



## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **Introduction**

At Meadow Farm Primary School we believe that all children have a right to education, care and respect. They should be able to learn in an atmosphere of support and trust, enabling them to make mistakes along the way without fear of negative criticism or derision. We will work together as a team to support the needs of all children.

### **Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March came into force from the 1<sup>st</sup> September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care Plan (EHCP). These plans are being supported by an Education, Health and Care Plan Pathway. You can find more details about Derby City's Local Offer here:

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are

available both to those families in Derby City that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## Intent

- To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- To develop the knowledge, skill and understanding which will enable children to achieve their full potential.
- To develop self-respect and value for others in a caring and safe environment.
- To enable children to become confident and responsible members of society.
- To work in partnership with parents, carers and the whole community.

## Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo with the support from the Senior Leadership Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means that they are able to express their opinions to a trusted teacher, teaching assistant or the learning mentor prior to review. They will also be able to express their opinions through questionnaires that are pupil friendly. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school such as membership of the school council.

## Implementation of Policy

### Arrangements for co-ordinating SEND provision

The SENDCo will hold details of all SEND Support records such as provision maps, review notes and subject targets for individual pupils.

### All staff can access:

- The Meadow Farm SEND Policy;
- A copy of the full SEND Register

- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including provision maps and pupil profiles.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Derby City's SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. Parents will have access to their own child's information and the public access documents listed above.

## **Admission arrangements**

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Derby City also has a Fair Access policy;

<https://www.derby.gov.uk/media/derbycitycouncil/content/documents/education/schooladmissions/primary-iyfa-protocol-sept23.pdf>

Meadow Farm Primary School will undertake to liaise fully with Key Stage 3 when transferring children with SEND to the Secondary School setting. They will also liaise with Early Years settings when children with additional needs transfer into Meadow Farm. This will involve attending reviews, extra visits, a detailed transition plan and inviting colleagues from other settings to these reviews.

## **Specialist SEND provision**

We are committed to whole school inclusion and we support children with a wide range of needs. This may include the following:

ASD – Autistic Spectrum Disorder  
 SEMH – Social, Emotional and Mental Health  
 HI – Hearing Impairment  
 MLD – Moderate Learning Disability  
 MSI – Multi-Sensory Impairment  
 PD - Physical Disability  
 PMLD – Profound and Multiple Learning Disabilities  
 SLCN – Speech, Language and Communication  
 SLD – Severe Learning Disabilities  
 SPLD – Specific Learning Disability  
 VI – Visual Impairment

## **Facilities for pupils with SEND**

Meadow Farm Community Primary School offers the following:

- Wheelchair access across school
- Disabled toileting facilities with overhead tracking hoists and specialist toilets
- Modified curriculum for individual children
- Access arrangements for key stage statutory assessments as appropriate e.g. readers, scribes, extra time as required

A number of staff have been trained in specialist moving and handling procedures which includes hoisting to facilitate transfers between equipment.

### Allocation of resources for pupils with SEND


Element 3 funding is allocated to pupils with an Education and Health Care Plan (EHCP) who experience **the most significant** barriers to learning and participation. These pupils will have ongoing involvement from external support services in planning and reviewing the provision they require that is additional to and different from quality first teaching.

This funding comes from the high level needs block of funding allocated to the Local Authority, in order to meet the needs of pupils for whom the overall cost of provision is greater than £10,000.

The table below indicates how funding is delegated to schools to meet the needs of children with SEND.

More details about SEND funding can be found on the Derby City website

<https://schoolsportal.derby.gov.uk/sen/element-3-top-up-funding/>

|   |   |   |  |
|---|---|---|--|
| <br>Derby City Council | <b>Low intensity<br/>(Elements 1 and 2)</b>   | <b>Medium intensity<br/>(Element 3)</b>   |  |
| <b>TYPE OF<br/>PROVISION</b>  | <b>Core provision</b>   | <b>SEN Support</b>  | <b>SEN Support</b>   |
|   | <b>School Funding</b>   | <b>Locality Cluster<br/>Funding</b>   | <b>Derby City<br/>Funding</b>  |
| <b>TYPE OF<br/>FUNDING</b>  | <b>Delegated</b><br><br>Core/Universal High Needs funding (£0k to £10k)<br><br>Element 1 = AWPU £4k<br>Element 2 = Notional SEN funding £6k   | <b>Devolved</b><br><br>£10k core plus £2k to £6k<br><br>Band 1 = Low<br>Band 2 = Medium<br>Band 3 = High  | <b>Centrally retained:<br/>Band Levels 1 to 2</b><br><br>£10k core plus £6k to 9k<br><br>Band 1 = Low<br>Band 2 = High   |
| <b>PURPOSE OF<br/>FUNDING</b>   | To meet the needs of pupils with <b>moderate</b> barriers to learning, i.e. additional to/different from in a mainstream context.<br><br>Descriptors:<br><ul style="list-style-type: none"> <li>• Access to some 1.1 support</li> <li>• Small group work</li> <li>• Share of an additional adult</li> <li>• Access to specialist non-human resources</li> <li>• Mild modifications/ reasonable adjustments to teaching and learning.</li> </ul> | To meet <b>significant</b> needs in a mainstream context<br><br>Descriptors:<br><ul style="list-style-type: none"> <li>• Significant barriers to learning</li> <li>• Significant delays in age expected levels of progress</li> <li>• 1.1 support required for significant amounts of time</li> <li>• access to learning mentor support</li> <li>• specialist 1.1 programmes required</li> <li>• access to external specialist support</li> </ul> | To meet <b>exceptional</b> needs in a mainstream context<br><br>Descriptors:<br><ul style="list-style-type: none"> <li>• High levels of need</li> <li>• Highly adapted curriculum for the majority of time</li> <li>• Significant health and safety issues</li> <li>• Supervision and additional support required</li> </ul> |

Some ways that Element 3 funding might be used to address barriers to learning and participation at Meadow Farm Community Primary include:

- making the curriculum accessible for pupils
- making the social life of the school accessible to pupils
- relevant training to enable the school to better address the barriers to learning and participation which pupils face
- planning time for teacher and teaching assistant to meet
- purchasing and/or modifying teaching and learning resources
- enabling access to extra-curricular activities
- encouraging independence in school and community life
- purchasing specialist equipment to meet toileting, personal care and access needs

## **Identification of pupil need**

### **Identification**

Pupils may be identified as having a special educational need in a range of ways. The SENDCo will consider outcomes from summative testing or formative teacher assessments, information from parents, referral from a class teacher all inform the decision. We may identify a pupil as having a special educational need at any point of the child's journey through school.

## **A Graduated Approach**

### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

## **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views (if it is possible to ascertain these) and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

## **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education Health Care plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/ehc-assessment-and-plans/>

## **Education, Health and Care Plans [EHC Plan]**

Following Statutory Assessment, an EHC Plan will be provided by Derby City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and formally reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **Inclusion of pupils with SEND**

The SENDCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

Meadow Farm highly values enrichment activities and the benefit of education outside the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any trips, a pre-visit is made by staff and a risk assessment is carried out, which considers the needs of children with SEND. Where necessary, we meet with parents and health professionals to discuss any additional support that may be required. We also aim to ensure all children have the chance to be part of after school clubs should a parent or child wish this to be the case.

## **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision, pupils will be monitored by staff through pupil progress meetings and regular staff discussions. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Provision mapping will be used to monitor high level need support across school. Interventions will be reviewed and evaluated in order to gauge their success. The information gathered will be used to inform future provision decisions.



The school encourages feedback from parents and pupils throughout the year. The SENDCo will send out a child and parent survey on an annual basis and the results of this survey will be used to inform future developments and provision within school.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Senior Leadership Team and SEND Governor and information is gathered from different sources. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

### **SEND Complaint procedure**

The school has a published complaints policy. Please refer to this for more detail.

- If a parent or carer of a child with SEND has a complaint they should initially approach the class teacher to see if a discussion can help the problem.
- If they are still dissatisfied they should approach the SENDCo and then Head teacher in order to get the problem sorted out.
- If still dissatisfied, they should approach the Chair of Governors at the school. He will aim to resolve your complaint.
- After this a complaints governor panel will be convened
- If these discussions still fail to satisfy the parent or carer they should be advised of the appropriate person within the Local Authority (LA) that they can contact.
- If the LA fail to solve the difficulty they will be advised by the LA of their rights to seek further help.
- At all times the names and work addresses of outside agencies involved with their child should be available to parents and carers in order that they can communicate with them.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to advise on formal procedures for complaint.

### **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school accesses training programmes for relevant staff based on the needs of the school. These are matched to school development priorities and those identified through the use of provision management.

The SENDCo attends relevant SEND courses, Network SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

### **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

The following services will be involved as and when is necessary:

1. Observation and advice from the Educational Psychologist
2. Observation and advice from the Specialist Teaching and Psychology Service (STePS)
3. The advice of the School Nurse
4. The advice of the Attendance or Education Welfare Officer
5. Support from Speech and Language Therapists
6. The advice and support of the Occupational Therapist in conjunction with Physiotherapists
7. The input of the Community Paediatrician
8. The expert knowledge of staff at Derby City Hospital
9. The Behaviour Support Service
10. CAMHS

### **Working in partnerships with parents**

Meadow Farm Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

We encourage feedback from parents and regular drop-ins are arranged by the Head Teacher, the SENDCo and the Learning Mentor. These provide opportunities to discuss particular concerns about their child's progress or provision and to meet other parents.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Sendiass service (formally parent partnership) where specific advice, guidance and support may be required. <https://www.derby.gov.uk/education-and-learning/schools-and-colleges/send-information-advice-support/>

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor, Melanie Gaiderman may be contacted at any time in relation to SEND matters. She can be reached through the school office.

### **Links with other schools**

The school attends SENDCo Network meetings held by the city council. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### **Transition**

Meadow Farm Primary School will undertake to liaise fully with Key Stage 3 when transferring children with SEND to the Secondary School setting. They will also liaise with Early Years settings when children with additional needs transfer into Meadow Farm. This will involve attending reviews, information sharing, extra visits, a detailed transition plan and inviting colleagues from other settings to these reviews.

## **Links with other agencies and voluntary organisations**

Meadow Farm Community Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

1. Inclusive Education Service
2. Health and Emotional Well-Being
3. Speech and Language Therapists
4. Social Care
5. SENDIASS
6. Young Carers

Representatives from voluntary organisations and other external agencies are invited to update school staff on particular SEND issues affecting their daily practice.

## **Monitoring and review**

In order to make consistent continuous progress in relation to SEND provision, pupils will be monitored by staff through pupil progress meetings and regular staff discussions. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Provision mapping will be used to monitor support across school. Interventions will be reviewed and evaluated in order to gauge their success. The information gathered will be used to inform future provision decisions.

The school encourages feedback from parents and pupils throughout the year. The SENDCo will send out a child and parent survey on an annual basis and the results of this survey will be used to inform future developments and provision within school.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Senior Leadership Team and SEND Governor and information is gathered from different sources. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

## **Responsibility for the coordination of SEND provision**

- The person responsible for overseeing and co-ordinating the day-to-day provision for children with SEND is Charlotte Way (SENDCo).
- The school is supported by a range of specialist professionals including Speech and Language Therapists, Educational Psychologists, Physiotherapists, Paediatricians and Occupational Therapists. From time-to-time, other specialist professionals may be involved according to the individual needs of the children attending the school.
- At times, individual TAs may have additional training to help them support a pupil with a particular additional need.

## **Role and Responsibilities of Governors**

- The governing body should appoint an individual or sub-committee to have specific oversight of the school's arrangements for SEND.
- They should ensure that the school's notional SEND budget is appropriately allocated to support pupils with SEND.

- They should give up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school.
- Be involved in preparing the school's SEND information report for parents if desired.
- Help to review the school's policy on provision for pupils with SEND.
- Assure the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice (see section 3 of this article).
- Meet the school's special educational needs co-ordinator (SENDCo) to learn about the school's SEND provision and monitor the implementation of the SEND policy.
- Discuss with school staff the outcomes of the monitoring and evaluation of the school's SEND provision.
- Observe first-hand how the school ensures that pupils with SEND are actively involved in all aspects of school life, both inside and outside the classroom.
- Take opportunities to meet and talk with the parents of children with SEND.
- Keep informed about developments in the area of SEND, nationally, locally, and within the school.

## Impact


- Pupils at Meadow Farm feel happy, safe and respected.
- Behaviour at Meadow Farm is exemplary and diversity is celebrated.
- Pupils demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Pupils with SEND needs make good progress from their starting points due to the use of resources and intervention which meets the needs of pupils.
- On leaving Meadow Farm, pupils with SEND needs have developed good independence and life skills.
- Teachers and staff understand pupils needs well and remove barriers to learning to meet these needs so SEN pupils are successful.
- Parents of pupils with SEND needs are involved in decision making about the support their child receives and understand where to ask for/find further support, if needed.

Policy reviewed by: Charlotte Way (SENDCo)

Date reviewed: October 2025

**This policy may be reviewed earlier in light of any legislative changes.**

Date ratified by the Full Governing Body 26.11.25:



Signed:

David Allan

(Chair of the Full Governing Body)



Signed:

Samantha Eyre

(Head Teacher)

Review date: November 2026