



The Coppice Primary School SEND Policy

Written by	Becky Heptinstall
Approved by Trustees	June 2021
Date for Review	June 2022

1.School vision

“Happy, confident and successful learners that are well prepared for life”

2.Purpose of the policy:

2.1 This policy reflects the school values and philosophy in relation to SEND provision at The Coppice Primary School. It sets out a framework within which teaching and nonteaching staff can operate and sets out the school expectations of planning, teaching and assessment. The policy should be read in conjunction with each year group's curriculum planning.

2.2 This document is intended for:

1. All teaching and school management staff
2. All Teaching Assistants and pupil support staff
3. School Trustees
4. Parents
5. Inspection teams

3. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Our SEND Policy also aims to reflect the values and ethos that The Coppice Primary School holds. We aim that ALL of our children should become "Happy, confident and successful learners who are well prepared for life."
- We have a commitment to all our pupils and their parents/guardians that we will place the child's individual needs at the heart of our provision. That regardless of age, race, gender, religious or cultural belief, additional needs or economic situation ALL of our pupils will receive a high quality and appropriate education.
- We will ensure that all pupils have an equal right to enjoy and participate in all aspects of school life and to benefit from the many and varied opportunities open to them.

4. Legislation and guidance

This policy and 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report

As an academy, this policy also complies with our funding agreement and articles of association.

5. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

6. Roles and responsibilities

6.1 The SEND Team is:

Designated Safeguarding Lead -William Hutt

Senior SENDCO- Rebecca Heptinstall

SENDCO- Callum McGarry

Deputy DSL and Family Support, EWO, Medical Lead and LAC Lead - Karen Woodyatt

Speech and Language Lead - Katie Flynn

SEND Trustee – Emma Hood

Thrive practitioners

- Elaine Small
- Sarah Jane Carter
- Penny Fletcher
- Karen Woodyatt

Special Support Assistants

- Fiona Green – Nursery
- Judith Summerhayes- Reception
- Jayne Griffin Year 1
- Natalie Jones Year 2
- Lydia Griffin Year 3
- Natalie Zindani Year 4
- Bev Tonks Year 6
- Charlotte Tonks Year 6

The SENDCO's responsibilities:

They will:

- Work with the Headteacher and SEND Trustee 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 coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- To ensure that the SEND Code of Practice principles are applied correctly and in accordance with the local SEND offer. To ensure that the SEND Code Of Practice is updated half termly and that pupils are added or removed at the appropriate times as the level of their need and support required in school dictates.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and board of trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

6.2 The SEND Trustee

The SEND Trustee will:

- Help to raise awareness of SEND issues at board of trustees' meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the board of trustees on this
- Meet with SEND staff to discuss issues and to complete a SEND walkabout
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.3 The Headteacher

The headteacher will:

- Work with the SENDCO and SEND Trustee to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

6.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Ensuring that where concerns about a child are present that they are raised in an official manner and brought to the attention of the SENDCO

- Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Where external agencies provide advice and recommendations to be fully aware of these, to read thoroughly the reports and seek guidance where necessary. To ensure that all recommendations are carried out and evidence provided as to their effectiveness.
- Where children require an Independent Provision Map to be completed that this is done every half term and that targets are shared and agreed with parents
- Ensuring they follow this SEND policy

7. SEND information report

7.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, Attachment Disorder (through Thrive etc), for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties
- SEND issues relating to serious childhood illness and prolonged hospital stay

7.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of 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

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

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

Should teachers feel that there is an issue that could be related to SEND they will complete a "Cause for Concern" form and pass to the SENDCO or Deputy SENDCO.

The SENDCO will then carry out a classroom observation of the pupil and discuss the findings with class teachers and if necessary parents. Advice and strategies for the classroom will be given at this time and these will include the use of interventions, differentiation and targeted sensory approaches, as required.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil, where appropriate, 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.

7.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that: Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We listen carefully to the parents' concerns and views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be kept by the SENDCO and all records will be placed in an individual named folder and, if requested, a copy will be given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support. This will usually be done through meetings with parents, class teacher and SENDCO but could also be done as part of parents evening discussions or, if necessary, by phone.

At The Coppice we ensure that pupils are placed at the correct stage of the Code of Practice by using a wave system:

- *Wave 1:* a pupil has an identified learning need which can be managed in school with the use of Quality First Teaching, targeted interventions, differentiation and additional classroom strategies provided by the SENDCO, Thrive Team or SALT lead.
- *Wave 2:* a pupil has an identified learning need that requires the involvement of an outside agency such as SALT (Speech and Language Therapy), LST (Learning Support Team), OT (Occupational Therapy), Educational Psychology or Autism Team. In cases where a pupil is being referred to the Umbrella Pathways Assessment Team we will place them on the SEND Code of Practice at Level 1 or 2 dependent upon their individual learning needs. Pupils with a diagnosed condition such as Autistic Spectrum Condition (ASC) or Attention Deficit Hyperactivity Disorder (ADHD) will be placed on the Code of Practice at Wave 2. This is due to the involvement of outside agencies in making the diagnosis.
- *Wave 3:* a pupil has more profound and significant barriers to learning, always coupled with the involvement of outside agencies and usually (although not always) coinciding with a diagnosis of an acknowledged condition such as Autistic Spectrum Condition, global learning delay, dyslexia, ADHD etc. All pupils on Wave 3 will require high levels of support and the class teacher will work with the SENDCO to complete Individual Provision Maps for these pupils.

Regarding Individual Provision Maps, each half term three targets are set per pupil. These focus on their individual area of need. The targets can be academic but can also incorporate social, self-help or emotional development; they are reviewed and RAG-rated half termly and targets updated as necessary.

Some children on Wave 3 will require the SENDCO to apply for an EHC plan and most will require support from an SSA (special support assistant).

It is important to note that the school can only place a child on the SEND Code of Practice with the agreement and co-operation of the child's parents and that the child can be placed on the code at any wave providing that the educational and health care evidence supports this view.

7.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to 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, attainment and behaviour
- Other 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 (where appropriate)
- Advice from external support services, if relevant

At the Coppice we aim that ALL pupils, including those on the SEND Code of Practice, should be given the opportunity to succeed. To this end, we aim to ensure that they make progress and develop their learning skills through a process that acknowledges their difficulties and supports children in understanding, managing and, where appropriate, overcoming them.

All teachers and support staff who work with these pupils will be made aware of their needs and the practical implications that these have for the classroom.

Intervention targets will be set, assessed and reviewed on a half termly basis with all staff working within each year group. These reviews are carried out as whole school staff meetings and are overseen by members of the Senior Management and SEND team. The effectiveness of the support and interventions and their impact on the pupil's progress is discussed during these sessions and relevant changes made.

Additional class based assessments will also continue and will be moderated by year group staff.

Pupil progress is recorded on our tracking system and is monitored by SMT, Year Leaders and class teachers as part of our rigorous monitoring process that involves Pupil Progress Meetings, classroom observations, book trawls and targeted monitoring.

Progress is fed back to parents during parent/teacher meetings but also through informal meetings with SEND staff which is and recorded by the SENDCO and through informal

target sharing discussions as well as through the annual school reports and SEND reviews.

7.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

At The Coppice we pride ourselves in preparing our pupils as fully as possible for life outside school and as part of this we encourage them to effectively manage the emotions and uncertainty that change can bring.

Accordingly, we support children's transition between year groups, Key Stages and, finally, from primary to secondary school, by practising the skills that are needed for successful transition. We do this in a secure and supported environment so that children are confident with this process and build the resilience to cope with change.

To effectively achieve this, transition is managed in the following ways:

- SMT consult with SENDCO and Thrive staff prior to deciding upon the allocation of teachers to classes. The SENDCO also advises on the allocation of SSA's and support staff; taking care to balance the needs of the individual pupils with that of the class and year group as a whole. Care is taken to support the entire needs of the SEND child, including their social and emotional needs in addition to their academic requirements.
- At this time, particularly vulnerable children or those in need of additional support with transition are identified.
- Once determined, the class allocation is communicated to parents and pupils via the School Newsletter.
- Transition arrangements in the form of individual and small group visits as well as whole class 'Meet the Teacher' sessions are provided.
- Additional visits are arranged for any children who require them, and the form they take is decided on an individual basis (e.g. some children may prefer to visit the class whilst it is unoccupied to familiarise themselves with their new environment etc; this also applies to transitions from primary to secondary school depending on flexibility and timetabling on the secondary side.)
- Children who would benefit are provided with transition booklets which provide photographs of their new class, staff, coat pegs, toilet facilities, types of activities and other information which may be requested or required by individual children.
- SENDCO staff attend handover meetings between teachers in order to highlight the needs of the SEND children and ensure that all information and documentation is passed on accordingly.
- To ensure that transition between primary and secondary school goes smoothly, Year 6 and SEND staff liaise with the Year 7 staff and SEND teams from our key secondary providers. We hold a series of information sharing meetings and taster sessions where pupils are taught in our school by their new teachers as well as sessions where they go to their new school for fun introduction activities.
- At the end of each academic year SEND staff collect in all SEND folders from class teachers and complete a thorough inspection of all the contents to check that they

contain the correct information and are fit for purpose as a useful working document.

- Documentation that needs to be passed to new schools and will be collected by the SENDCO's and will then be handed over as part of the transition process. All documentation must be signed for and, where sent by post, this must be done via recorded delivery.

7.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of ALL the pupils in their class.

High quality teaching is our aim for ALL children and this is achieved by the commitment to ensuring that we adhere to the standards laid out in the Quality First Teaching document.

The school ethos, of confident and successful learners, underpins the work carried out in all of our classes.

For pupils with SEND, our commitment remains the same and this is achieved through a range of approaches which include:

- Early identification of need which is enabled by regular discussion between practitioners and SEND staff.
- A flexible approach which means that we are able to adapt quickly to the changing needs of our pupils and ensures that the curriculum is delivered in a manner that matches their individual requirements.
- Staff receive training in areas such as autism awareness, attachment, sensory processing disorders, ADHD and dyslexia etc. We aim wherever possible to conduct whole school training to ensure that all of our staff are upskilled but also understand that specific situations might require more specialized or bespoke training. Our training programme helps to keep SEND issues at the forefront of their minds and provide useful information and strategies to enable staff to plan effectively and provide appropriately pitched activities and learning experiences.
- Class teachers are encouraged to employ a range of strategies and tools to meet the needs of their pupils; these include differentiation via task, expectation and questioning. The planned and targeted use of interventions where pupils work in small groups with the teacher or teaching assistant is often the first step in responding to pupils who have SEN. Intervention work is always carried out in small groups, pairs and occasionally on an individual basis and is delivered by a qualified teacher and teaching Assistant on a rotational basis. Interventions are planned and progress reviewed by year group teams on a half termly basis. Next steps are planned depending on the outcomes of the interventions that have taken place.
- The interventions that we carry out include phonics, fine and gross motor skills, pencil grip and handwriting, spelling, sentence construction and punctuation, reading comprehension, times tables, number work (including addition and subtraction), turn taking, speaking and listening and memory games, to name but a few.

7.7 Adaptations to the curriculum and learning environment

We aim to ensure that ALL pupils are able to access the curriculum and environment that best meets their learning needs and, to do this, we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it (e.g. by grouping, one-to-one work, teaching style, content of the lesson, etc.).
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, ramps, wheelchairs and walkers etc.
- Differentiating our teaching (e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using a range of visual and tactile aids to learning etc.)

In addition, we aim to ensure that our environments are set up to be fully equipped for all of our pupils, to maximise their learning potential. Classrooms are spacious, airy and well ventilated, and displays reflect the experiences that are taking place in the classrooms and are very often a tool to aid the learning.

We support the use of visual timetables and photographs or objects of reference so that children with language impairments can access the learning environment and additionally provide physical enhancements or alterations should these be necessary.

7.8 Additional support for learning

At The Coppice, we understand the value that comes from support that is well prepared, planned and professional in nature. We have Teaching Assistants assigned to each class who are trained to deliver interventions and support with all aspects of children's learning. Many of our Teaching Assistants have additional qualifications and areas of expertise for example with music, EAL (English as an additional language, Thrive and first aid).

Teaching Assistants will support pupils on a one-to-one basis when a child requires one to one support for a specific reason such as medical care (e.g. diabetes, splints being removed, toileting due to medical issues (although this is always supported by another qualified adult for safeguarding reasons)).

When a child, who is on Wave 3 of the SEND Code of Practice, requires high levels of support a one-to-one SSA (Special Support Assistant) may be employed, and this is usually funded by Higher Level Needs funding or by an EHC plan.

Teaching Assistants will support pupils in small groups when undertaking group work, interventions or delivering teaching sessions such as phonics, rapid reading, maths activities or during outside activities such as Forest Rangers.

We work with the following agencies to provide support for pupils with SEND:

- SALT (Speech and Language Therapy Service)
- Chadsgrove School Support Service
- Chadsgrove Autism Team
- Rebecca Thompson- Access to Education for Dyslexia and Dyscalculia Diagnosis
- Educational Psychology

- Community Paediatricians/ GP'S/Hospital Consultants/School Nurse and Health visitors
- Worcester and Birmingham ADHD Team
- Occupational Therapy
- Family Support Workers
- Social Services

Please note: Additional guidance regarding SEND provision regarding Covid-19 can be found at: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>

7.9 Expertise and training of staff

At The Coppice, we have a commitment to ensuring that all staff are fully equipped to deal with the many challenges that they will face in the classroom. One of the main ways in which we can achieve this is to provide regular informative whole school training sessions. These are arranged during whole school TED days and twilight staff meetings.

We aim to book at least three dedicated SEND training sessions per year.

On top of this, we also arrange specialist training for small groups of staff who need skills in particular areas. For example, SALT and Intensive Interaction and play therapy in the Early Years, dyslexia in Key stage 2 and Thrive training for our dedicated Thrive practitioners.

Our SENDCO's between them have a great deal of experience across the primary age range.

Mrs Heptinstall has extensive experience of Autism having two children of her own with the condition. She is trained in Autism Awareness, Intensive Interaction, Musical Interaction, Sensory Processing Disorder, ADHD, Attachment and Dyslexia Awareness. She is an early years specialist but has worked across age ranges from Nursery to year 2. She additionally holds a NEBOSH Health and Safety Qualification and is trained in risk assessment.

She also has personal experience of LAC, PEP, Edge of Care Meetings and currently has three years' experience in the SENDCO role.

Mr McGarry is a highly qualified Primary age teacher with a specialism in Key stage 2. He is trained in Autism, SPLN (Speech and language), ADHD and Dyslexia Awareness. As of September 2021, he will be enrolled at the University of Birmingham to complete the NASENCo award, which is a vital statutory requirement (SEND Code of Practice 2014) for a member of the SEN team to complete.

All Teachers in school are required by law to have up to date Safeguarding Training.

The SEND team comprises of specialist specialist staff for Thrive and each Thrive practitioner has to regularly update their training to maintain their qualified status.

The SSA's who work in school receive training that is in line with the needs of the pupils that they support. This will include safeguarding, attachment, basic SALT provision training, Autism, ADHD and dyslexia awareness training. Additionally, staff may require more specialist training such as sign language and medical training and this is provided by school in conjunction with outside agencies that we bring in to provide advice and support.

7.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term with class teachers.
- Using provision maps for children on Wave 3 of the SEND Code of Practice and targets and recommendations from professional reports for children on Wave 2.
- Reviewing the impact of interventions and provision maps every six weeks or half termly.
- Monitoring and observations by the SENDCO.
- Holding annual reviews for pupils on Wave 3 or those with EHC plans where we discuss their progress alongside parents and outside agencies.

The Coppice also uses an online tracking system which enables us to examine the academic progress of different groups of children, including those with SEND.

7.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.

- All of our extra-curricular activities and school visits are available to ALL our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) and, where necessary, additional support is put in place to facilitate this activity trips such as Upton Warren in year 4 and Malvern in year 6 etc.
- All pupils are encouraged to take part in these activities where they can demonstrate their skills alongside their peers such as sports day/ school plays/ music concerts/ Young Voices, arts and science conferences and workshops. No child is ever excluded because of their SEN or disability.
- Staff will always discuss the activities planned with our SEND parents and will always take their wishes and views and those of the child into account.

7.12 Support for improving emotional and social development

The Coppice has been a pioneer in the introduction and implementation of the Thrive programme which is a structured way of providing emotional, social and pastoral support to children who need extra input in these areas.

We have four Thrive practitioners, including our DSL, who have completed the Thrive training and hold licenses to permit them to carry out this work in school.

Each term class teachers work alongside our fully trained Thrive practitioners to carry out whole class screening. These results, in addition to, class teachers' recommendations and discussion with the DSL and SENCO's, inform our decisions about which children will access the Thrive programme. As trained professionals, all staff are aware that unforeseen circumstances such as bereavement, family break up or prolonged illness may necessitate the need for a child to be placed on the Thrive programme during the course of the year.

Thrive do operate certain drop in sessions where pupils who are experiencing need during the day on a one- off basis can access the staff and resources. It is also staffed at lunchtime to accommodate any children struggling in the dining hall.

All children on the Thrive programme will have individual targets that are set and managed by the Thrive practitioners. Children will work with the practitioners in a small group, paired or individual basis depending on the nature of their need and the circumstances surrounding their case.

It should be noted that whilst there are a number of children who are on our SEND register that do receive Thrive input it is not by any means exclusive to those with SEND and draws children from a wide range of abilities, backgrounds and cultures into its remit.

We provide support for pupils in the wider school community to improve their emotional and social development in the following ways:

- All pupils take part in PSHE lessons as part of the curriculum
- Pupils with SEND are encouraged to be part of the School Council
- Pupils with SEND are also included in all clubs run by school, and these are held at lunchtimes and after school and encompass a wide range of interests including science, art, gymnastics, football, athletics, netball, dance, drama, sewing, Forest Rangers, recorders and choir.
- Lunchtime staff receive training from the SEND team, which includes Autism and ADHD awareness, and highlights the need to appropriately look out for, and support, vulnerable children or those with social and emotional needs.

We have a zero- tolerance approach to bullying (see Anti-Bullying Policy)

7.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO's in the first instance. Parents are then encouraged to meet with the team to discuss the issues and seek solutions through open dialogue. Should it be necessary, and issues are not resolved, these complaints will be communicated to the Headteacher and a further meeting arranged. If no resolution is agreed they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

7.14 Contact details of support services for parents of pupils with SEND

Any parents seeking advice and/or support are encouraged to speak to the SEND team who can direct them to the appropriate agencies. For general enquiries, parents can also contact:

SEND Information and Advice Support Service SENDIASS@worcestershires.gov.uk

Another agency that provide support and advice is The National Autistic Society Advocacy Service.

7.15 Contact details for raising concerns

Headteacher/Safeguarding Lead – William Hutt - Head@coppice.worcs.sch.uk

SENDSCO – Rebecca Heptinstall – rjh136@coppice.worcs.sch.uk

SENDSCO- Callum McGarry cm362@coppice.worcs.sch.uk

Speech and Language Lead- Katie Flynn- Office@coppice.worcs.sch.uk

Deputy Safeguarding Lead, Education Welfare officer, Medical Lead- Karen Woodyatt- kwd8@coppice.worcs.sch.uk

7.16 The Local Authority local offer

We have adopted the Local Offer published by our Local Authority:
Worcestershire.gov.uk/sendlocaloffer

8. Monitoring arrangements

This policy and information report will be reviewed by Rebecca Heptinstall every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the school trustees.

9. Links with other policies and documents This

policy links to our policies on:

- Accessibility Plan
- Behaviour
- Equality Policy
- Supporting Pupils with Medical Conditions

Access and Review of Policy

This SEND Policy will be accessible to all staff and the community through school's website. Hard copies can be obtained through the school office. This policy will be reviewed on a yearly cycle.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy.

All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
SEND	Procedures, administration and responsibilities linked to SEND	To ensure a consistent and effective approach to supporting children with SEND in school.	Adults linked to a child with SEND as well as affected children themselves	P-Drive (Full Trustees policies section)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	