



Special Educational Needs and Disability (SEND) Policy

Monitoring and evaluation	
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Approved by	CB, TC,

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Our commitment at Heron

Heron Primary School is committed to inclusion and as such, celebrates diversity and values the contribution that every child makes. The curriculum in our school is broad, balanced and relevant, providing suitable learning challenges and access and opportunity for all children who attend the school. The school recognises that pupil performance and wellbeing are synonymous and that at some time during their school life, children may have a barrier to their learning that needs to be overcome. In our school, staff provide a positive ethos and respond to children's diverse and individual needs by providing a stimulating and welcoming learning environment, removing potential barriers to learning in order to help them reach their full potential.

1 Aims

At Heron we aim to:

- Meet the SEND needs of all pupils as appropriate and in accordance with the SEND Code of Practice
- Implement relevant specialist teaching strategies and interventions to support learning
- Ensure that student/pupils with SEND are fully included within all areas of school life to ensure that they make progress both socially and emotionally as well as academically
- Comply with the SEND Code of Practice for annual reviews of EHCPs
- Help pupils with SEND fulfil their aspirations and achieve their best using our Heron drivers
- Setting high expectations for all pupils, including disadvantaged pupils, those with SEND,
- Embedding a culture in which early and accurate assessment of pupils' needs is prioritized
- Using the information from the assessment of pupils' needs to implement a continuous cycle of planning, actions and review in order to reduce barriers to pupils' learning and/or well-being
- Involving specialists when necessary to support pupils' development
- Working closely and effectively with pupils, parents, professionals and staff, and ensuring that pupils' and parents' views and aspirations are included in decision-making about support for pupils

2 Legislation and Guidance

This policy and the information report 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 [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
- [Keeping children safe in education 2025](#) Which sets out that a schools Designated safeguarding lead must be aware of the safeguarding risks for children with SEND.
- Supporting children with medical conditions
- DfE guidance explaining that maintained schools should publish their SEND Information Report and policy online

3 Definition of SEND

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

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

(Code of Practice 2015)

There are **four** areas of needs as stated in the SEND Code of Practice 2015:

AREA OF NEED	
<p>Communication and interaction</p>	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with an Autism Spectrum Disorder, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.</p>
<p>Cognition and learning</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>

AREA OF NEED	
Social, emotional and mental health	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as being unable to regulate their emotions resulting in displaying challenging, disruptive or unsafe behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. They may also be the result of previous trauma or ACES (Adverse Childhood Experiences). Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
Sensory and/or physical	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>

All areas of need, which may be interrelated, will have a varying degree of impact upon the child's ability to function, learn and succeed.

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may be a barrier to learning thus impacting on a pupil's progress.

- Disability (the Code of Practice outlines the 'reasonable adjustments' duty for schools)
- Attendance and punctuality
- Health and welfare

- Being a Child in Care (CIC)
- Being in receipt of Pupil Premium (PP)
- Being a child of a service person
- English as an additional language (EAL)

4 Roles and responsibilities

4.1 The SENDCo at our school is Victoria Churchill

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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 adapted 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

4.2 The SEND governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governor meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governors on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo 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 SENDCo 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 D
- With the SENDCo, 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 SENDCo, 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 SENDCo 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

4.4 Class teachers

The class teacher will:

- Plan and provide Quality First Teaching that is adapted to meet pupil needs through a graduated approach
- Monitor the progress and development of every pupil in their class
- Work 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
- Work with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensure 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

4.5 Teaching assistants

The teaching assistants will:

- Support the delivery of Quality First Teaching and assist the class teacher in meeting the needs of all pupils, including those with SEND
- Provide targeted support for children with SEND under the direction of the class teacher and SENDCO
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Attend relevant meetings and undertake appropriate INSET training
- Work alongside teaching staff and the SENDCO in the preparation, implementation and review of provision
- Contribute to annual review meetings
- Foster independence in learning and managing physical needs
- Enable the pupil to access the whole curriculum as far as possible
- Plan work programmes or adapted tasks with the class teacher

- Prepare material to assist pupil's learning
- Keep accurate and concise records where appropriate

4.6 Subject leads

Subject leads will:

- Sign posting class teachers to suitable resources for SEND in their curriculum area
- Leading in house CPD for adaptation in order ensure that all children can access each curriculum area
- Monitoring impact in their subject area for all children with the SENDCo and the Senior Leadership Team

4.7 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

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

4.8 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.

5 Our approach to SEND support

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

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

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

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

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

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

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

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

If a pupil is joining the school, and:

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

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

5.1 Consulting and involving parents/ carers

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs and aims to work in close partnership with parents and carers by:

- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Involving the parents and carers, wherever appropriate, in any related decision-making process regarding the methods by which their child's individual needs will be met
- Making parents and carers feel welcome, ensuring all parents and carers are provided with all information in an accessible way
- Inviting parents and carers to attend meetings about their child
- Encouraging parents and carers to be actively involved in working with their child and supporting learning in the home
- Instilling confidence that the school will listen and act appropriately
- Ensuring that parents and carers are aware of their rights to appeal regarding aspects of child's SEND provision
- Making parents and carers aware of the LA's Parent Partnership Service & LA Local Offer

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

5.2 Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress by encouraging them to:

- State their views about their learning and progress
- Identify their own needs relevant to their age
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- 'My Plan'/'My Plan+' reviews and setting of individual targets
- Annual EHCP Reviews

6 Our Graduated response

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. Once a potential special educational need is identified, four types of action - Assess, Plan, Do and Review - should be taken to put effective support in place in successive cycles in which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. As part of this process, all pupils on our SEND register will have an individual 'My Plan' or 'My Plan Plus' outlining the outcomes, teaching strategies, success and/or exit criteria provision made that is additional to and different to usual classroom provision. Where needs cannot be met though a My plan or My plan plus and a pupil requires provision beyond what the school can offer, an Education, Health and Care Plan (EHCP) may be necessary.

Assess

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Class and subject teachers make regular assessments of progress for all pupils. The SENDCo works closely within the senior leadership team to analyse whole school tracking data as an early identification indicator.

Assessment data will be obtained using various methods such as:

- Analysis of data, including entry profiles and Pre-School settings
- End of Foundation stage
- Year 1 Phonics Screening Assessments
- Termly analysis of reviewed My plan outcomes
- Following up of teacher concerns
- Following up of parental concerns or information
- Tracking individual pupil progress over time
- Information from other services when available
- Pupil profiles
- Reading and spelling Assessments
- More in depth individual assessment undertaken by the school or other educational or health professionals

Before identifying a child as needing SEN support the class teacher, working with the SENDCo, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, as well as information from the pupil's progress, attainment, and behaviour records. It should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Much of this information will be used to create individual Pupil profiles or passports.

Where pupils continue to make inadequate progress, despite high quality adapted teaching targeted at their areas of weakness, the class teacher, working with the SENDCo, will assess whether the child has a significant learning difficulty. The triggers for intervention, in addition to and/or different to quality first teaching, based on the practitioner's or parent's/carer's concern about a child who despite receiving appropriate early education experiences and differentiated learning opportunities are that the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues to work within the National Curriculum that demonstrates they are considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional difficulties that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Plan

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. Placement of a pupil on the SEND register will be made by the SENDCo after full consultation with parents.

The teacher and the SENDCo will agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Records will be maintained in the form of a 'My Plan' or 'My Plan+', respective of needs. All teachers and support staff who work with the child will be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.

External support services may advise on targets for an individualised support plan and provide specialist input to the support process. Parental consent is sought before any external agencies are involved.

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 SENDCo 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.

Review

My plans will be reviewed at regular intervals within the school's pupil progress cycle with the inclusion of parents/carers and pupils' views.

The effectiveness of the support and the impact on the child's progress will be reviewed in line with the agreed date. The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil at regular Parents' Evenings and Education, Health Care Plan Review meetings. Parents are encouraged to support the targets at home

7 Levels of support

7.1 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.

7.2 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).

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

8 Monitoring Pupil progress

The school regularly and carefully monitors and evaluates SEND through the analysis of progress data each term. Learning walks, pupil conferencing, pupil book conferencing, plan monitoring, lesson observations, and the collection of stakeholder views also take place during the school year. The SEND governor monitors the SEND provision closely and feeds back to the board of governors.

9 Record keeping

All staff are responsible for maintaining and updating the records. The SENDCo is responsible for overseeing and monitoring the record keeping system with regards to pupils with SEND.

Records are kept for each child including the nature of their special education need or disability, provision, involvement with external agencies, parent/care review meetings, progress (INSIGHT tracker), My Plan, My Plan+ and EHC documentation.

10 Staff training

All staff are – or will be - trained with regards to their specialist area, whether this be specific to Key Stage, subject, or job-role. Staff are encouraged to cascade their skills and areas of knowledge to other members of the staff team. This encourages a 'coaching culture' and has proven to be an effective approach for increasing staff access to relevant development and training, with reduced cost impact to the school. Where appropriate, Heron Primary school seeks to recruit staff members who already have experience or additional training in working with students with SEND. However, all staff members are given opportunity to enhance their knowledge of and skills with SEND through continued professional development. We recognise the importance of offering training related to specific diagnoses and needs of the students at our school, enabling staff to provide the best support possible to the students.

Staff training opportunities might include:

- The SENDCo regularly attends SENDCo cluster meetings and other training opportunities to keep up to date with the latest developments in local and national policy and practice. In addition to this, the SENDCo is part of the Gloucestershire Schools Best Practice Group for SENDCos.
- Training needs are also discussed during planning meetings with the advisory teaching service and educational psychologist and a plan is made for carrying out additional training. Where appropriate, external agencies will meet with teachers and learning partners to offer advice and guidance about specific children. Which other agencies do we work with to support children with SEND
- Team Teach (an approach to de-escalation and positive handling, essential for all staff working directly with children)
- Paediatric First Aid

- Training regarding specific diagnoses, such as Autism awareness and ADHD
- Training regarding medical needs (e.g. asthma, diabetes) and administration of medication
- Curriculum-related training, such as specific schemes or programs (e.g. Floppy's phonics)
- Emotional coaching
- Emotional literacy support assistant training

11 Request for statutory Assessment

The school will request a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school may use a range of evidence such as:

- Records from past interventions
- Current and past 'My Plans' or 'My Plan Plus'
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history if appropriate
- National Curriculum assessments
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports if appropriate
- Any other involvement by professionals

11.1 Education Health and Care Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Established through parental/pupil consultation
- Set out in a personalised Plan
- Implemented in the classroom
- Delivered by the class teacher/teaching assistant or specifically trained person

11.2 Reviews of an EHCP

EHCPs must be reviewed annually. The SENDCo will organise these reviews and invite:

- The pupil's parent(s)/carer(s)
- The pupil if appropriate
- The relevant class teacher/s and Teaching Assistants (s)
- SENDCo from another school or setting if the pupil is transferring to a new school
- A representative from the LA
- Any other person the SENDCo or parent/carer considers appropriate e.g. Advisory Teacher; Educational Psychologist

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year
- Name preferred secondary school in Phase Transfer (Y5) Annual review

At the end of KS2 (transitions reviews), receiving schools will be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code of practice, the SENDCo will complete the Annual Review paperwork and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

12 How do we support pupils with medical conditions?

Individual healthcare plans are written for individual pupils in liaison with parents/carers; healthcare professionals e.g. specialist nurses and staff. Healthcare plans specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way using the graduated pathway.

The school has a policy regarding the administration and management of medicines on the school site.

School staff have regular First Aid Training, with some staff also trained in Paediatric First Aid. Further training includes medicine administration such as Epi-pens, asthma inhalers and insulin.

13 Links with support services

The school recognises that it won't be able to meet all the needs of every pupil without specialist advice. Therefore, whenever necessary the school will work with external support services such as:

- Educational Psychology
- Speech and Language therapy services
- Occupational therapy services
- Advisory Teaching Service
- School nurse
- Virtual school for children in care
- Health Service- including paediatrician,
- CAMHS (Children and Adolescent Mental Health Services)
- Talk well
- Early help
- Play therapist
- Young mind matters
- Alternative provisions

14 Admission arrangements

No pupil will be refused admission to school on the basis of their special educational need. In line with the SEN and disability Act, we will not discriminate against any child with a special educational need or disability and will take all reasonable steps to provide effective educational provision (please see school's Admissions Policy)

15 Accessibility arrangements

Please see our accessibility plan which explains the following:

- How we Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

The school has the following special facilities:

- Ramps to outside doors to allow for wheelchair access
- Easy access toilet with hand rails
- Individual adaptations for specific pupils

16 Complaints about SEND provision

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

Formal complaints about SEND provision in our school should be made following the complaints procedure.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

17 Monitoring and evaluation arrangements

17.1 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

17.2 Monitoring the policy

The policy is shared on the school website.

The school considers the SEND policy to be important and, in conjunction with the Governing Body, a thorough review is carried out annually to ensure all new updates are accounted for.

18 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
- Keeping children safe in education