



SEND Policy

St Leonard's CE Primary School

Document Control	
Document Name:	SEND Policy
Document Author:	Rachel Bradley, SENDCo
Document Approval:	Board of Governors
Publication:	September 2026
Review:	Annually
Next review due by:	September 2027

'Providing good soil from which our FRUITS can grow' – based on Matthew, 13:8

Curious Minds. Kind Hearts. Big Dreams.

Contents

- Section 1 – Vision for SEND
- Section 2 – Legal Framework
- Section 3 – Objectives
- Section 4 – Identifying Special Needs
- Section 5 – Identification and Support
- Section 6 – Graduated Approach
- Section 7 – Provision
- Section 8 – Training and Resources
- Section 9 – Supporting Pupils and their Families
- Section 10 – Support Pupils with Medical Conditions
- Section 11 – Roles and Responsibilities
- Section 12 – Confidentiality
- Section 13 – Evaluating the SEND Process
- Section 14 – Complaints Procedure

Section 1 - Our Vision for SEND

Within SEND, our vision is to go beyond inclusion to belonging, we want all of our children to be truly valued members of our school community and gain the knowledge, skills and confidence to fulfil their potential.

Our school vision is to provide a nurturing, Christian environment where pupils develop a passion for learning about the world around them to become vibrant learners who use their abilities, knowledge and values to grow into faithful stewards of God's creation.

We also believe that each of our children is a precious and unique individual, with God given talents and abilities, created to fulfil a special role in God's intricate plan for the world.

"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

We aim to provide learning and experiences to enable all pupils to develop spiritually, intellectually, emotionally, morally and physically so that our children develop a depth of understanding which is deep rooted and as such provide a 'good soil' so pupils go on to produce a bountiful crop.

"Still other seed fell on the good soil, where it produced a crop was sown." Matthew 13:8

We want all our pupils to flourish so that they can produce FRUITS and by the end of year 6 we aim for all pupils, including those with SEND, to academically, emotionally and socially have the necessary skills to achieve and lead a life that is fulfilled and enriched.

Aim	What impact does the SEND policy have on this
Faith - to develop courage, resilience and patience, through their own personal faith in God, so they can retain hope and joy even during hard experiences. (John 1:12)	Within our SEND provision, we nurture an environment where children have confidence in the trusted adults who support them, knowing they are valued, understood and encouraged to achieve their full potential. We foster a belief in each child's unique strengths and abilities, celebrating progress and recognising that success looks different for every learner. By providing appropriate support, encouragement and high aspirations, we help children develop the knowledge, skills and confidence to overcome barriers, persevere through challenges and grow in resilience, so that they can flourish both academically and personally.
Relationships - to flourish through strong relationships with themselves, each, other, creation and God. (Luke 10:27)	At St Leonard's, we recognise that strong, positive relationships are the foundation of an inclusive and nurturing learning environment. Staff invest time in getting to know each child as an individual from the moment they join our school. Trusting, respectful relationships between staff and pupils create a secure environment where children feel valued, understood and confident to learn. These relationships also provide a positive model for how pupils build connections with one another. By placing relationships at the heart of high-

	quality teaching, staff are able to understand each child's strengths, identify areas of need and plan effective, personalised support, ensuring that all pupils, including those with SEND, are able to thrive.
Uniqueness - to have the self-confidence to understand their uniqueness and God-given purpose to become the person God created them to be. (Matthew 10:30)	Our SEND provision is rooted in a culture where every member of our school community is valued, respected and celebrated for who they are. We recognise that our individual differences enrich our community and strengthen our collective learning. Through the strong relationships that staff build with each child, we develop a deep understanding of their unique strengths, interests and areas of need. This knowledge enables us to provide personalised support and meaningful learning opportunities that help every child to grow in confidence, explore their potential and discover the person God created them to be. By fostering a safe, inclusive and nurturing environment, we empower children to embrace their uniqueness and flourish alongside others.
Intellect - to develop a keen intellect and use this talent and ability wisely to protect and enhance themselves, their communities and the environment (Proverbs 3:13)	Our SEND provision is underpinned by high-quality, inclusive teaching that enables every pupil to access learning, develop their intellect and fulfil their potential. Staff have a secure understanding of how each child learns best and use this knowledge to plan lessons that are appropriately scaffolded, engaging and accessible for all learners. Careful consideration is given to the learning environment, including seating arrangements, displays, lighting, sound and sensory needs, ensuring that barriers to learning are minimised and all children can flourish. We are committed to continually developing the knowledge, skills and confidence of our staff so they are equipped to meet the diverse needs of all pupils, including those with SEND, enabling every child to achieve with wisdom, confidence and success.
Treat themselves and others with dignity and respect maintaining a healthy body and thriving community (1 Peter 2:17)	Our SEND provision is founded on the belief that every child is of equal worth and should have the opportunity to participate fully in all aspects of school life. We foster a culture where equality, inclusion and belonging underpin daily practice, and where every effort, achievement and success is recognised and celebrated. Respectful, trusting relationships between staff and pupils help children to value themselves and others, promoting confidence, wellbeing and mutual understanding. We are committed to removing barriers so that all pupils, including those with SEND, can engage in the wider life of the school,

	including worship, church services, community partnerships such as visits to local care homes, extracurricular clubs and sporting events. Through these experiences, children develop a sense of belonging, service and responsibility, enabling them to flourish as valued members of both the school and the wider community.
Salvation - to have a recognition that we need to seek forgiveness through Jesus to become friends with God (Ephesians 2: 8-9)	This understanding shapes our SEND provision by fostering a culture of grace, hope and restoration, where every child is given the opportunity to learn, grow and begin again. We recognise that all children and adults make mistakes, and that these experiences do not define us but provide opportunities for reflection, learning and personal growth. Through restorative approaches, opportunities for prayer and reflection, and the consistent encouragement of trusted adults, we help children to develop emotional security, resilience and self-belief. By creating a safe and nurturing environment where children feel accepted and supported, we enable all pupils, including those with SEND, to become confident, reflective learners who understand the value of forgiveness, reconciliation and hope.

Section 2 – Legal Framework

This policy has been developed in accordance with current legislation and statutory guidance relating to Special Educational Needs and Disabilities (SEND). It reflects St Leonard's commitment to ensuring that every child is valued, included and supported to achieve their full potential within an inclusive learning environment where all are enabled to flourish. This policy should be read alongside the following school policies and documents:

- SEND Information Report
- Accessibility Plan
- Equality Policies
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Medicine and Supporting Needs Policy
- Attendance Policy
- Admissions Policy
- Teaching and Learning Policy
- Complaints Policy
- Intimate Care Policy

This policy has been written with due regard to the following legislation, including but not limited to:

- Children Act 1989
- Education Act 1996
- Special Educational Needs and Disability Act 2001 (SENDA)
- Education Act 2002
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014 (Part 3)
- The Special Educational Needs and Disability Regulations 2014
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)

This policy has due regard to the following statutory and non-statutory guidance:

- Department for Education (DfE) and Department of Health (2015), *Special Educational Needs and Disability Code of Practice: 0 to 25 years*
- DfE, *Keeping Children Safe in Education* (current edition)
- DfE, *Working Together to Safeguard Children* (current edition)
- DfE (2015), *Supporting Pupils at School with Medical Conditions*
- DfE, *School Admissions Code* (current edition)
- Equality and Human Rights Commission (EHRC), *Reasonable Adjustments for Disabled Pupils*
- DfE, *Mental Health and Behaviour in Schools* (current guidance)
- Ofsted, *School Inspection: toolkit, operating guides and information* (current edition)

This policy has been developed in consultation with staff and approved by the Governing Body. The Governing Body is responsible for ensuring that the school fulfils its statutory duties towards pupils with SEND. The implementation of this policy is the responsibility of all staff, who share a collective commitment to providing high-quality, inclusive provision that enables every child to achieve and flourish.

The Headteacher has overall responsibility for the provision made for pupils with Special Educational Needs and Disabilities (SEND). The day-to-day coordination of SEND provision is delegated to the Special Educational Needs Coordinator (SENCo). The school's SENCo is **Mrs Rachel Bradley**, who can be contacted via the school office on **01282 771470**. The wider SEND team includes Mrs Rachael Farrington (Associate SENCo), Mrs Amy Smith (Inclusion Lead) and Mrs Michelle Brunton (SEND team PA). Mr Simon Butterworth is the SEND governor although the Governing Body as a whole is responsible for making provision for pupils with Special Educational Needs.

Section 3 – Objectives

The objectives of our SEND policy and practice at St Leonard's CofE Primary School are:

- Identify and respond to pupils' Special Educational Needs and Disabilities at the earliest opportunity through a graduated, person-centred approach.
- Provide high-quality, inclusive teaching that enables every pupil to access a broad, balanced and ambitious curriculum, with appropriate adaptations and reasonable adjustments where needed.
- Promote belonging, participation and high aspirations, ensuring that all pupils with SEND are valued, included and supported to flourish within every aspect of school life.
- Work in partnership with pupils, parents, carers, governors and external agencies to ensure that support is personalised, effective and centred on the needs and aspirations of each child.
- Develop the knowledge, skills and confidence of staff through ongoing professional development, enabling them to meet the diverse needs of all learners.
- Monitor and evaluate the effectiveness of SEND provision, using evidence to ensure that support has a positive impact on pupils' progress, wellbeing and outcomes.
- Fulfil the statutory duties set out in the Children and Families Act 2014, the Equality Act 2010 and the SEND Code of Practice (2015), ensuring equality of opportunity and removing barriers to learning.

Section 4 – Identifying Needs

The SEND Code of Practice (2015) defines a child or young person as having Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability that prevents or hinders them from making use of the educational facilities generally provided for others of the same age in mainstream schools.

The SEND Code of practice (2015) highlights four broad areas of need. These are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health needs
- Physical and/or Sensory Needs

These broad areas provide an overview of a pupil's primary needs; however, many children have needs that span more than one area and may require support across multiple aspects of their development.

At St Leonard's, we recognise the importance of early identification, assessment and appropriate provision to ensure that every child receives the support they need to thrive. We believe that identifying needs at the earliest opportunity enables timely intervention, helping children to make good progress, overcome barriers to learning and fulfil their God-given potential. Concerns about a child's progress or development may be identified by a range of people, including:

- Parents and carers
- The child or young person
- Class teachers
- Teaching assistants
- Previous schools and educational records

- Health, education and other external professionals
- Ongoing assessment, observation and progress monitoring within school

All concerns are considered carefully and, where appropriate, discussed with parents and carers to determine the most appropriate next steps in line with the graduated approach (See Section 6) set out in the SEND Code of Practice.

Section 5 – Identification and Assessment

Early identification is fundamental to ensuring that pupils receive the right support at the earliest opportunity. At St Leonard's, significant emphasis is placed on identifying children who may be experiencing difficulties in accessing learning or fully participating in school life, enabling timely and appropriate intervention. We aim to identify pupils with SEND as early as possible through effective transition arrangements with Early Years settings, close partnership with parents and carers, and ongoing teacher assessment from the beginning of the Reception year.

Throughout the school, the progress and wellbeing of all pupils are monitored through a continuous cycle of assessment, planning, teaching and review. Pupils may be identified as having SEND at any stage of their school journey. Where appropriate, the school works in partnership with external professionals to seek additional advice, specialist assessments or observations to ensure that pupils receive the most appropriate support.

The SENCo works closely with the Senior Leadership Team and class teachers to analyse assessment information, monitor progress and identify pupils who may require additional provision. Regular pupil progress meetings and SEND review meetings provide opportunities to discuss individual pupils, evaluate the impact of support and determine next steps.

Identification extends beyond academic attainment and considers all four broad areas of need identified within the SEND Code of Practice: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical Needs. Staff use ongoing observations, assessment information and discussions with pupils, parents and professionals to build a holistic understanding of each child's strengths and needs.

Identification and assessment are always personalised and responsive to the individual child. Parents and carers are recognised as partners throughout the process, and pupils are encouraged to contribute their views wherever appropriate.

The school also recognises that factors other than SEND may impact on a pupil's progress or attainment. These may include disability, attendance, health and wellbeing, English as an Additional Language (EAL), eligibility for Pupil Premium, or being a looked-after or previously looked-after child. These factors are carefully considered when assessing individual needs but are not regarded as SEND in isolation.

High-quality, inclusive teaching remains the first response to meeting the needs of all pupils. Where appropriate, the school fulfils its duties under the Equality Act 2010 by making reasonable adjustments to ensure that disabled pupils can access learning and participate fully in all aspects of school life.

Section 6 – Graduated Approach

At St Leonard's, we adopt a graduated, person-centred approach to identifying and supporting pupils with Special Educational Needs and Disabilities (SEND), in accordance with the SEND Code of Practice (2015). We recognise that not all pupils who experience difficulties have SEND and that many barriers to learning can be successfully addressed through high-quality, inclusive teaching and the school's Ordinarily Available Provision.

High-quality, inclusive teaching forms the foundation of our approach to meeting the needs of all pupils. Through our Ordinarily Available Provision, teachers use adaptive teaching, reasonable adjustments and evidence-informed strategies to ensure that every child can access learning, participate fully in school life and make good progress. Where a pupil requires provision that is additional to or different from the school's Ordinarily Available Provision, the graduated approach is implemented to determine whether SEND Support is required.

The graduated approach is underpinned by the cyclical process of Assess, Plan, Do, Review (APDR), ensuring that provision is continually evaluated and refined in response to each pupil's strengths and needs. Parents, carers and pupils are fully involved throughout every stage of the process.

Wave 1 – Ordinarily Available Provision

High-quality, inclusive teaching is the first response to meeting the needs of all pupils. Class teachers are responsible for ensuring that every learner receives adaptive teaching, appropriate scaffolding, reasonable adjustments and an inclusive learning environment that enables them to achieve their potential.

Teachers continually assess pupils' progress through formative and summative assessment, classroom observations and discussions with pupils and parents. Where concerns arise, teachers will adapt their practice, implement targeted classroom strategies and monitor their impact before considering whether additional support may be required.

Wave 2 – Initial Concern and Additional Support

Where a pupil continues to experience difficulties despite high-quality teaching, the class teacher will discuss concerns with the SENCo and parents. A clear analysis of need will be undertaken, taking account of assessment information and classroom observations by the inclusion lead. This will then identify appropriate interventions, precision teaching or targeted support which will be implemented alongside high-quality classroom teaching.

Class teachers alongside the Inclusion Lead will create One Page Profiles for the child outlining the provision/interventions that they may need. The impact of these will be monitored by the Inclusion Lead through the Assess, Plan, Do, Review cycle, with outcomes shared and reviewed regularly with parents.

If the main need is Social, Emotional & Mental Health, then a behavioural One Page Profile will be created alongside the Behaviour Lead. The impact of these will be monitored by the Behaviour Lead again through the Assess, Plan, Do, Review cycle.

Wave 3 – SEND Support

Where a pupil requires provision that is additional to or different from that ordinarily available through high-quality teaching, they may be placed on the school's SEND Register with parental agreement.

The SENCo will coordinate provision, working closely with class teachers, parents and, where appropriate, external professionals. The appropriate personalised plan will be created for each child once information has been collated. These personalised plans include:

Personalised Provision Plans (School based or Specialist) – These include strengths of the child and general provision needed. The plans will detail Outcomes and where appropriate short term outcomes and then the provision needed for these outcomes to be achieved. The plans and provision are reviewed termly by the class teacher with support from the SENCo and specialists (if required) through the graduated approach, ensuring that the support remains responsive to the pupil's changing needs and setting new appropriate outcomes where needed.

Speech and Language Therapy Plans – Children who are identified as having a communication and interaction need are assessed by the private Speech and Language therapist. A plan is then created with outcomes, intervention and provision needed and the Speech and Language Therapist works with the class teams to show how to implement the support. The plans are again reviewed termly and discussed with the therapist to provide appropriate next steps.

Wave 4 – Specialist Support and Education, Health and Care Plans (EHCPs)

Where a pupil continues to experience significant and persistent difficulties despite sustained SEND Support, the school may seek further involvement from specialist services or, in partnership with parents, request an Education, Health and Care (EHC) Needs Assessment from the Local Authority.

Where an Education, Health and Care Plan (EHCP) is issued, the school will work collaboratively with the pupil, parents, the Local Authority and external agencies to deliver the provision specified within the plan. EHCPs are reviewed annually (or every six months in the Early Years), with the graduated approach continuing to inform day-to-day provision and future planning.

Throughout every stage of the graduated approach, St Leonard's maintains high aspirations for all pupils, recognising that support is most effective when delivered through strong partnerships between school, families and external professionals, with the child's views, strengths and individual needs at the centre of decision-making.

Section 7 – Provision

All classroom environments are created as communication and autism friendly classrooms which allow for an inclusive learning environment for all children. A classroom checklist is provided for staff to ensure that learning environments are inclusive and this is monitored by the Inclusion Lead.

The school follows the National Curriculum and each subject lead has created adaptive strategies document to ensure that all school staff are aware and able to make adaptations to allow all children to access their subjects.

Children may also access support from a number of internal and external services. These include:

- Pastoral team support
- Quiet/regulation areas
- Maths & English intervention
- Social skills intervention including lego therapy
- Speech and Language Intervention
- Play therapist
- Autism Specialist Teacher
- Behaviour Specialist Teacher
- Educational Psychologist
- VI Teacher
- Teacher of the Deaf

Section 8 – Training and Resources

As a school, we prioritise training for our whole school staff team. Additionally, the SENCo takes part in termly training sessions and new and up to date information is shared with senior leaders and staff regularly. All staff take part in regular SEND training, delivered by specialists on a whole school and individualised basis. Our regular SEND training is planned in response to need, which is often identified through the School Development Plan, Appraisals and individual children's needs. At St Leonard's, we have positive and long standing relationships with many outside agencies who, in addition to their roles in directly supporting children, also provide regular up to date training for our staff on a whole school level. Additionally, staff have regular direct support from a variety of specialists who are able to provide 'on the spot' training and advice tailored to the current staff and child need.

Resources are allocated and implemented as advised by specialists. All children with SEND will have access to Notational SEND Funding. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the local authority, who will determine whether the level and complexity of need meets the threshold for this funding. Pupil premium and other funds may also be accessed to support the requirements of SEND children.

Section 9 – Supporting Pupils and their Families

In addition to information in this policy, our school website provides information within our SEN information report which provides detailed information about the SEND provision at St Leonard's. Families can also access Lancashire's Local offer from the school's website which provides additional information which may be helpful in making decisions about next steps for children.

School also provides opportunities for parents to attend workshops such as phonics to help support. Class teachers are contactable for parents to discuss any concerns about their child's progress. These can then be passed on to the SENCo, or additionally the SENCo is also contactable to discuss concerns. Our Pastoral team work closely with the SENCo and can signpost our families to a variety of support. This team, along-side the SENDCO where appropriate, can use the Early Help Assessment (EHA) process to facilitate links with other agencies and provide regular support for our families.

Section 10 – Supporting Children with Medical Conditions

At St Leonards, we recognise that children with medical conditions should be effectively supported to have full access to the curriculum. Staff training and support is commissioned as needed. Some children with medical conditions will be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some will also have SEN and may have an Education, Health and Care Plan which brings together health and social care, as well as special educational provision. The person responsible for coordinating provision for children with medical needs is Matthew Gaukroger (DSL).

Section 11 – Roles and Responsibilities

The Headteacher and Governing Body

- Fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs in accordance with the Code of Practice 2015.
- Ensures that all teachers are aware of the importance of providing for these children.
- Are involved in monitoring the School's SEND policy, information report and contribution to the local offer.
- Mr Simon Butterworth is the current Governor with responsibility for SEND. He has regular contact with the SENCO and the Senior Management of the school, to keep up-to-date with, and monitor the school's SEND provision and reports back termly to the full governing body.

The SENCo

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will be responsible for the following:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Making recommendations regarding the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.

- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Head Teacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Arrange and lead CPD sessions for the school staff on specific SEND issues.
- Liaise with the Inclusion Lead and Behaviour Lead to ensure additional support is appropriate and ensure that monitoring is taking place.

Class Teacher

Every teacher is a teacher of every child or young person; including those with Special Educational Needs and Disabilities.

- It is the duty of the class teacher to provide high quality, inclusive teaching.
- Each teacher is responsible for evaluating and updating the Personalised Provision Plans at least three times a year and One Page Profiles at least once a year
- The class teacher liaises with SENCO, SLT, Support staff and parents for those children on SEND register.

Teaching Assistants (Tas)

- Some Teaching Assistants are trained to deliver specific interventions.
- All Teaching Assistants are expected to deliver quality provision, under the guidance of the Class Teacher and SENCO.
- Training to meet the needs of TAs is arranged according to whole school and individual pupil needs.
- The contribution by support staff in the day-to-day implementation of the SEND Policy is highly valued and forms a crucial part of the success of the Policy.
- In line with the SEN Code of Practice, the class teacher is the first port of call for the Teaching Assistants to discuss issues relating to pupils with SEND. The SENCO may be involved where further advice or discussion is needed.
- Monitoring suggests that where strong liaison between class teacher, TA and the SENCO exists, the needs of the pupil are met more effectively.

Parents

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding parents' evenings twice a year (Autumn and Spring) to discuss children's progress.
- Sending an annual report (Summer Term) to parents, which explains the progress made by each child and indicates how the child can develop their learning.
- Open Door policy
- Class pages on Class dojo
- SENCo drop ins
- Knowledge organisers sent out termly

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school and for taking part in activities.
- Inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement.
- To carry out recommendations from specialist teachers where possible.

Section 12 – Confidentiality

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents/carers, the Head or the SENCO, unless the school has Safeguarding concerns.

Confidential information regarding a pupil's SEND is kept in the pupil's SEND file and electronically. If information on a pupil is required from the file, the information on that pupil will be removed and returned promptly. Documents are stored securely in school. Hard copies of documents are kept in locked cabinets within locked offices. Electronic copies of documents are password protected. Electronic transfer of records is done securely. The SEND register and assessment data is held electronically on the School's network which cannot be accessed by the students.

When information needs to be disposed of (e.g. removal from the SEN register, changes to circumstances), the school confidentially disposes of such data on request. The school complies with GDPR legislation.

Section 13 – Evaluating the success of the SEND Policy

The success of this policy will be measured by the extent to which the needs of all pupils with SEND are met through:

- Effective systems for identifying pupils with SEND at the earliest possible stage.
- The consistent use of high-quality teaching, planning and assessment strategies that meet individual needs.
- Regular monitoring and review of each pupil's progress against agreed outcomes and targets.
- Timely and appropriate additional interventions where progress is identified as less than expected.
- Securing appropriate funding from the Local Authority (LA) to support pupils with Education, Health and Care (EHC) Plans.
- Listening to and valuing the views of children and young people, ensuring their voices inform decision-making.
- Developing positive, collaborative partnerships with parents and carers.
- Promoting a multi-agency approach to ensure coordinated support whenever appropriate.

This SEND Policy will be reviewed annually, or sooner in response to changes in legislation, statutory guidance, Local Authority requirements or significant incidents. The review will be

undertaken by the Governing Body, senior leaders and the Special Educational Needs Coordinator (SENCo). This next review is planned for July 2027.

The views of pupils, parents and carers will be actively sought and considered during the policy review process to strengthen partnership working and ensure the policy continues to meet the needs of the school community.

Section 14 – Complaints Procedure

If a parent or carer has any concerns regarding the education or provision for their child with Special Educational Needs and Disabilities (SEND), they are encouraged to contact the school as soon as possible.

In the first instance, parents and carers should discuss their concerns with the child's class teacher by contacting the school office to arrange a meeting or conversation. If the concern cannot be resolved at this stage, they should contact the Headteacher and/or the Special Educational Needs Coordinator (SENCO) through the school office. Should concerns remain unresolved, parents and carers should refer to the school's Complaints Policy, which outlines the formal procedures for raising and resolving complaints.

The school is committed to handling all concerns and complaints promptly, sensitively and fairly, ensuring that the child's wellbeing, educational needs and best interests remain at the centre of all discussions and decision-making.