriculum. The school is committed to ensuring that all pupils, including those with Special Educational Needs or Disability (SEND), receive a curriculum relevant to their needs and ability which still fulfils the requirements of the National Curriculum. We pride ourselves on our open door policy and welcome the opportunity to work in partnership with our parents and carers.

Our aim is to provide inclusive, enabling and consistent practice and to ensure that all the necessary legislative requirements are followed for all children.

We aim to do this through:-

- having regard to the current SEND Code of Practice (0-25)
- promoting equal opportunities for all children
- early identification of SEND
- establishing and maintaining an efficient and consistent approach to identify needs providing an appropriate learning environment for all children
- early consultation with teachers and actively involving them to produce and implement SMART Plans as necessary
- enabling parents to take a supportive role in their child's learning
- establishing a SEND register and a record keeping system
- providing differentiated tasks and a differentiated curriculum where necessary
- providing relevant training for the SENDCo, class teachers and teaching assistants, and opportunities for dissemination of information related to SEND.

This policy should be read in conjunction with other relevant policies which can be found on the school website:-

- Data protection
- Confidentiality

- Safeguarding
- Child Protection
- Offer of Early Help
- Teaching and Learning
- Equal opportunities
- Curriculum policies
- Assessment
- Accessibility Plan
- Comments and Complaints Procedures
- Health and Safety & Medical Policy
- Anti-Bullying Policy
- Gifted and Talented Policy

Children and Families Act 2014

In 2014, the Government changed the system for children and young people with special education needs, including those who are disabled. The changes encourage education, health and care services (as appropriate) to work together to provide the best outcomes for all children. The most recent SEND Code of Practice (2014) can be downloaded from the following website:-

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:-

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if:-

- *he or she has a significantly greater difficulty in learning than the majority of others of the same age*
- or*
- *he or she has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.*

Many children and young people who have SEN may have a disability under the Equality Act 2010 i.e. a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.”

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special education provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

HEALTH AND SAFETY

Health and Safety is of paramount importance when considering pupils with SEND. Individual needs are considered when organising our school environment to ensure that teaching and learning takes place in a safe and secure environment. Due consideration is given when organising school trips that destinations are appropriate and risk assessments are carried out. Tredington Primary School follows statutory guidance for supporting pupils with medical conditions. All these pupils have a written Individual Health Care Plan, which is reviewed at least annually.

EQUAL OPPORTUNITIES

At Tredington, we aim to provide equal opportunities for all pupils as well as develop and maintain a sense of value. All pupils have equal access to the full range of educational resources necessary to ensure that they reach their full potential. All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social Background
- Ability/Disability
- Belief

EVERY CHILD MATTERS

The school adopts a policy to ensure that every child, whatever their background or their circumstances, has the support they need to:-

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

FUNDING

The school receives funding from a number of sources to respond to the needs of pupils with SEND. SEND funding is determined by the local authority using agreed criteria.

The Notional SEND budget is a fund devolved to schools to support them to meet the needs of pupils with SEND.

Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority, who have been adopted or whose parents are in the Armed Services. These children may have some barriers to learning although not necessarily SEND.

The school also receives funding for LAC. These children may have some barriers to learning although not necessarily SEND.

For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority High Needs SEND Funding allocation. This type of funding accompanies an EHC Plan.

ACCESS TO THE CURRICULUM

The Governors at Tredington Primary School expect the full inclusion of all pupils with SEND into the daily routine of the school. Quality First Teaching is of paramount importance. Any extra interventions sessions are co-ordinated by the Class Teacher and SENDCo and work covered in those sessions is supported within the classroom whenever practical. All pupils have full access to the entire curriculum; any adjustments are made as the need arises. Risk assessments are carried out and procedures are put in place to enable all children to participate. If it is deemed that an intensive level of one to one support is required a parent or carer may be asked to accompany their child during the activity.

For further information about physical access to our school building, please refer to the Accessibility Plan on the school website.

GRADUATED PATHWAY AND LEVELS OF NEED

(see Tredington SEND Graduated Response on school website)

Gloucestershire advocates a graduated pathway, based on an ongoing ASSESS, PLAN, DO, REVIEW approach according to the individual needs of each pupil. Pupils are classified as having differing levels of need as follows:-

My Profile

All pupils in Key Stage 2 complete a 'My Profile' at the start of each academic year. These contain details of their aptitudes, hopes for the future and thoughts about their learning. "My Profiles" are kept by the class teacher and relevant copies held by the SENDCo. Year 2 pupils are supported to record their ideas.

My Plan (SEN Support)

If, after assessment and consultation with pupils and their parents/carers, school considers that a pupil has a significantly greater difficulty in learning than their peers, a "SMART Plan" will be written and put in place after consulting all parties. This plan contains no more than 4 child-centred outcomes and may also include a parental goal.

My Plan Plus (SEN Support)

If progress rates are still judged to be inadequate, despite Quality First Teaching and delivery of high quality researched interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. Outside agency involvement will only be undertaken after parent permission has been obtained. If a child has various or complex needs or a specific difficulty that involves working with more than one agency (education, health and social care), there will be a multi-agency Team Around the Child meeting to write a My Plan Plus. This contains desired outcomes from all agencies involved.

Educational, Health and (Social) Care Plan

For a very small percentage of pupils with an even higher level of need due to significant and complex issues, the SEND Support required to meet their needs cannot reasonably be provided from within the school's own budget/resources. In such cases, a request will be made to the local authority to conduct an assessment of Education, Health and Care needs. This may result in an EHC Plan being written by SEN Casework in conjunction with school, parents/carers and the pupil. This will describe specific one to one support needed and recommend a number of additional hours of support within school to work towards agreed outcomes. School funds the first £6,000 in accordance with the LA funding protocol. A budget, to be spent under the discretion of the Headteacher, will be attached to the EHC Plan.

POLICY OBJECTIVES

Tredington Primary School:-

- ensures, wherever possible, that all pupils are taught within their own class group and that withdrawal is kept to a minimum;
- provides programmes of work for children with SEND which enable them to access the National Curriculum irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning difficulties;
- allocates resources flexibly to support all children's needs;
- plans differentiated work in keeping with the child's needs and abilities;
- operates a system of book scrutiny and close monitoring of pupils' work;
- maintains effective channels of communication with everyone involved with our children with SEND;
- informs, consults and supports the parents of our children with SEND;
- liaises closely with the appropriate outside agencies working with our children.

IDENTIFICATION AND ASSESSMENT OF SEND PUPILS

Pupils may have needs in one or more of the following areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Physical and Medical

SEND Register

A register is kept of children with SEND. This is reviewed and updated three times per year to ensure that it is current. Pupils can be added or removed based on changing individual needs.

Identification of Need

We know that pupils might need support if:

- concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school.
- screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.

- whole school tracking of attainment outcomes indicates limited or lack of expected progress.
- observation of the pupil indicates that they have additional needs.
- there is a change in the pupil's behaviour or progress.
- a pupil asks for help.

Whenever a child joins Tredington Primary School with identified or suspected SEND, we liaise closely with the previous setting and complete a checklist or carry out a range of baseline assessments as appropriate. For any children who we think may have a higher level of need, the SENDCo may do further specialised diagnostic testing to identify any strengths and weaknesses of the pupil.

What are the first steps our school takes if Special Educational Needs are identified?

1. Where it is decided that special educational provision is required to support increased rates of progress, parents will be informed that the school considers that their child may require SEND support and their partnership will be sought in order to improve attainment. However, the parents will probably have already been involved at the identification stage.
2. The class teacher and TA will complete the SEND checklist and pass a copy to the SENDCo. The SENDCo will meet with the child to discuss their one-page profile and then meet with the class teacher, pupil and parent/carer to write their first My Plan (Tredington SMART Plan) (These are the first two stages of the graduated approach).
3. The needs of these children will be met by the class teacher.

What should parents/carers do if they think their child has SEN?

- The class teacher is the initial point of contact.
- Parental concerns are passed to the SENDCo/Headteacher who will take appropriate action and then meet with parents/carers.

How does our school include parents/carers and pupils in continuing support?

- All SMART Plans are reviewed at the end of each long term by the class teacher with the child and parent/carer to discuss progress/achievements and to set new goals.
- Tredington staff are visible and approachable. Parents/carers are welcome to come into school to talk to class teachers or to the SENDCo/Headteacher at a mutually convenient time. The School Office should be contacted to make an appointment.

PROVISION FOR PUPILS WITH SEND

(Please refer to the School Information Report on school website for further details)

Quality First Teaching is the expectation in every classroom. However, some children need further additional support to help them achieve their targets. This may be provided by our SEND Team:-

- Our SENDCo is Mrs Liz Sim
- Our SEN Intervention Teaching Assistant is Mrs Elspeth Harley

- Our SEMH Lead Teacher is Mrs Donna Sommers-Burrows
- Our Pastoral TA in EYFS/Key Stage 1 is Mrs Jenny Upton
- Our Pastoral TA in Key Stage 2 is Mrs Sarah Lyddon

All other staff have SEND experience, ongoing SEND and intervention training, so will also be part of the SEND team as and when required.

Pupils with SEND will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the curriculum.

Role of the SENDCo

The SENDCo is responsible for co-ordinating the SEND provision with the school. Main responsibilities are:-

- liaising with staff
- management of provision for pupils on SEND Support or with an EHC Plan
- overseeing the records of all pupils with SEND
- liaising with appropriate external agencies and parents.
- organising Team Around the Child Meetings and Annual Reviews
- contributing to in-service training of staff
- communicating with the Headteacher about SEND issues
- communicating with the SEND support staff
- overseeing the writing, delivering and reviewing of SMART Plans
- contributing to the writing, delivering and reviewing of My Plans Plus
- summarising EHC Plans into EHCP Priority Plans for daily use
- overseeing the day to day operation of the school's SEND policy

At present our SENDCo works on Mondays, Tuesdays and Thursdays. In the absence of the SENDCo, the point of contact is the Headteacher.

Role of Headteacher

The Headteacher is responsible for:

- inclusive provision
- working closely with SENDCo
- keeping the governing body fully informed of SEND issues
- pastoral care for all pupils

Although the Headteacher retains ultimate responsibility, many responsibilities are delegated to the SENDCo and the teaching staff.

Role of Class Teachers

Class teachers are responsible for:-

- initial identification
- communicating with the SENDCo and SEND support staff
- differentiating work to enable access to the curriculum
- being responsible for meeting the Special Educational Needs of all children in their class

- writing, delivering and reviewing of My SMART Plan
- contributing to the writing, delivering and reviewing of My Plan Plus and EHC Plan

The majority of teaching in the school day will be Quality First Teaching that is differentiated to meet the diverse needs of all learners and delivered by the class teacher as he/she is responsible for meeting the needs of every child in their care.

The quality of classroom teaching provided to pupils with SEND is monitored through:-

- classroom observation by the Headteacher and teaching colleagues. The Headteacher and SENDCo will monitor provision of differentiated tasks for children on the SEND register
- ongoing assessment of progress of pupils with SEND
- formal pupil progress meetings
- book scrutiny, work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- regular teacher liaison with the SENDCo to ensure guidance is given to help meet the needs of pupils with SEND
- pupil and parent feedback on the effectiveness of interventions provided
- attendance and behaviour records.

Interventions

- Formal and informal intervention programmes may be delivered according to the needs of a pupil.
- Informal interventions may include time with a child to reinforce an aspect of previous learning that has not been fully understood or that they have missed through absence. These are normally one off sessions.
- Formal interventions are more structured and are delivered by TAs. These run for a limited number of weeks. Some examples are listed below:-
 - Toe by Toe
 - Plus One/Power of Two
 - Dandelion Readers
 - Precision Teaching
 - Dynamo Maths
 - Language for Thinking
 - SaLT (Speech and Language Therapy) activities
 - Dancing Bears
 - Clever Cogs (social and emotional learning)
 - Socially Talented Children

Liaison with Outside Agencies

We can call upon external agencies for advice and support. Some examples are listed below:-

- Advisory Teaching Service for:-
 - Visually impaired
 - Hearing impaired
 - Communication and Interaction

- Cognition and Learning
- Physical Needs
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Educational Psychology Service
- School Nurse
- Winston's Wish
- Children and Young People's Services (CYPS)
- Families First/Early Help Team

The SENDCo will keep the appropriate parents/carers and staff informed of any visits from any outside agency and pass on relevant reports and assessments, a copy of which is given to class staff for information and kept in the class SEND folder. Visits and meetings will be entered on the school calendar as soon as they are arranged. All members of staff are requested to keep the SENDCo informed of any additional contact they have with outside agencies. In addition, parents are requested to pass on copies of reports to school from any appointments with professionals outside of school e.g. hospital consultations, optician visits.

As any new need arises, strategies are developed following advice from outside agencies where appropriate. This includes needs of children with English as an Additional Language and Children in Care.

Extra support outside school for parents

- The SENDCo can signpost parents/carers to other organisations for support.
- The online Gloucestershire Local Offer lists individuals and groups which offer help or services to SEND children and their families. Follow this link: www.glofamiliesdirectory.org.uk.

MEDICAL NEEDS

- Medicines are managed by the office staff and are kept labelled in a secure place. They are administered by the pupil or by the parent.
- Our named first aiders are posted in every classroom and the main office. This is a live document updated in-line with training undertaken. These staff have received First Aid Training from an accredited external trainer. First Aid Training is attended every 3 years.
- School writes an Intimate Care Plan for any child who needs personal care and an Individual Health Care Plan for any child with significant health issues. These are written with the assistance of, and agreement from, parents/carers and are updated annually.
- All staff receive epi-pen and asthma training from an external trainer as required.
- Parents/carers should ensure that a copy of any individual asthma plan is given to school.
- Specific staff receive epilepsy training from an external trainer as required.
- All medicines and inhalers are taken on school trips/days out and included in the risk assessment.

- All medicine administration procedures adhere to the Local Authority policy and Department of Education (DfE) guidelines included within Supporting Pupils at School with Medical Conditions (DfE) 2014.

OFFER OF EARLY HELP

(see separate policy on school website)

At Tredington Primary School, we understand that parents and carers may, at times, be worried or concerned about their child for a number of different reasons.

Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early Help is important because it ensures vulnerable children and their families receive the help they need when they need it. It can prevent problems getting worse and requiring specialist intervention from social care, health and the youth justice system. The school provides an 'Offer of Early Help'. There are several organisations which may be able to offer advice and support and the school can signpost parents to these or make a referral on behalf of a parent.

Alternatively, parents/carers can contact the Family Information Service on 0800 542 0202 or 01452 427362. This service offers a free, impartial service and will help find the information needed. A useful website link to find support organisations is:- www.glofamiliedirectory.org.uk.

SEND KNOWLEDGE

- All staff have a good level of awareness of SEND.
- Training is constantly ongoing and will be extended as determined by the needs of the pupils in school.
- All staff have on-line bereavement training.

Areas of expertise

We have staff trained in the following areas:-

- Meeting the needs of children with physical needs e.g. cerebral palsy, dyspraxia.
- Meeting the needs of children with social, emotional and behavioural needs.
- Meeting the needs of children with communication and interaction needs.
- The SENDCo has a Post Graduate Certificate in Specific Learning Difficulties and is a Specialist Dyslexia Teacher and Associated Member of British Dyslexia Association, which enables her to screen children for dyslexia.

All members of staff attend relevant courses or webinars as appropriate and school arranges specific INSET training as required.

PARTNERSHIP WITH PARENTS/CARERS

At Tredington Primary School, we aim to maintain good working relations with our parents. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education. We always ensure that parents are notified of a decision by the school that SEND provision should be made

for their child. No decisions about referrals, provision, My Plans, movement between stages or in relation to statutory assessment, will be made without parental consultation and consent. We recognise and value the fact that parents/carers hold key information and have unique knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Partnership and engagement with parents plays a fundamental role in enabling children with SEND to achieve their potential. Within the review process, as recommended in the current SEND Code of Practice, parents will be consulted and invited to join any review meeting.

- The SENDCo liaises with parents/carers to work towards positive outcomes for their children.
- Parents/carers can speak to teachers at a mutually convenient time after school, at parents'/carers' consultation evenings or during review meetings.
- The SENDCo and/or Headteacher are always happy to speak with parents/carers at a mutually convenient time. Appointments can be made via the School Office.
- Where a child has an EHC Plan, there may be parental involvement or discussion with the SENDCo/Headteacher regarding the use of a SEND personal budget.

INVOLVEMENT OF PUPILS

Children with SEND often have a unique knowledge of their own needs. Their views about what sort of help they would like to make the most of their education will be ascertained. Tredington Primary School will encourage pupils to participate in all the decision-making processes and contribute to the assessment of their needs, reviews and transition processes. This is considered especially important from the end of Year 2.

- Children contribute to their own personal profiles with adult support where appropriate.
- They review goals with the class teacher and/or SENDCo.
- Children are always encouraged to be responsible for their own learning.

ASSESSMENT, EVALUATION AND SPECIAL ARRANGEMENTS

How do we review and assess the provision we have arranged for your child?

- SMART Plans are reviewed with parents and pupils three times per year in December/March/July.
- My Plans + are reviewed as required i.e. every 12 weeks unless agreed otherwise
- EHC Plans are officially reviewed annually but short-term EHCP Priority Plans are also reviewed in school in December/March/July.
- Progress of all the children is tracked at Pupil Progress meetings three times per year, to check whether the required progress in English and Maths is being made.
- If children are falling behind, school will arrange appropriate interventions.
- Interventions are recorded using a provision map.

- A baseline assessment is carried out before each formal intervention, progress is recorded and monitored throughout the intervention and assessment at the end of the intervention measures progress.

Arrangements for Statutory Tests

- If a child has an EHC Plan, special access arrangements can be made for SATs following on-line guidance from the DfE.
- A child with SEND may be entitled to a one to one reader during maths and English (but NOT reading) SATs assessments dependent upon their standardised scores.

RESOURCES

Specialist equipment is sometimes loaned to school by external agencies. We also buy various resources and equipment to allow our SEND children to access learning in the classroom. Such resources include:

Eye gaze technology

Clicker 7

Coloured reading rulers/ overlays/exercise books

Pencil grips

Writing slopes

Ear defenders

Sensory cushions

Jumbo keyboards

TRANSITION BETWEEN SCHOOLS

Many strategies are in place to enable the child's transition to be as smooth as possible. These include:-

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All new pupils are given the opportunity to attend a transition session where they spend some time with their new class and teacher.
- Additional visits can be arranged for pupils who need extra time in their new school.
- The Headteacher/SENDCo is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit Year 6 pupils prior to them joining their new school.
- The SENDCo liaises with the relevant secondary school and will pass on information regarding SEND pupils.
- Where a child has more specialised needs, a separate meeting may be arranged with the parents/carers, secondary school staff and primary school staff. This often happens at the Y5 and/or Y6 EHCP review meeting.
- To help lessen any worries, special initial visits can be arranged for Year 6 SEND pupils transferring to secondary school accompanied by an appropriate member of staff from Tredington.

ACCESSIBILITY

(see Accessibility Plan on school website)

Accessibility is an important consideration in an inclusive school. We are happy to discuss individual access arrangements. Current facilities include:-

- Ramps into classrooms to make the building accessible to all.
- A fully accessible toilet/shower.
- Painted pillars and steps to help the visually impaired.

COMPLAINTS PROCEDURE

(See Complaints Policy on the school website)

The "Open Door Policy" at Tredington Primary School is designed to encourage parents/carers to speak to us as soon as a problem occurs or if any worries arise which may affect a child in school. This Special Educational Needs and Disability Policy outlines the Graduated Pathway which closely involves parents/carers throughout the process of SEN Support and EHC Plans. Therefore, we would hope that reasons for complaint would seldom occur. However, should anyone have cause for complaint it is important that the matter is brought to the attention of the SENDCo and/or Headteacher as soon as possible. Once a complaint has been made it will be given immediate attention and parents can expect a response within 48 hours.

ROLE OF SCHOOL GOVERNORS

The Special Needs Governor is **Mrs Deb Mulley**. The role of the Special Needs Governor is to monitor and support the development of provision for pupils with Special Needs at Tredington Primary School. She meets regularly with the SENDCo, attends the Achievement Group and makes sure Special Needs are represented during full Governors' meetings to ensure all Governors can have input into the Special Needs Policy of the school.

THE LOCAL OFFER

Every local authority must publish their Local Offer under the Children and Families Act (2014). The purpose of the Local Offer is to "offer" information in a single place, which can help everyone to find and understand what services a family can expect from a range of local agencies including statutory entitlement.

The aim of the Gloucestershire Local Offer is to support children and young people with SEN and disabilities to feel included within their communities and to be independent. It can help them to make choices and decisions that may have a positive impact on their lives now and into the future. The Gloucestershire Local Offer (i.e. information about local organisations providing services to children) can be found at www.glosfamiliesdirectory.org.uk.

Similarly, schools are required to publish their own SEND School Information Report providing details about how they will meet the needs of children and young people with SEND. Tredington Primary School's SEND School Information Report can be found on the school website www.tredington.gloucs.sch.uk under Key Documents, Special Educational Needs.

SEND POLICY REVIEW

This policy was written by the SENDCo and SENDCo Governor in Summer 2015 with reference to the Gloucester SENCo Cluster Policy created in November 2014.

The original version was presented to and ratified by Tredington Primary School Governing Body in September 2015.

It complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with the reference to relevant guidance and documents. Stakeholder parents were consulted in the draft of the policy. All staff were included in the finalisation of the draft. Its implementation is seen as the responsibility of all the staff.

The policy is reviewed annually by the SENDCo and Headteacher, working in consultation with staff, stakeholder parents and the Special Educational Needs and Disability Governor.