



St. Mary's Church of England VC Infant School

'Sharing, Caring, Learning and Loving with God'

St Mary's Way
Baldock
SG7 6HY

www.stmarysinfants.herts.sch.uk

Tel: 01462 892347

Special Educational Needs and Disability Policy

Policy Review:

This policy will be reviewed every 2 years

Reviewed	September 2020
Next Review	September 2022

Our Vision

We aspire to be a community living life in all its fullness. We share, care, learn and love with God, valuing the dignity and respect of all humanity and creation. Through the power of the Holy Spirit Jesus' Kingdom comes and everyone can flourish together.

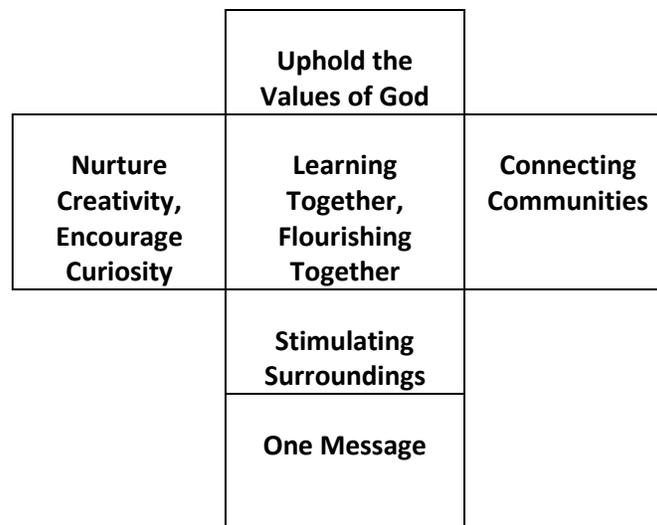
Our Mission

'Sharing, caring, learning and loving with God.'

Our Values

Friendship, Perseverance, Respect, Trust, Thankfulness, Humility, Generosity, Forgiveness, Courage, Peace, Compassion, Responsibility

Our 6 Key ideals that underpin our vision



Understanding our vision

Our 6 key ideals were created through the input of all stakeholders as being important factors in what we want from our school every day.

'We aspire to be a community living life in all its fullness' (John 10:10) Church of England vision for Education

'Sharing, Caring, Learning and Loving with God' (School's mission statement)

'Valuing the dignity and respect of all humanity and all creation' (Reference to Jonah and the Whale and the Church of England vision)

'Through the power of the Holy Spirit' (The importance of the Holy trinity and that we can't do it alone. We must work together.)

'Jesus' kingdom comes.' (Themed verse, Lord's Prayer and the goal of the school for us to create a peaceful and successful kingdom)

Flourish: Achievement

Together: Community

Purpose

St. Mary's Infants Church of England school believes that each pupil has individual and unique needs. However, some pupils require more support than others to achieve their potential. We acknowledge that a proportion of pupils will have Special Educational Needs and/or a Disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period, to help them overcome more temporary needs.

We aim to:

- provide high quality teaching developed through training, appraisal against teacher's standards, peer support and feedback from observations
- ensure that barriers to learning are reduced through careful planning.
- give pupils with SEND, equal opportunities to take part in all aspects of the school's provision through the use of reasonable adjustments
- support the child and the child's parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes
- identify, assess, record and regularly review pupils' progress and needs through Pupil Progress Meetings and reviews
- engage with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained
- provide support, advice and training to all staff working with children with SEND

Statutory Information and SEN Information Report

In line with the SEND Code of Practice 2014 the school has an appointed INCLUSION CO-ORDINATOR who holds the National Award for SEN Co-ordination.

Our website <http://www.stmarysinfants.herts.sch.uk/> has links to our SEN Information Report, key policies including managing medical conditions, transition arrangements (via SEN Information Report) and admission arrangements. Our SEN Information Report contains the information required in Regulation 51 of The Special Educational Needs and Disability Regulations 2014 and has been coproduced with Staff, Parents and Pupils at the school to answer all their questions about Special Educational Needs support at St Mary's

Pupils with an EHC plan are admitted if the school is named on the plan by a Local Authority. Pupils with SEND are considered for admission to the school on exactly the same basis as pupils without SEND.

What is a Special Educational Need?

"A person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her" "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." SEND Code of Practice (Pages 15 and 16)

The SEND Code of Practice 2014 describes the possible barriers to learning under four broad areas:

1. Communication and interaction including, speech and language difficulties and autistic spectrum disorders

2. Cognition and learning including, specific learning difficulties such as dyslexia and dyspraxia
3. Emotional, social or mental health including, ADHD and attachment disorders
4. Sensory, medical or physical including, hearing, visual or physical impairments

Progress and attainment may also be affected by either one of more of the following but would not be considered as SEND:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant or Pupil Premium Plus Grant
- Being a Child Looked After
- Being the child of Service Personnel

Identifying Special Educational Needs

Children with SEND at St Mary's are identified through a variety of assessment routes, all of which are part of the overall approach to monitoring progress of all pupils.

The class teacher continually assesses the progress of children and on termly basis reports to the Senior Leadership Team and the Inclusion Co-ordinator via a Pupil Progress Meeting. The impact of the quality first teaching, interventions and catch-up programmes, which target areas of weakness, are analysed and the progress of identified groups of children are monitored by the Inclusion Co-ordinator.

If a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, the class teacher and Inclusion Co-ordinator will seek to find a cause. This can be characterised by progress which:

- is significantly slower than their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Progress in areas other than attainment may also be evaluated, for instance where a pupil needs to make additional progress with their wider development or social needs in order to make the transition to adult life.

The class teacher will also approach the Inclusion Co-ordinator at any point in the term, when concerns are beginning to become apparent and will be in contact with the child's parents to share their concerns and what the school is doing to help the child.

In line with the Code of Practice (page 88) pupils are only identified as requiring Special Educational Needs Support if they do not make adequate progress once they have had relevant adjustments and strategies, including good quality personalised teaching. In identifying a child as needing SEN support the class or subject teacher, working with the Inclusion Co-ordinator, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the

individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Specialised assessments may be required from outside agencies or professionals for higher levels of need. Any concerns will be discussed with parents at the earliest opportunity and the children will also be made aware of the purpose of any provision.

However, we also recognise that some pupils will have a diagnosed Special Educational Need or a Disability which can be supported fully through our excellent reasonable adjustments and high quality teaching. These children are recorded as having a Special Educational Need but are not receiving SEND Support. We regularly review the reasonable adjustments made for these children and monitor their progress to ensure their needs continue to be met.

St Mary's School also recognise that parents know their children well in the home context. Parents with concerns should speak to the child's class teacher, in the first instance. If the concerns are evident in school and/or are having an impact on the child's learning then the class teacher will discuss with the INCLUSION CO-ORDINATOR. If the concerns do not impact on school life, then parents may be signposted by the class teacher or Inclusion Co-Ordinator to seek external advice e.g Doctor.

A small number of pupils may require an Education, Health and Care (EHC) needs assessment in order for their local authority to decide whether it is necessary for it to make provision in accordance with an EHC Plan. This is required only where a pupil has failed to make progress despite intensive and sustained SEND provision from the school. All parents have the right to ask for a Special Educational Needs Assessment by the Local Authority in which they live, who will assess this application and make a decision as to whether a needs assessment needs to take place within 6 weeks of the application. The purpose of an EHC Plan is to:

- make special educational provision to meet the special educational needs of the child or young person
- secure the best possible outcomes for them across education, health and social care
- prepare them for adulthood as they get older.

If the school feel that a child would benefit from an EHC Plan they will discuss this option with the parents and the Inclusion Co-ordinator will support the parents through the process of applying for one. Where a pupil has an EHC Plan, the local authority must review that plan, at a minimum, once every twelve months. In Hertfordshire the local authority require schools to convene and hold annual review meetings on its behalf. This role is carried out by the Inclusion Co-ordinator.

The school will supply the parents with an EHC plan leaflet that explains how the process is managed in St Mary's school.

Pupil Profile

Pupil Profiles are drawn up detailing the reasonable adjustments which are made to everyday teaching for children with identified SEND needs whether or not they are on the SEN Support register. These allow details of these adjustments to be clear to all staff who teach a child including supply teachers. Pupil Profiles are the responsibility of the class teacher but many of the adjustments will be drawn from external expertise and will be monitored over a set time frame. The Pupil Profiles are regularly reviewed by the class teacher in conjunction with the child's parents.

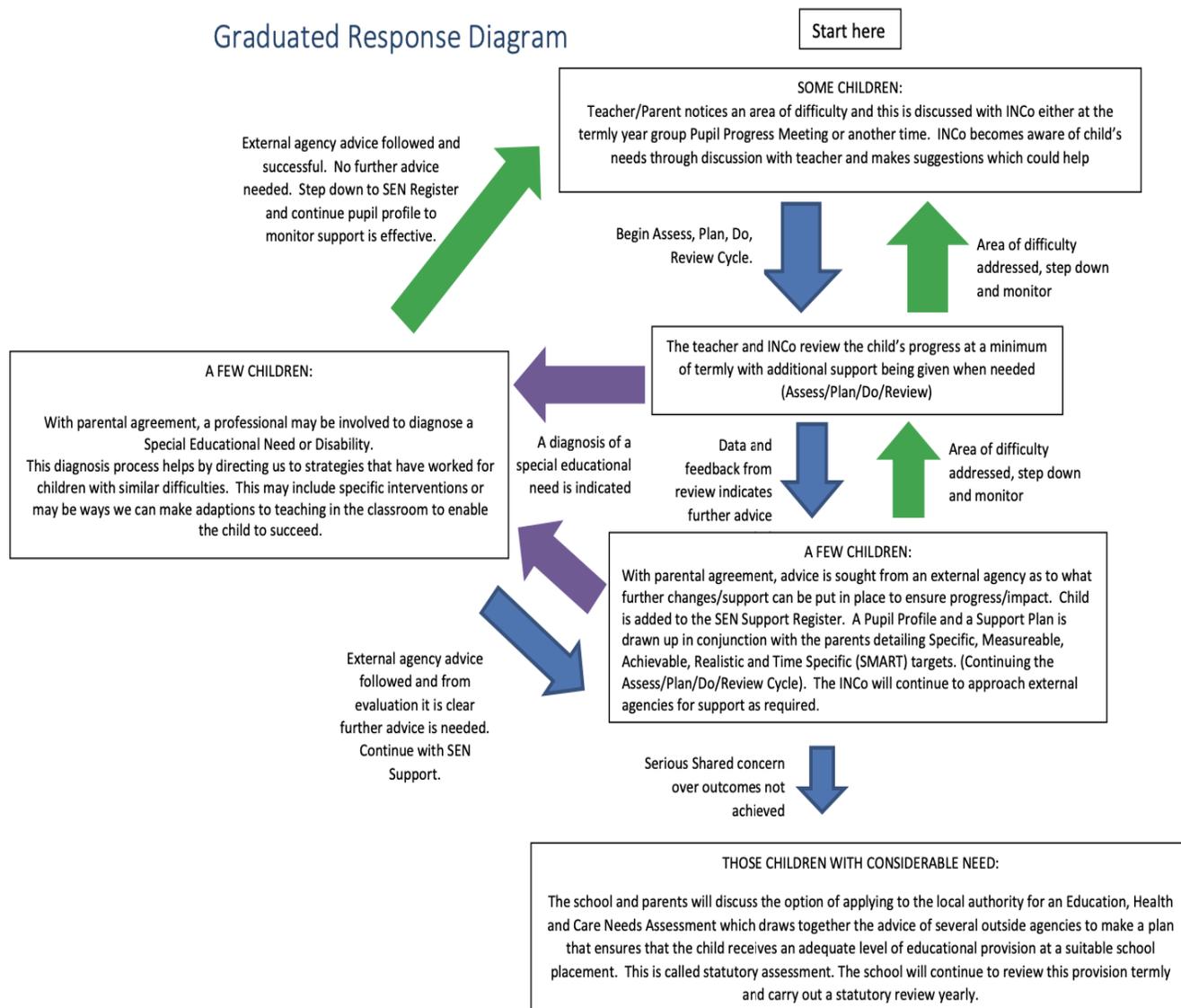
A Graduated Approach to SEN Support

The Code of Practice 2015 delivers SEN Support through the Graduated Response, which is underpinned by high quality teaching. It is comprised of four stages, which form a cycle:

- Assess – specifically identifying what a child needs support with
- Plan – the class teacher in consultation with the parents and Inclusion Co-ordinator, agree the outcomes they are seeking, the interventions and support to put in place and the expected impact on progress, development or behaviour with a clear date for review
- Do – the interventions and support are implemented by the class teacher or under the direction of the class teacher
- Review – the effectiveness of the support and its impact on the child’s progress is reviewed by the class teacher and evaluated by the Inclusion Co-Ordinator.

A support plan is drawn up by the class teacher, following this process, for all children identified as requiring SEN Support. Provision across the school is monitored and evaluated by Inclusion Co-ordinator to ensure impact and value for money, strategies are reviewed and training is provided as necessary to support staff.

Graduated Response Diagram



Responding to pupils needs through SEN Support

If a child has been identified as needing more specialist input instead of/or in addition excellent classroom teaching and targeted learning, referrals may be made to outside agencies to advise and support the school in enabling the child to make progress.

- Before referrals are made parents will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency or professional, is a way forward, parents will be asked to give permission for the school to refer the child to a specialist professional. This will help the school and the parents understand the child's particular needs better.
- The specialist professional will work with the child to understand their needs and make recommendations.
- Regular meetings will be held with external agencies and professionals and all reports received from them will be shared with the parents and class teachers. The type of specialist agencies and professionals are listed as an appendix to this document.
- If more than one external agency is involved, and to ensure effective collaboration when identifying needs and making provision for our most vulnerable pupils, Early Help Module (EHM) meetings which involve representation from all appropriate external agencies, may be arranged.

Training and Resources

St Mary's School recognises that all children have the right to first quality teaching and the need for a comprehensive programme of staff professional development to ensure that this is the case for all pupils.

All staff undertake an induction process on taking up a post and St Mary's.

This induction process ensures that all members of teaching staff are confident with:

- their responsibilities under current SEND legislation relating to inclusion
- differentiation and planning for inclusion of all learners
- assessment of learners working below age related expectations including where pupils are working at P levels
- reasonable adjustments that can be made to support learners with Specific Learning Difficulties and Autistic Spectrum Disorders.
- the teaching of reading through a variety of strategies including a phonics based approach and whole word recognition
- the teaching of mathematics through a mastery based approach using concrete manipulatives for all pupils.
- employing different learning styles such as visual, auditory and kinaesthetic
- behaviour management
- effective deployment of teaching assistants within the classroom.
- how and when to use support in order to promote independent working
- how to reduce the likelihood of learned helplessness in children with Special Educational Needs.
- how to support the self-esteem and resilience of pupils.

The induction process for support staff ensures that Teaching Assistants are confident with:

- their responsibilities under current SEND legislation relating to inclusion

- facilitating learning in lessons by repeating and reviewing key points, using open and closed questions, prompting, simplifying language, scribing key points and reminding pupils of class rules
- the principles and techniques of both forward and backward chaining when teaching sequential tasks
- how and when to use support in order to promote independent working
- how to reduce the likelihood of learned helplessness in children with Special Educational Needs.
- how to support the self-esteem and resilience of pupils.

In addition to this the training needs of all staff are continually evaluated through the appraisal process and training targeted to support these needs.

Where a particular pupil has an identified Low Incidence Special Educational Need training for staff who will be working with them in the next academic year is planned in the summer term of the previous year as soon as staffing has been confirmed. This training takes place as soon as practicable after this and all staff are required to read the 'essential inclusion reading' file prepared by the INCLUSION CO-ORDINATOR with information about the areas of need demonstrated by children within their cohort.

Criteria for exiting the SEN Register

If a child has made good progress and closed the gap with their peers, in discussion with all parties, children may no longer require SEN Support. If the child requires reasonable adjustments to teaching in order to continue to progress that child will still be recorded as having a Special Educational Need but will no longer require the intensive SEN Support they had previously. If however, they are able to access the curriculum without a greater difficulty than the majority of their peers they will be removed from the SEN Register but will continue to be closely monitored to ensure their progress continues.

The role of external professionals

External professionals have a variety of expertise they can add to that already held in school. We recognise and value these skills and call upon them when necessary. The majority of contacts are made through Hertfordshire Children's Services and include:

- Early Years Advisory Teacher for children of SEN
- Specialist Teacher for children with Autism
- Family Support Worker
- Hitchin Primary Behaviour Support Services
- Specialist Teacher for children with Visual Impairments
- Habilitation Specialist for children with Visual Impairments
- Speech and Language Therapist
- Highly Skilled Speech and Language Therapists
- Occupational Therapist
- Physiotherapist
- Educational Psychologist
- Outreach support from the Specific Learning Difficulties Base
- Outreach support from Woolgrove Special School
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Centre Paediatricians
- Thriving Families
- School Nursing Team
- Hertfordshire Post Adoption Team

- Specialist Teacher for children with Physical and Neurological Impairments.

In some cases, the school may employ private professionals to provide services for our children in the past this has included:

- Educational Psychologist
- Speech and Language Therapist
- Art Therapist
- TheraPlay Specialist

This will only take place where the school feels that the need identified cannot be met by the local authority children's services team. We undertake professional checks on all specialists employed to ensure that they are well qualified and ensuring the safeguarding of our children at all times.

Expectations of external professionals

At St Mary's School we recognise that the Class Teacher is always responsible for the education of all pupils within the class whether or not they have Special Educational Needs. Therefore, we have a protocol for the external professionals that visit our school to ensure this remains the case:

We expect that external professionals that visit the school meet with the Class Teacher to discuss the child's needs and progress to date. It is never the responsibility of a Teaching Assistant to share this information. If a child is receiving multiple visits per term for example to receive Speech Therapy or Occupational Therapy, then this face-to-face communication between the Class Teacher and Professional should take place on one occasion per term.

- All suggestions for provision should be shared with the Class Teacher and although it is often a Teaching Assistant who is trained to deliver an intervention between visits, it is important that the Class Teacher knows exactly what is involved.
- All visits should be communicated via email to the Inclusion Co-Ordinator to comply with our safeguarding procedures and ensure that they are recorded on the school calendar and the class teacher is expecting the visit. This is the case even when a date has been agreed with a member of school staff verbally. It is the duty of the outside professional to inform the parents of this date, if the school is aware of the date, they may inform the parents out of courtesy.
- Written reports are welcome and are particularly helpful when received promptly after a visit. School protocol expects that all professionals refrain from using staff names in their reports as this breaches the staff member's rights under the General Data Protection Regulations and we request that staff members are referred to by their job role instead.
- It is appreciated when regular visitors and 'Link' professionals should meet with the Inclusion Co-Ordinator at a minimum of once per year for example through a yearly 'contact consultation'.
- Communication via email can help all involved who work with a child but due to General Data Protection Regulations we ask that no identifiable information about a child is included in email correspondence. The school uses the encryption service Schoolsfx/Hertsfx to send and receive information containing this information to ensure it is secure. At all times professionals should adhere to the school's format for sending emails.

Private Professionals

At St Mary's school we believe in quality first teaching and that all children should benefit from accessing their full timetable.

We recognise that there are occasions where parents would like an assessment carried out on their child by a private professional in order to speed up the assessment process, confirm a diagnosis not available through the local authority (for example dyslexia) or if they disagree with the advice given to us. In these instances, we would request that this is organised for a time outside of the school day. However, we do recognise that this is not always possible and if a parent requests to remove a child from school to undertake such a private assessment on a "one off" basis we would authorise this absence.

Regular absence from class for private treatment may have an adverse effect on the pupil's access to first quality teaching and we would therefore strongly advise that this takes place outside of the school day.

We value the support all outside professionals whether private or from statutory services can give and will carefully consider advice given to the school in respect of children's needs. However, implementation of strategies recommended by private professionals will be at the discretion of the class teacher, Inclusion Co-Ordinator and Senior Leadership Team. Parents should be aware that no favourable treatment will be given to children who have seen a private professional over children who have not.

Due to safeguarding protocols and timetabling of rooms we are unable to accommodate private professionals within the school and parents should be mindful of this.

Interventions

St Mary's school recognises the importance of differentiated first quality teaching in supporting children to make progress in their learning. However, we also recognise that there are some evidence based interventions that do help children to make more rapid progress and these may be used with children at the discretion of the class teacher. In all cases the following will be considered:

- The aims and expected impact of the intervention and how this will be measured
- The time commitment for the intervention
- The best time for the intervention to take place
- Time missed from learning in the classroom
- How the intervention links and feeds into work in the classroom
- The evidence base supporting the intervention.
- Whether the appropriate member of staff that will be required to deliver the training has received high quality training and is confident in its delivery
- Whether the school feels the benefit of such an intervention outweighs the missed learning opportunities in the classroom.

Intervention will only be carried out for a time limited period and parents will be informed if their child is taking part in such an activity. Interventions are reviewed during the Pupil Progress Meeting cycle

Teaching Assistant Support

We try to balance the support a child needs with their independence and inclusion with peers. The decision on how much support each child requires is made on an individual basis by the Senior Leadership Team.

In Hertfordshire the funding mechanism for 1:1 support is called 'Higher Needs Funding' with and is only given to the very few children whose needs are considered exceptional across the county. If funding is successfully applied for, parents will be informed of the teaching assistants who are working with their child. The class teacher will direct this resource and this will involve scheduled time when the teaching assistant scaffolds the child to be independent and time when the teaching assistant prepares resources for the child as well as providing interventions and in class support. Not all pupils with Education, Health and Care plans require 1:1 support and this is considered on a case-by-case basis. All teaching assistants at St Mary's are excellent practitioners with a high level of training and a thorough induction as outlined above. The Senior Leadership Team will consider the needs of the child requiring support and the skills and development priorities of staff when considering which teaching assistants will support children in this way and parents are not able to request a specific member of staff to work with their child. The Class Teacher is responsible for delivering the outcomes in the EHCP plan. We therefore insist that parents communicate with the Class Teacher and not through a Teaching Assistant.

Supporting children and families

We work in partnership with families in line with school policies. We regularly hold workshops for numeracy, reading and writing. SEND surgeries are held weekly and parents are welcome to make an appointment to meet with staff should they wish to share information or have a concern. Our notice board and website provide links to local support groups and courses.

Hertfordshire's Local Offer – the purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It can be found at <https://www.hertfordshire.gov.uk/microsites/local-offer/about-the-local-offer.aspx>

Roles and Responsibilities of staff

The class teacher is responsible for:

- Outcomes
- Ensuring that the curriculum is adapted to meet every child's individual needs (also known as differentiation).
- Monitoring the progress of every child and identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support, adapting resources etc.) partnership with the Inclusion Co-ordinator as necessary.
- Writing Pupil Profile and Support Plans (PPSPs)
- Ensuring that all members of staff working with a child in school are aware of that child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and to make progress.
- Ensuring that all staff working with children in school are trained in accordance with school expectations.
- Ensuring that the school's SEND Policy is followed and reasonable adjustments are made.

The Headteacher has responsibility for:

- The day to day management of all aspects of the school, this includes the support for children with SEND. S/he will give responsibility to the Inclusion Co-ordinator and class/subject teachers but is still responsible for ensuring that a child's needs are met.
- S/he must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Governing Body, in co-operation with the Headteacher, has a legal responsibility for monitoring the policy and provision for pupils with SEND. The Governing Body has appointed a representative Governor who liaises with the Inclusion Co-ordinator and reports back to the Governing Body. This Governor is not responsible for SEND as this is a collective role of the Governing Body.

The SEN Governor (as part of the Governing Body) will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- the provision is made for pupils with SEND
- staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the SEND Code of Practice (2015) and subsequent statutory requirements
- they are informed about SEND issues so that they can play an integral role in the self-evaluation process
- they monitor appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the monitoring of this policy.

The Inclusion Coordinator (INCO) is responsible for:

- working with teachers to give advice and support
- responding to the needs of children in St Mary's school
- co-ordinating all the support for children with special educational needs (SEND), and developing the school's SEND Policy.
- Communicating with parents – informing them of the strategies that are being used, encouraging participation in the review process and providing support and direction when necessary.
- Liaising with all the other professionals who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND Register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are current records of children's progress and needs.
- Organising training and specialist support for staff so they are aware and confident about how to meet the needs of children within our school.
- Attending Cluster Groups to keep abreast of current reforms and support
- Supporting the Local Authority in Education, Health and Care Plan needs Assessments
- Co-ordinating Education, Health and Care Plan reviews

Learning support staff/teaching assistants should:

- Work alongside teaching staff to meet the individual needs of the pupil
- Encourage pupil interaction and engagement with teacher led and child initiated activities
- Support groups or individual children to meet their targets

- Use the school's procedures for giving feedback to children and teachers regarding strategies and tasks
- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- be a role model to the children they support

Parents are expected to:

- work in partnership with the school.
- Meet with the class teacher to discuss their child's needs and progress at least termly in addition to the parents' consultation appointments offered to all parents.
- Meet with the Inclusion Co-ordinator where necessary
- Provide input into the review process and recognise that the school will make decisions based on all the information available to us and research into what works for children with different needs.

Accessibility

The school recognises that all children should be properly supported in school so they have full access to education including school trips and physical education. The school will comply with its duties under the Equality Act 2010. Reasonable adjustment to support our children with additional needs are planned into our everyday practise. The school's accessibility plan is available on our website and can be requested from the office if you would like a copy.

Storing and Managing Information

The following records are kept:

- A Special Educational Needs Register – The Inclusion Co-Ordinator uses this to have an overall picture of the children and their progress.
- Pupil Passport and Support Plans – These are written and shared with parents and children and they explain what support is in place for them. Parents have copies of these.
- Education and Health Care Plans – This paperwork is issued after a request for statutory assessment has been successful. These plans must be reviewed annually with the child and parent/carer at the heart of the meeting. Everything that is discussed at the review meetings is summarised and sent to parents. If the review recommends any changes to the plan, the local authority will issue school and parents with the documents.
- Assessments carried out for the purpose of understanding which areas a child is finding hard, for example standardised assessments or screening tools. – This is stored in the child's file
- Outside Agency Reports/Notes – these are used to support recommendations for support and may contain recommendations for targets to be used in updating SEN Support Plans.
- Records of meetings or correspondence held with parents or professionals are stored in the child's file.
- Details of the Assess, Plan, Do, Review cycle where necessary is also stored in the child's file.

All records containing sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and are securely placed in a locked cabinet when not in use. The school also uses a secure electronic systems called SIMs to ensure that all staff have access to information about the needs of each child and professional reports and recommendations. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter. All relevant documents are kept until the pupil leaves the school, e.g. at transition to

secondary school or to a new primary school. The school's Privacy Policy and Data Protection Policy is available to view on the school website.

Arrangements for concerns and complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All concerns and complaints are taken seriously and are heard through the school's complaints policy and procedure.

Policy Compliance and Review

St Mary's is an Inclusive school and take safeguarding seriously. All our policies are developed with a high priority on children's safety and with reference to our Safeguarding Policy. This policy is to promote and ensure the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND) and should be read alongside our other interlinked policies.

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and has been written with reference to:

The Children and Families Act 2014,
The Special Educational Needs and Disabilities Code of Practice (0-25) 2015. The Statutory Guidance on Supporting Children with Medical Conditions 2014

Teacher's Standards 2012,
The Equality Act 2010: advice for Schools 2013
Our Accessibility Plan and Equality scheme
Our Supporting Pupils at School with Medical Conditions Policy

Inclusion Co-Ordinator (Including responsibility for SEND): Mr S SMITH

SEND Governor: Mr A Watkins