TPS

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TOTTINGTON PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

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A friendly and inclusive primary school that equips, engages, excites and inspires every child to

always aim high



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Policy to promote the successful inclusion of pupils with special educational needs and disabilities (SEND) at Tottington Primary school.

This policy takes full regard of the SEND Code of Practice 2014, (updated January 2015).

The SEND policy and SEND 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, SEND co-ordinators (SENCos) and the SEN information report This policy also complies with our funding agreement and articles of association.

1. Legislation and Guidance

This policy complies with the statutory requirement set out in the SEND Code of Practice 0- 25 (2014) and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Family Act 2014
- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (September 2013)
- Safeguarding Policy.
- Teachers Standards 2012
- Tottington Primary School Accessibility Plan 2024

This policy should be read in conjunction with the following school polices and documents:-

- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding Policy
- Medicines Policy
- Local Offer for SEND
- SEND Information Report
- Equality Policy
- Pupil Premium Policy
- Curriculum Policies.
- School Accessibility Plan

Tottington Primary School is a one and a half form entry primary school.

2. Our Ethos

The school provides a broad, balanced and differentiated curriculum in a safe, caring, stimulating and effective environment. At Tottington Primary school, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

We believe that every teacher is a teacher of every child, including those with SEND. Class teachers deliver quality first teaching, providing challenge and support and encouraging everyone to take responsibility for their own learning and to become as independent as possible.

We believe that the views, wishes and feelings of the child and their parents, and their participation in decisions are of paramount importance in achieving the best possible outcomes.

3. Aims and Objectives

The specific aims of our SEND policy are as follows:

- To value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full
- To raise the expectations and aspirations for all pupils with SEND
- To ensure that pupils with special educational needs and disabilities are identified and assessed, and that their needs are met
- To focus on outcomes for children and young people and not just on the hours of provision/support
- To ensure that pupils with special educational needs are able to take part in all the activities of the school, including those that take place outside of school hours
- Ensure that learners express their views and are fully involved in decisions which affect their education
- To involve parents and carers in their child's education and keep them informed about their child's progress
- To enable parents and carers are able to play their part in supporting their child's education
- To promote effective partnerships and involve outside support agencies, when appropriate.

The success of the school's SEND policy will be judged against the aims set out above.

4. Definition - What do we mean by Special Educational Needs?

Pupils have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools
- are of compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them. That is, anything that is additional to, or different from, what is normally available to all pupils in the school.

Children will not be regarded as having a learning difficulty solely because the language, or form of language of their home, is different from the language in which they will be taught.

5. Roles and Responsibilities

All members of the school community have a shared responsibility for achieving the school's aims and need to be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

The commitment to meeting individual children's needs must be a partnership between all agencies involved with the child, and all parties need to work together closely and communicate regularly in order to provide continuity and consistency in approach.

a. The Role of the SEND Governor and the Governing Body

The Governing Body of the school should, in co-operation with the Head Teacher:

- determine the school's general policy and approach to provision for children with SEND
- ensure that the best possible provision is made for all pupils with SEND
- establish the appropriate staffing and funding arrangements, ensuring that the budget for SEND is allocated appropriately
- maintain a general oversight of the school's work and monitor the quality of SEND provision
- appoint a governor or committee to take a particular interest in, and closely monitor work on behalf of the pupils with SEND

- Ensuring information about the implementation of the policy for SEND is published on the school website and this is updated annually

b. The Role of the Headteacher

- Overall responsibility for special educational needs lies with the Headteacher.
- The Headteacher will be informed of children's special educational needs and the arrangements that are being made to meet them.
- The Headteacher will be involved with the Governors in determining appropriate staffing and funding arrangements, advising them and informing them on special educational needs issues, and ensuring that the school meets its special educational needs responsibilities.

c. The Role of the SENCo

The SENCo, in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the Special Needs Policy and provision in school in order to raise the achievement of children with SEND.

The SENCo will:

- Oversee the day to day operation of the school's SEND policy
- Co-ordinate provision for pupils with SEND
- Liaise and advise fellow colleagues on issues relating to SEND
- Ensure all class provision and SEND records are kept up to date
- Liaise with parents at every step in the SEND process
- Monitor the impact of interventions
- Ensure all SEND support is costed on the school's provision map
- Contribute to the CPD of all staff in relation to SEND support and
- Liaise with outside agencies, including LA support, Educational Psychologist and members of the Additional Needs team
- Organise effective pupil centered reviews
- Monitor the progress of pupils with SEND on a termly basis
- Keep Governors updated with SEND reform and pupil progress
- Coordinate and develop school-based strategies for the early identification and review of pupils with SEND

d. The Role of the Class Teacher

The Class Teacher is responsible for:

- Delivering quality first teaching and the monitoring of all their pupils with SEND
- Identifying and reporting any concerns about SEND to the SENCo

- Planning and delivering adapted/differentiated interventions for all pupils with identified SEND. These should be additional to or different from those provided as part of the school's adapted curriculum
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support
- Informing parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment
- Completing SEND documentation in accordance with the Code of Practice and liaising with the SENCo, parents and pupils
- Collaborating with the SENCo to match classroom provision to the specific needs of the pupil
- Collaborating with outside specialists and working with the advice of the specialists to plan outcomes and provision
- Planning with teaching assistants to ensure quality provision for pupils with SEND focussed on outcomes

e. The Role of the Teaching Assistant

Teaching assistants are responsible for:

- Collecting evidence of progress through observations both formal and informal
- Alerting the class teacher to concerns which have been observed through close working with the pupils
- Tracking progress towards outcomes set by a class teacher for specific pupils with SEND
- Providing effective feedback to the teacher on interventions
- Collaborating with the class teacher and SENCo to match classroom provision to the specific needs of the pupil
- Contributing to progress reviews or annual reviews

f. The Role of Lunchtime Supervisors

Lunchtime supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the deputy head teacher or class teacher in relation to behaviour management and other issues for particular children.

6. School information and SEND Information Report

Admissions Arrangements

The Governing Body has agreed with the LEA admission's criteria, which does not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the

guidance in the Code of Practice. The school has an Accessibility Strategy which is available on the school website.

Specialisms and special facilities

At Tottington Primary School we cater for all Special Educational Needs or Disabilities (SEND), as categorised by the SEND Code of Practice. These are:

- Cognition and Learning
- Communication and Interaction
- Social, Mental and Emotional Health
- Sensory and Physical

The school building is completely accessible to wheelchair users, along with much of the outside area.

The school has additional physical resources in terms of a physiotherapy unit and disabled toilet with hoisting and tracking facilities for those children who lack mobility.

The school maintains close links with the physiotherapy and occupational therapy services from the NHS, and receives regular support visits from both.

Early Identification of Special Educational Needs

Tottington Primary School is committed to the early identification of special educational need and adopts a graduated response to meeting the needs of the child.

Pupils are only identified as SEND if they do not make adequate progress once they have had access to adjustments in the curriculum, appropriate interventions, and good quality personalised teaching.

Concerns about a child's progress may be raised by the class teacher, the child's parent or guardian, or through the normal analysis of assessment data.

We use a variety of ways to identify children who need extra help in school:

- We offer to visit all children in their pre-school settings and in their homes prior to starting school in order to understand the needs of all pupils.
- We measure children's progress closely, and regularly, through a variety of informal and formal assessments so we can quickly identify pupils who may benefit from extra support.
- Class teachers meet regularly with the Senior Leadership Team and the SENCo to discuss pupil progress and to identify support and intervention for pupils.
- Outside agencies such as educational psychologists, speech and language therapists and occupational therapists often provide us with information about children who will need extra help.
- Pupils themselves can ask for extra support and help.
- Parents are encouraged to bring concerns or information about their child to their child's class teacher.

Consulting and involving pupils and parents

Partnership with parents

The staff at Tottington Primary School will continue to forge home-school links and encourage parents to be partners in the education process.

Parents and carers will always be consulted if it is believed that the child has special educational needs. Parents are involved from the outset and encouraged to discuss any concerns with class teachers. Parents are always consulted before outside agencies are involved, and are included, as far as possible, in the strategies investigated.

Parents are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. Parents are informed where there is professional concern for their child and their active involvement in the education process is encouraged, so that they can have an input into the education provided and they can support simultaneously.

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 take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Parents' Evenings are held in the Autumn and Spring terms and a school report is provided in the Summer term. Where possible regular informal contact with parents is maintained to assess progress, and to update on the educational support required. Parents are welcome to arrange meetings at other times, to discuss any aspect of their child's progress with the class teacher, SENCo, deputy head teacher or head teacher.

Parents are always invited to attend review meetings, and their involvement in the meeting is valued when planning the next course of action for their child.

Parents are kept fully informed about school arrangements and developments concerning special educational needs, through the school prospectus, through information letters and through the school website.

Pupils who have disabilities, but no special educational needs will be provided with a personalised medical care plan and recorded on the school's medical register, which is updated annually.

The Voice of the Pupil

When an identification of need has been made, children are involved through the class teacher, and their support is explained to them in a child friendly manner. Child discussions and questionnaires are

designed to find out what children feel they need help in and what would help them most in their education.

Pupil centred reviews are held annually for those children with an Education, Health and Care Plan. Children and young people with SEND often have a unique knowledge of their own needs and views about what sort of help they would like. They are encouraged to contribute to the assessment of their needs, either orally, through pictures, or in a written form, as well as be actively involved and present at their own review when possible.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of Assess, Plan, So, Review.

Assess	Identification of children with additional needs through consultation of the class teacher and school staff on a half termly basis. SENCo to advise and support during this process. Parent views and external advice also form part of the assessment process.
Plan	From identification and assessment, create provision maps and an Individual Support Plan stating: • Desired outcomes (SMART targets) • Provision • Who will be delivering the intervention/support, how often and what the adult: child ratio will be • Continuing support at home • Specialist involvement – contact external agencies for further specialist support, through the Early Help Process.
Do	Completion of the actions and outcomes stated in each child's personal Learning Plan (LP). Class teacher to monitor this provision on a weekly basis, adapting where necessary to ensure all needs are met.
Review	Review the desired outcomes and evidence the impact on each child's Learning Plan (LP). Share with parents and capture child and parent views termly. Create new outcomes or continue to develop previously stated outcomes with a range of different provision. Return to the assessment phase and repeat the cycle.

Staff meet termly to discuss the progress of all children, including those with special educational needs. At this meeting the staff will decide whether appropriate progress is being made and whether interventions are appropriate. Staff also meet with outside agencies to acquire appropriate support, resources and programmes for the needs of individuals.

The views and experience of parents, and the pupil's own views, are also taken into consideration when assessing and reviewing.

Students with an Education, Health & Care Plan, will have a formal annual review where all agencies decide on the best support for each child.

For access to the school's SEND information report, please see the school website.

Supporting pupils moving between phases

Prior to a child starting school, all parents are invited to visit the school and to attend the induction evening. For children with significant additional needs, parents are invited to attend additional planning meetings with the SENCo and the class teacher.

For transfer within school we will:

- hold transition meetings between forwarding and receiving class teachers at the year end
- ensure that class teachers have access to up to date records

For transfer to or from another school:

- We will liaise closely with playgroups and other pre-school environments, for discussion and information, before a child's entry to main school.
- We will share information with the school, college, or other setting the pupil is moving to, or arriving from. We will agree with parents and pupils which information will be shared as part of this.
- We will ensure that there are opportunities for all pupils to visit their prospective high school and to provide additional visits for pupils with SEND, if appropriate, with TA support.
- We will discuss prospective high schools at the Year 5 summer term review.
- We will invite the SENCo or other representative from the high school to attend the final review of children with and EHCP or other significant SEND needs, so that information can be passed on, and both pupil and parents have an opportunity to ask questions or discuss any issues that they may have.
- We will ensure transfer of all documentation to forwarding schools within two weeks of departure, or, for the end of Year 6 pupils, before the term at high school begins.

Our approach to teaching pupils with SEN

Once children have been identified with a special educational need, or there are concerns over a child's progress, we use a range of strategies to meet those needs:

- Wherever possible, students with SEND are taught in mainstream classes.
- The work for every lesson will be differentiated to meet the child's needs.
- Support from a teaching assistant during lessons, in a small group or 1-1, may be used to enable a child to access the learning of a particular lesson.

- Directed individual work using specific resources, schemes of work and/or computer programmes may be used.

The class teacher oversees the setting up, delivery and monitoring of each child's individual programme, often supported by the SENCo and outside agencies. The nature of the programme will vary from child to child, and parents will work with the class teacher to devise a plan to meet the needs of their child.

Children are involved at the planning stage of their education to ensure that what is delivered is centred on their needs, their likes and their hobbies. At Tottington, we feel that children learn best when they are involved in what they learn and it reflects their interests.

Adaptations to the curriculum and learning environment

High quality classroom teaching is the key to learning in school. Class teachers have the responsibility to ensure that the teaching they deliver to their class is matched to the abilities of all pupils in the class.

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

- The curriculum is differentiated to ensure that all pupils are able to access it.
- Some children may be taught the skills from a curriculum for younger children.
- Additional adult support may be used in a variety of ways: small groups, one to one support within the classroom or in a quieter space, or to release teachers to work with small groups or individuals.
- We use a range of specialist equipment and resources to ensure we meet the needs of all pupils including ICT and visual timetables, coloured overlays, different buff coloured papers for work sheets, additional screens for children with visual impairment and different pencils, pens and grips for fine motor control etc.
- We have a variety of teaching programmes which target a specific area of need. These are usually delivered by teaching assistants, overseen by the class teacher and SENCo.
- We also have disabled toilets, a physiotherapy room, a hoist and changing facilities for physically disabled pupils on site.

For an ongoing programme of adaptations and developments, please refer to the accessibility plan which may be found on the school website.

Additional support for learning

Every class has a Learning Support Assistant who is trained to deliver intervention programmes to small groups of children and occasionally on a 1 :1 basis.

- External specialist consultation and support is provided by the LEA's Multiagency inclusion team.

Expertise and training of staff

The SENCo regularly attends the Oak LP outreach network meetings & Prestolee Academy's SENCo roundtable meeting in order to keep up to date with current policy and practice, and regularly attends national training programmes.

Staff at Tottington Primary School are continuously kept up to date with training and initiatives that will help our special needs children. This training can take a number of forms:

- In house training led by the SENCo or by specialists booked by the SENCo
- External courses, led by specialists attended by our school staff
- Performance management, where all staff have access to an appropriate programme of continual professional development to ensure they can meet the needs of the children with whom they work

Some children with a specific special need, or an EHCP have key staff who work with them on a regular basis. These staff are trained specifically to meet the needs of these individuals and the training plans are drawn up with the child's specific needs and future needs in mind.

The school also uses outside agencies where possible to support and train staff where it is felt more specific expertise is needed. Examples of outside training teams that the school calls upon are: Communication Difficulties Team, Educational Psychology Service, Occupational Therapy, Physiotherapy services, Dental Nurses, School Nurses and Wheelchair services.

Securing funding, equipment and facilities

The Governing Body oversees the budget and all expenditure, and therefore ensures that resources are directed to support appropriate SEND provision as outlined in this policy.

Funding for SEND is received from the following sources:

- The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils.
- Governors will allocate funds to meet the needs of pupils with special educational needs to the sum of £6000 per child. Funding may be used to provide SEND teachers, teaching assistants who support pupils with SEND in class, and in small groups, and sometimes support for children at lunchtimes.
- All SEND resources are allocated from the main budget and based upon current needs and priorities. Appropriate books, computer programmes and equipment are purchased for all pupils with SEND across the school.
- When a child requires a sum greater than £6000 per year to meet their needs, the SENCo will request assessment by the local authority for support plus funding or an EHCP. For children with an EHCP or a statement, decisions about levels of funding are made by the LA. The LA provides additional top up funding to meet the cost of the special educational provision required.
- Certain pieces of equipment – such as wheelchairs will be provided by the local health authority, not the school.

Evaluating the effectiveness of SEND provision

Evaluating the effectiveness of the provision at Tottington Primary School is fundamental to ensuring that each child and family receives the best possible support at this school. Evaluation of our effectiveness is conducted in a number of ways:

- Reviewing pupils' individual progress towards their goals each term

  Termly reviews of in-class interventions and support
- Holding annual reviews for pupils Education, Health and Care plans
- Monitoring by the SENCo
- Using provision maps to measure progress
- Performance management of all staff involved in teaching at the school
- Reviews of policies linked to the provision for children with SEND
- Using pupil questionnaires
- External reviews of provision from outside providers such as Occupational Therapy, Physiotherapy services, Dental Nurses, School Nurses, Educational Psychology Service, and Wheelchair services
- Observations of all teachers involved in the delivery to children with SEND from the headteacher, teacher peers, the SENCo and external observers such as the School Improvement Partner
- Additional monitoring activities involved in the school improvement calendar such as book scrutinies, data analysis, staff coaching, informal walk rounds and environment walks.

Enabling pupils with SEND to engage in activities available to those in the

school who do not have SEN

The school has a fully inclusive policy, and students, regardless of special educational need or disability, are fully integrated in all aspects of school life. The school tries to ensure that no child is excluded from educational visits or out of school activities because of their special educational needs or disability. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their or disability. The school purchases additional resources and equipment to ensure that children with a special educational need or disability are enabled to engage in activities with children who do not have SEND.

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trips to Robinwood and on city visits. We work with parents and staff at Robinwood to remove barriers to the experience, and an additional member of staff from Tottington Primary School provides support for any child who needs it.

Support for improving emotional and social development

Tottington Primary School fosters an attitude of mutual respect and support amongst all of the children.

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

- Support staff aim to develop periods of independent work with all children, even those with significant needs.

- Pupils with SEND are encouraged to be part of the school council and to take on roles such as peer mediators, play leaders and Year 6 monitors.
- Pupils with SEND are also encouraged to be part of lunchtime clubs such as the craft club and the choir to promote teamwork and the building of friendships etc.
- We have a zero tolerance approach to bullying.
- The school has a pastoral system in place to provide support to all students and additional support is available to students who are vulnerable, and those that experience a range of emotional, social and behavioural difficulties.
- A learning mentor works specifically on developing social skills and improving emotional wellbeing as well as providing extra support every lunchtime.
- Friendship groups or social skills sessions may be included in the provision for an individual child, if appropriate.
- We have appropriate Safeguarding procedures in place - our relevant policies are available on the school website.

Working with other agencies

Tottington Primary School recognises the vital role which other agencies can play in ensuring that our policy for SEND is successfully implemented. Partnership working, therefore, has a high priority and this is reflected in practice. It is the aim of the school to work closely at all times with other outside agencies.

- In particular, the school values the support given by the regular visits from the physiotherapist and the paediatric occupational therapist.
- The school receives regular visits from the nominated Education Welfare Officer & Attendance Officer.
- The school will seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- The speech and language therapists contribute to the reviews of children with significant speech and language difficulties, and provide programmes which are delivered by the school's support staff.
- The School Nurse is consulted.
- The school also consults with Health and Social Services and any other body, either voluntary or funded, which may be of help to the individual child.

Storing and Managing information

- The school will ensure that all data is stored in compliance with the General Data Protection Regulation, (GDPR), which comes into force in May 2018.
- The SENCo holds central records relating to pupils with SEND. This includes copies of any medical care plans, Learning Plans, EHCPs and advice from external agencies and minutes of meetings. These files are stored securely.

- The class teacher has an Electronic SEND folder with copies of medical care plans, any Learning Plans or EHCPs and recent advice from external agencies. These records are stored securely out of sight.
- All staff are aware of sharing information on a 'need to know' basis. More sensitive information is stored separately in a locked cupboard.
- All records are passed up to the feeder high school when a pupil leaves in Year 6. Information on pupils with SEND who move schools, before this time, is also passed on to the receiving school.
- Confidential information is sent to the school office for shredding, when no longer required.

Complaints about SEND provision

The school's complaint procedures are set out on the school website.

The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Should parents or carers be unhappy with any aspect of provision, they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or who is not satisfied with the teacher's comments, should ask to speak to the Head Teacher or SENCo. A mutually agreed appointment can then be made to allow appropriate time for a full discussion to take place. Minutes of all such meetings are kept in school as a record of what has been discussed.

Where a parent remains dissatisfied, concerns may be taken to the Chair of the Governing Body. In the event of a formal complaint, parents are advised to follow the school's complaints procedure.

Parents of pupils with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent advice or disagreement resolution. The school will provide information about the Bury SEND Information Advice and Support Service, telephone 0161 705 4366 or details can be found on their website.

Contact details of support services for parents of pupils with SEN

Ms Benz is the Special Educational Needs Coordinator, (SENCo), at Tottington Primary School and a member of the Leadership team in school.

Contact with the SENCo should be made through the school office: 01204886169 or by email: Tottington@prestoleetrust.org/tottington.senco@prestoleetrust.org

Contact details for support services for parents of children with special educational needs can be found in the Local Authority's local offer. This can be found at: www.theburydirectory.co.uk

First Point Family Support Services: 0161 641 4585

Bury SEND Information Advice and Support Service: 0161 705 4366.

The Bury local authority local offer

Bury's local authority's local offer is published at: www.theburydirectory.co.uk

7. Monitoring Arrangements

The SEND policy will be reviewed by the 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.

8. Links with Other Policies and Documents

This policy links to other policies:

- Accessibility plan
- Behaviour Policy
- Supporting pupils with medical conditions
- Medicines Policy
- Intimate Care Policy
- Staff Code of Conduct