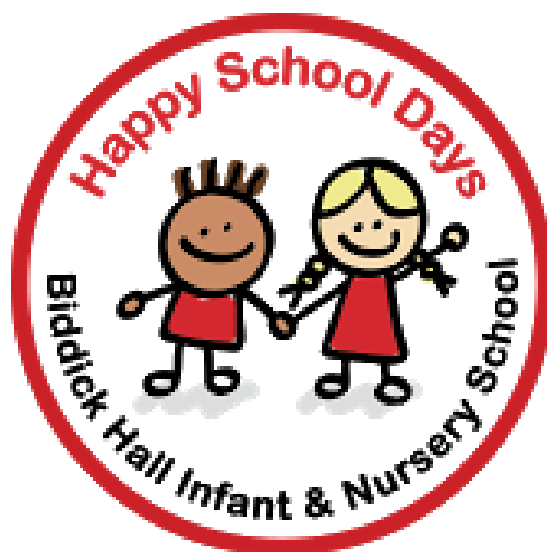


Biddick Hall Infant and Nursery School



SEND Policy & Information Report

Date policy approved by Governing body: Sep 2026

Date due for review: Sep 2027

Signed by Chair of Governors: B Foster
Signed by Head teacher: J Storey

Biddick Hall Infant and Nursery School SEND Policy and Information Report

Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Our school aims to:

- Promote an inclusive ethos throughout the school;
- Develop all children to their full potential and to value them equally; irrespective of ability, disability, gender or background and to give everyone access to the whole curriculum;
- Identify children, as early as possible, in order to support their physical, social, emotional or academic development;
- Make sure there is a consistent, whole school approach to the identification and provision for pupils with special needs throughout the school;
- Involve parents in a partnership of support;
- Monitor and evaluate the child's progress, providing appropriate information and records as part of this process;
- To take into account the views of pupils with SEND;
- To comply with the 2014 Code of Practice.

Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education, Working together to improve School Attendance 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 (SENCOs) and the SEN information report.

South Tyneside Local Authority SEND strategy and ranges and ordinarily available provision documents.

Equality act 2010 (section 20) which sets out the schools duties to make reasonable adjustments for pupils with disabilities.

Definition of SEND

A pupil has SEN 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.

Roles and responsibilities

The SENCO (Laura Burdon)

The SENCO will:

Work with the Head-teacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school;

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCP plans;

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching;

Advise on the graduated approach to providing SEN 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 Head Teacher and governing board 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 SEN up to date.

The SEN Governor (Rebecca Phinn)

The SEN Governor will:

Help to raise awareness of SEN issues at governing board meetings;

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;

Work with the Head Teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Head Teacher (Joanne Storey)

The Head Teacher will:

Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school;

Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers

Each class teacher is responsible for:

The progress and development of every pupil in their class;

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision;

Ensuring they follow this SEN policy.

SEN Information Report

Biddick Hall Infant School and Nursery is a mainstream school inclusive to children with SEND.

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a variety of needs including

- **Communication and interaction:**
 - Children who have difficulty with speech sounds
 - Children who are unable to express themselves verbally
 - Children who have difficulty understanding words/instructions
 - This includes children with Autism
- **Cognition and learning:**
 - Children who have difficulties acquiring skills in reading, writing or maths.
 - Children who have difficulty applying learning.
 - Children who have difficulty retaining learning.
- **Social, emotional, and mental health difficulties:**
 - Children who have difficulty expressing how they feel/understanding emotions
 - Children experiencing anxiety
 - Children who demonstrate challenging behaviour
 - Including children with ADHD/ADD/ODD
- **Sensory and/or physical needs :**

- Children with visual impairment
- Children with hearing impairment
- Children with a diagnosed medical condition
- Children with a physical disability

Identifying pupils with SEN and assessing their needs

The Code of Practice states a Graduated Approach to the identification and assessment of SEN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be called upon to advise and support on the difficulties that a child may experience.

In order to support our judgements, Biddick Hall Infant and Nursery School makes use of the Local Authority SEND in Mainstream settings Framework 2026, which allows us to consider and allocate provision appropriately, using a language common to professionals across the authority. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN.

Classification and categorization of SEN

This can be categorized by progress which:

- 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
- Parents sometimes ask us to look more closely at their child's learning.

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 SEN.

When a need has been identified the class teacher will discuss this with parents/carers and the SENCo. The child will then either be added to the class SEND register as 'monitoring for 1 term' or if they have been identified as needing extra support they will be supported by an individual support plan including an assessment of their SEN range.

School will take into account formative and summative assessments as well observations of the child's learning behaviours and information about the child's early development. Information from parents/carers, school staff and other professionals will be gathered and co-ordinated by the SENDCo.

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 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 parent thinks their child has a special educational need this should be discussed with the class teacher in the first instance or an appointment made with the SENCo (Mrs Burdon) via the school office.

Consulting and involving pupils and parents

We will have an early discussion with the pupil (where appropriate) 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 take into account the views of the parent and child;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

We will notify parents when it is decided that a pupil will receive SEN support and an Individual SEN support plan will be discussed and agreed with parents. We will consult with parents face to face or via telephone. Our Relationship and Attendance Manager can offer support to pupils and parents/carers including meetings and Early help. Early help and the EHCP/Annual review processes bring together parents/carers and professionals to ensure the correct support is in place. We have strong partnerships with outside agencies and good knowledge of support and pathways to signpost parents.

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 SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Screening tools including ECAT screening, phonics diagnostic assessments, Talkboost assessments.
- The child's previous progress and attainment and behavior;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The child's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed termly and support plan reviews timed to coincide with parents meetings where possible. Parents of children at the SEN support level targeted plus and above (South Tyneside SEND in Mainstream Framework) are invited to a Spring Term review with the SENCo. Where needed more regular contact will be made by telephone call and informal meetings.

Quality assurance of books, pupil progress meetings and monitoring of support plans ensure high expectations and standards for all pupils.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or

approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

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

We will support pupils for transition into the Junior school with visits to our school from their new teachers as well as induction sessions at their new school. In the summer term we include the topic 'Moving on' with a PSHCE focus for all pupils whether they are transitioning through year groups or to new schools. Our Healthy Minds Team Lead Practitioner delivers a transition session focused on emotions and wellbeing. The SENDCo liaises with the SENDCo from Biddick Hall Junior school (or other transitioning school) to discuss individual children and additional visits are arranged where necessary.

Pupils new to school are invited for an initial visit with their parents/carers and introductions to key staff prior to starting. Parents/carers can contact the office via telephone, email or through our website in the first instance

From the earliest age we support pupils in preparing for adult through developing skills in independence, relationships and resilience. Our curriculum drivers of Independence, Innovation and Interaction are embedded in day to day school life. Pupil voice is captured on our Individual SEN support plans and during Education, Health and Care Plan assessments and Annual reviews.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. All teachers are teachers of SEN.

Summary of Provision made by Biddick Hall Infant and Nursery School.

Universal Offer	● Trained SENCO who is a member of the SLT. ● SEN Policy, with provision and practice in place. ● Accessibility Plan in line with Equality Act 2010. ● Information on Inclusion and SEN provided to <u>all</u> parents/carers. ● SEN Governor. ● SEN Improvement Plan. ● Inclusive ethos and curriculum. ● Quality First Teaching ● Range of teaching strategies and learning opportunities. 'South Tyneside's Ordinarily Available Provision' ● Range of ICT equipment. ● Attainment and tracking process including pupil progress reviews.
	As above, plus:

Targeted Offer	● assessment of: learning environment; grouping of children/young people; teaching styles; curriculum materials; individual children's/young people's physical, sensory, and cognitive barriers; children's/young people's social and emotional needs and other relevant circumstances. ● staff collaboration with specialists within the school and with outside agencies. ● environmental adaptations; ● extra help from a teacher or support assistant; ● resources and equipment provided; ● working with a child in a small group; ● observing a child in class or at unstructured times; ● helping a child take part in class activities; ● making sure a child has understood things by encouraging them to ask questions and try something they find difficult; ● daily sensory circuit ● supporting other children to work with the child, or play with them at unstructured times; ● supporting a child with physical or personal care difficulties, such as eating, moving around safely, toileting or dressing; ● evidence based interventions, including therapeutic interventions. ● Additional teacher support from support assistant or other professionals. ● Access provision in the Rainbow Room ● Therapeutic Forest School Sessions
Specialist Offer	As above, plus: ● Individualised programmes in areas of the curriculum where needed; ● Arranging the provision specified in Part 3 of an EHCP; ● Arranging the annual review of an EHCP and submitting recommendations to the LA.

Adaptions to the curriculum and learning environment

We make the following adaptations to ensure all pupils needs are met:

- extra help from a teacher or support assistant;
- resources and equipment provided (including scaffolds to support learning, fidget box, wobble cushions, chewellery, stretch and squeeze, pop up partitions, distraction bubbles, gel pads, timers)
- working with a child in a small group;
- observing a child in class or at unstructured times;
- helping a child take part in class activities;

- making sure a child has understood things by encouraging them to ask questions and try something they find difficult;
- supporting other children to work with the child, or play with them at unstructured times;
- supporting a child with physical or personal care difficulties, such as eating, moving around safely, toileting or dressing;
- evidence based interventions;
- access to our sensory areas and quiet spaces
- sensory circuit
- 1:1 work with teacher, support assistant or other professionals.

Additional support for learning

Our school's approach of 'keep up not catch' up means all children are able to access each lesson and differentiated is through the scaffolds, representations and level of support the child receives. In addition to this:

- Teaching assistants will support pupils when they require additional support to engage in learning or self- regulate in order to access the school day. Our Teaching assistants are highly skilled and access up to date and relevant training to meet the needs of our children.
- Teaching assistants will provide support to pupils in small groups where intervention is required to 'keep up' in phonics and reading.
- Teaching assistants lead Lego Therapy, FRIENDS and Sunshine circles interventions so support social and emotional development.
- We work with the following agencies to provide support for pupils with SEN:
 - Health visitors
 - School Nurse/Paediatric health team
 - Portage and pre-school team
 - Educational Psychology Service (EP)
 - Speech and language therapy service (SALT)
 - Healthy Minds Team
 - Lifecycle – services for young people
 - Child and Adolescent Mental Health Service (CAMHS)
 - Children's Services
 - SEN Inclusion team
 - Ashley child development centre/ Sue Hedley Nursery
 - Hearing/Visual Impairment Teams

Expertise and training of staff

The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and where appropriate, outside agencies are used to deliver the training. The SENCO attends network and local authority meetings to share good practice with colleagues and keep up to date with SEND developments.

The SENCo has non- contact time to manage SEN provision.

We have a team of 20 teaching assistants including 6 level 3 teaching assistants with HLTA status who are trained to deliver SEN provision and support learning.

The SENDCo has completed the National Award for SENDco's (NASENCO awarded). All Staff are ACE's aware and trauma informed and this is reflected in school policy and practice. We have specific staff trained in leading interventions including Lego Therapy, Sunshine Circles, BLAST, TalkBoost, Sensory Circuits and FRIENDS. All staff are trained through the Crisis Prevention institute in verbal intervention and identified staff also in physical intervention skills (school are transitioning to Safer Handling as our provider across 2026-2027)

Evaluating the effectiveness of SEN provision

The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed and next steps identified. Intervention baseline and exit data is recorded, analysed and used to discuss the effectiveness of the intervention. Regular book scrutinies carried out by SLT and subject co-ordinators include focus on SEN children. SEN support plans are evaluated and reviewed termly. We hold annual reviews for pupils with EHCPs.

The SENCO maps provision for children requiring a high level of support and where necessary apply for STEP funding.

Parent voice is sought during support plan views, the annual review process, Spring term meeting with SENCo and Summer term questionnaire. Parents are also encouraged to communicate regularly through the school via telephone or informal discussions with staff. Pupil voice is gathered during lesson visits, PSHE lessons, questionnaires and also during support plan reviews.

The SENDCo meets annually with the school governor with responsibility for SEND to discuss the schools current provision and progress with the content of the school development plan.

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Our 'Smarties' childcare facility, offers after school care, along with extra-curricular activities including Karate, Multi-skills and Bike Ability are available to all our pupils.

Our free breakfast club is available to all pupils.

All pupils are encouraged to take part in sports day/class assemblies/whole school events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability unless they cannot be risk assessed to safely take part. Any such decision would be made in agreement with parents.

Our schools accessibility plan can be found on the website.

Medical Conditions and Disability

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including educational visits, and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act.

If a pupil has a medical need, a Care Plan is compiled by the School Nurse in consultation with parents/carers. This is displayed in the classroom and in practical areas throughout the school, so it is available to all adults who may work with the child.

The building is fully accessible to wheelchairs both indoors and outdoors. There are disabled changing and toilet facilities. There are disabled parking bays in the school car park outside of the main entrance.

School work closely with the school nurse, the specialist Health Visitor for children age 0-19 and the visual and hearing impairment services.

Support for improving emotional and social development

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

- Pupils with SEN are encouraged to nominate themselves be part of the school council and to be school buddies
- Pupils with SEN are also encouraged to be part of Sunshine circles/ FRIENDS' group to promote teamwork/building friendships
- We have a zero-tolerance approach to bullying.

- Referral to the Healthy Minds Team practitioner linked to our school
- Our Pastoral support team comprises of Mrs J Storey (Head teacher), Mrs L Burdon (SENDCo) and Mrs Bosher (Relationship & Attendance Manager)
- Access to our sensory and social emotional learning spaces for intervention, planned learning breaks and to re-regulate children experiencing difficulties.
- Staff are aware of the impact of Adverse Childhood Experiences (ACE's) and trained in a restorative approach to managing behaviour underpinned by the philosophy that 'behaviour is communication' and an expression of feelings which needs to be explicitly taught and supported.
- We listen to the views of our children through pupil voice surveys and discussion. Our school council and play ground buddies are role models and provide both peer support.

Storing and managing information

Pupil records and SEN information are shared with staff closely working with SEN pupils to enable them to better understand meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupils SEN files are kept electronically in individual SEN files. Individual SEN files are transferred to receiving schools when a pupil leaves Biddick Hall Infant and Nursery School via cpoms/egress.

Complaints

We urge parents/ carers with any concerns regarding the SEN policy or the provision made for their child to speak to use as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head Teacher. If the complaint is unresolved, the complaint will follow the schools formal complaint procedure (policy can be requested from school office or viewed on school website) where the complaint will be considered and responded to by school Governors.

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

Contact details of support services for parents of pupils with SEN

Parents can contact their local Parent Partnership Service for impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details:

Phone - 0191 4246345

Email – www.southtynesidesendiass.co.uk

School facebook page and website signpost parents to local authority awareness sessions/activities.

Schools complaints procedure can be found on the school website or requested at school office.

Contact details

Laura Burdon (SENDCO) 0191 9330830 office@biddickhallinfants.co.uk

Joanne Storey (Head teacher) 0191 9330830 office@biddickhallinfants.co.uk

Links

South Tyneside's local offer: <https://sendlocaloffer.southtyneside.gov.uk/>

South Tyneside SEND in Mainstream settings Framework:

<https://sendlocaloffer.southtyneside.gov.uk/article/31691/SEND-support-in-mainstream-schools-and-early-years-settings>

South Tyneside ordinarily available provision link:

<https://sendlocaloffer.southtyneside.gov.uk/article/19610/South-Tyneside-s-Ordinarily-Available-Provision-Guide>

Our contribution to the local offer is:

School entitlement offer to pupils with additional needs	
Type of SEN for which provision is made at the school	Type of support
Communication and Interaction Needs:	Needs-based plans involving pupils, parents and staff in the formulation, review and implementation of these documents.

e.g. • Autism, • Speech, Language and Communication Needs	• Differentiated support and resources to access the curriculum. • Visual timetables • Areas of low distraction • Support/supervision at unstructured times of the day. • Social skills programme/support including strategies to enhance self-esteem. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. • ICT is used to reduce barriers to learning where possible. • Strategies/programmes to support speech and language development. • Strategies to reduce anxiety/promote emotional wellbeing. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. • Support staff are placed where needed throughout the school to ensure pupil progress, independence, and value for money. • Fully qualified/trained SENCO who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. • All staff have been trained in sensory processing difficulties • Sensory boxes, resources, sensory circuits • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
Cognition and Learning Needs: e.g. • Moderate Learning Difficulties	• Needs-based plans involving pupils, parents and staff in the formulation, review and implementation of these documents. • Differentiated support and resources to access the curriculum. • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.

	• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. • Support staff are placed where needed throughout the school to ensure pupil progress, independence, and value for money. • Fully qualified/trained SENCO who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the local Offer.
Behavioural, Emotional and Social Development: e.g. • Behavioural needs • Social need • Emotional Health and Wellbeing	• The school ethos values all pupils. • Behaviour management systems in school are based upon de-escalation strategies and restorative approaches and certainty that behaviours will be addressed. • Staff have completed CPI training and school is transitioning to Safer Handling across the year 2026-2027 • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support staff are placed where needed throughout the school to ensure pupil progress, independence, and value for money. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. • Therapeutic forest school sessions. • Outdoor learning is used to offer a different approach to the curriculum, which supports children with social, emotional and behavioural needs. • Access to information and support is available within school for behavioural, emotional and social needs. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.

Sensory and Physical Needs: e.g. • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs	• Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed. • Provision to support access to the curriculum and to develop independent learning. • Support staff are placed where needed throughout the school to ensure pupil progress, independence, and value for money. • Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs. • Access to Medical Interventions. • Access to strategies/programmes to support Occupational Therapy/Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. • The school has disabled toilets/facilities
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6 Monitoring arrangements

This policy and information report will be reviewed by Laura Burdon (SENCO) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies

This policy links to our policies on:

- Accessibility plan
- Complaints policy
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

- Safeguarding and Child Protection Policy
- Child on child Abuse
- Attendance policy

Date written Sep 20206

Date to review September 2027