



## Pinchmill Primary School

The Old Road, Felpersham, Bedfordshire MK43 7JD



## Special Educational Needs and Disabilities (SEND) Policy

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## 1. Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child, both physically and academically;
- to ensure that the special educational needs of pupils are identified as early as possible, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all pupils to have full access to all elements of the school curriculum;
- to maximise the potential of ICT for pupils with SEN to ensure specific arrangements are put in place for Statutory Testing and Teacher Assessments. The engagement model will be used for pupils not achieving age related expectations for KS1. Birth to Five Matters ranges will be used for assessment until the end of the Autumn term of Year 1.
- to ensure that parents are able to play their part in supporting their child's education and their progress
- to ensure that our pupils have a voice in this process, where appropriate.
- to establish effective communication with outside agencies
- to support teachers' CPD (continuing professional development) in SEN/inclusion

Educational inclusion (please also see Admissions Policy)

In our school we aim to offer excellence and choice to all our pupils, whatever their ethnicity, gender, culture, faith, ability, disability or medical needs. We have high expectations of all our pupils. We aim to achieve this by identifying the barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils:

- have different educational, behavioural and cultural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences Teachers respond to pupil's needs by:
  - providing support for pupils who need specific help in identified areas of learning
  - planning to develop pupil's understanding through the use of all available senses and experiences including ICT planning for pupil's full participation in learning, and in physical and practical activities and field trips;
  - helping pupils to manage their behaviour and to take part in learning effectively and safely;
  - supporting individuals to manage their emo trauma or stress, and to take part in learning.

## 2. Vision and values

Our school provides a broad and balanced curriculum for all pupils. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

The Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of pupils. When planning, teachers set suitable learning challenges and respond to pupil's diverse learning needs.

Some pupils have barriers to learning for example speech and language, behavioural, social and emotional and/or physical difficulties that mean they have special needs and require particular action by the school. Some pupils are abler than the majority of their peers and equally need action taken to ensure they progress at an appropriate rate. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of pupils and thus enable them to participate equally and effectively in curriculum and assessment activities. Such pupils may need additional or different help from that given to other pupils of the same age. Pupils may have special educational needs either throughout or at any time during their school career.

This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### 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"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• 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</li> </ul>
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"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <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>

AREA OF NEED	
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"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <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 Mrs. V Bailey [vbailey@pinchmillprimary.co.uk](mailto:vbailey@pinchmillprimary.co.uk).

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

## 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

Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND

Inform parents when the school is making special educational provision for their child

Make sure that the school has arrangements in place to support any pupils with medical conditions

Provide access to a broad and balanced curriculum

Have a clear approach to identifying and responding to SEND

Provide an annual report for parents on their child's progress

Record accurately and keep up to date the provision made for pupils with SEND

Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report

Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

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

Determine their approach to using their resources to support the progress of pupils with SEND

## 6.3 The SEND link governor

The SEND link governor is Mrs. R Mellor

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

Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

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 termly 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

Pupils with special educational needs have learning difficulties or areas of excellence that call for special provision to be made. All pupils may have special needs at some time in their lives. Pupils are considered to have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of pupils of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for pupil of the same age;
- they are under school age and fall within the definitions above.

Gifted or abler pupils will display greater ease in learning than the majority of pupils of the same age. This may be in one particular area of the curriculum or across the board.

Many of the pupils who join our school in the Foundation Stage have already attended an early education setting. In many cases pupils enter the schools with their needs already assessed. However, we still assess all children when they join us, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our pupils.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Action. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information.

The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs. We will record the strategies used to support the child within an Individual

Education Plan Individual Education Plan (IEP). The IEP will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the IEP review identifies that support is needed from outside services, we will consult and seek permission from parents prior to any support being actioned. In most cases, pupils will be seen in school by external support services as requested. This may lead to additional or different strategies to those at School Action. This enhanced level of support is called School Action Plus. External support services will provide information for the child's new IEP. The new strategies and targets within the IEP will, wherever possible, be implemented in the child's normal classroom setting. The triggers for a child to move on from School Action to School Action Plus include:

- continuing to make little or no progress over a long period

- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulties in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's Own learning or that of the class group, despite having an individual behaviour management programme
- has sensory or physical needs requiring additional specialist equipment or visits by a specialist service
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning
- if the child continues to demonstrate significant cause for concern, a request for statutory assessment  
will be made to the LA. A range of written evidence about the child will support the request.
- all statements must be reviewed at least annual.

The annual review of the statement ensures that once a year the parents, the pupil, the LA, the school and all professionals involved, consider both the progress the pupil has made over the last twelve months and whether any amendments need to be made to the description of the pupil's need or to the special educational provision specified in the statement. LA's ensure that such a review is carried out within twelve months of either making the statement or of the previous review.

## 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, and will be made accessible to staff in an Individual Education Plan.

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.

The provision for these pupils is funded through the school's notional SEND budget.

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

### Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

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

## 8.5 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  
 Engaging with the LA to complete a SEND provision audit

## 9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## 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:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS) & (CHUMS)
- Education welfare officers
- Social services

## 11. Admission and accessibility arrangements

### 11.1 Admission arrangements

Pupils who have a Statement of Special Educational Needs ( or Educational Health Care Plan) are required to be admitted to the school which is named on the statement, even if the school is full. Pupils identified for admission through the Fair Access Protocol will also be admitted even if the school is full.

### 11.2 Accessibility arrangements

Statement of intent

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our accessibility plan should be read in conjunction with the School Strategic Plan and outlines the proposals of the governing body of Pinchmill Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person 'has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities'.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the school must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

## 12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCo. 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 to the Head teacher in the first instance. They will be handled in line with the school's complaints policy (Please see complaints policy on the school website.)

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](#).

To find out about disagreement resolution and mediation services in our local area, SEND ADVICE or KIDS You can request mediation by contacting [www.kids.org.uk](http://www.kids.org.uk) (Independent mediation service) or <http://www.bedford.gov.uk/sendadvice>

## 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 Mrs. Victoria Bailey (Head Teacher and 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