



Richardson Endowed Primary School

Special Educational Needs and Disability (SEND) Policy

September 2026

1) Aims of this SEND policy

The aims of our special educational need and disability policy and practice at Richardson Endowed Primary School are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - Communication and interaction,
 - Cognition and learning,
 - Social, mental and emotional health,
 - Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states: SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs for which provision is made at the school

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school. We will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send a copy of the EHCP to the head teacher and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs are better met in specialist provision.

4) How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicate lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical
- A pupil asks for help.

5) What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. As part of the Graduated Response, this then may result in a referral to Lisa Goodwin, the school SEND Co, and who can be contacted via the school office: 01332 880317 or via school email: info@richardson.derbyshire.sch.uk and clearly marked SEND in the subject box.
- Parents may also contact the SEND Co or the Head teacher directly if they feel this is more appropriate.

SEND Co email: lgoodwin@richardson.derbyshire.sch.uk

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is scaffolded to meet the diverse needs of all learners whilst ensuring that children with SEN have the same opportunities and experiences as all learners wherever possible, having access to a broad, exciting and engaging curriculum.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
 - Classroom observation by the senior leadership team, the SEND Co, external verifiers, eg. Inclusion Support Advisory Service or Trust SEND Reviews
 - Ongoing assessment of progress made by pupils with SEND,
 - Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 - Teacher meetings with the SEND Co to provide advice and guidance on meeting the needs of pupils with SEND,
 - Pupil and parent feedback on the quality and effectiveness of interventions provided,
 - Attendance and behaviour records.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the support being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. Working effectively in partnership with parents to share knowledge is a key priority.
- Early Help intervention is accessible to pupils and families requiring support for SEMH and school staff will undertake relevant training to support social and emotional mental health throughout the school journey.
- Action relating to **SEND support will follow an assess, plan, do and review model:**
 - **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 - **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SEND Co.
 - **Do:** All SEND pupils at Richardson Endowed have a One Page Profile detailing strengths, difficulties and strategies identified to enable the pupil to achieve success, written in conjunction with the child and parents. These will continue to evolve from those currently in place to even more clearly identify Universal Provision available to

support the child in class and school. An Individual SEND Support Plan will be implemented should Targeted and/or Targeted Plus intervention be essential in meeting needs. This will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that consider parents' aspirations for their child. Parents and pupils will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Alternatively, some pupils will have outcomes and provisions identified using the Progression Framework with staff now having undertaken training in this area.

- **Review:** Children's progress towards these outcomes will be tracked, monitored by class teacher and SEND Co and reviewed formally with the parents and the pupil termly.
- If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 - Specialists in other schools e.g. teaching schools, special schools.
 - LA Inclusion Support Advisory Service
 - Sensory and Physical Support Services, including: Hearing Impairment team, Visual Impairment team
 - Educational Psychologist Service
 - Educational Welfare Officers
 - Social Services
 - School Nurse
 - Early Help and Family Liaison worker
 - Child & Adolescent Mental Health Service
- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
- As part of the Graduated Response for Individual Pupils, applications may be made Targeted and Specialist Support from the Inclusion Support Advisory Service. Inclusion Panel Funding may be applied for to secure additional funding to enhance provision for those children with more complex needs and those with needs that cannot be fully met from usually available resources. Parents will always be involved in the decision-making process before an application goes ahead and decisions reviewed with the SEND Co when formally received.
- For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. From the beginning of September 2024, this has been through the IDOX online portal. Within Derbyshire, this may result in the production of an Education, Health and Care Plan (EHCP) or a Non-Statutory Plan.
- Parents have the right to request an Education, Health and Care Plan Assessment from the Local Authority, directly.
- For those children at risk of exclusion, an Inclusion Panel funding application may be appropriate. In exceptional circumstances, the advice of the Trust, LA and Advisory Support Services will be sought to discuss the possibility of alternative provision.

- Part-time timetables will only be carefully considered as a means to support the child's wellbeing and curriculum access following discussion with parents and the appropriate professionals.

7) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SEND Co and/or external specialists.
- These adaptations may include strategies suggested by the SEND Co and/or external specialists eg. through Targeted and Specialist Support.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

8) How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEND support reviews but also through the school reporting system and Parents' Evenings.
- Parents may also find the home-school planner or diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SEND Co or Executive Headteacher at any time should they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will endeavour to arrange this appointment with the most suitable member of staff for you.
The contact number is 01332 880317.

9) How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at www.richardsonendowed.co.uk and includes links to curriculum planning and class pages. It identifies websites and resources that we have found useful in supporting parents to help their child learn.
- The school organises parent workshops to provide useful opportunities for parents to learn more about how to support their child's learning.
- The class teacher or SEND Co may also suggest additional ways of supporting your child's learning and supplementary homework activities may be given.
- Class teacher and/or SEND Co will endeavour to support remote learning when necessary liaising with parents and services to provide appropriate resources and strategies for use at home.
- If you have ideas on support that you would like to access to in order to further support your child's learning, please contact the SEND Co who is able to locate information and guidance for you in this area or alternatively access the Derbyshire Local Offer online to see what is available in the locality [Home - Derbyshire Local Offer](#)

10) What support will there be for children overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- A Personal, Social, Health Education (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and parent voice mechanisms are in place and are monitored for effectiveness annually by governors.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on pupil provision maps aim to support improved interaction skills, emotional resilience and well-being.
- Additional support and guidance to families is available through Early Help and signposting to support services. School have access to the Embark Federation MAT family liaison team and Mrs Lucas supports both children and their families. She works closely with the Executive Headteacher and SEND Co to provide a consistent, considered and effective approach to improve the well-being of pupils. Experienced teaching assistants offer valuable support to families and pupils. Further information on the Early Help offer can be found on the school website.
- The school's system for Safeguarding ensures that all staff can report concerns on 'MyConcern' and Safeguarding leads are alerted. The school's Anti-bullying policy and Child-friendly Anti-bullying Policy are available online.
- In line with the school's Behaviour Policy, ABC records may be kept for individual pupils and Risk Assessments agreed between school and home. Behaviour logs are kept centrally, and all staff have access in which to report and record concerns and actions.

11) Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse or appropriate professional as being competent.
- Specialised medical training will be undertaken where EHCP or Health provision dictates.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014.

12) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

In addition to these, SEND Cos from across the MAT meet termly to discuss key issues and identify any joint training needs.

The school has had a designated advisory teacher from Derbyshire's recently established Inclusion Advisory Support Service (from September 2024), who will liaise with the SEND Co and staff on school priorities. There is a change in personnel again this academic year.

School are able to access Derbyshire's Targeted and Specialist Support service through the referral process.

13) What training do the staff supporting children and young people with SEND undertake?

Training has been identified as a key priority for all staff working with children.

In recent years, teaching assistants also have experience in working with a range of pupils with SEN, including ASD, ADHD, Sensory Needs, Dyslexia, Mild/Moderate learning difficulties, physical disabilities.

School staff have received a range of training at three levels; awareness, enhanced and specialist during the last two years.

- Awareness training has been provided to all staff on:
 - Attachment and Trauma
 - How to support pupils - provision mapping and setting SMART targets.
- Enhanced training has been provided to Teaching Assistants (TA) and the SENDCo on:
 - How to support pupils with speech, language and communication difficulties through the ISAS 'Year of Communication' training.
 - Precision Teaching
 - Supporting pupils with SEND in PE
 - Supporting pupils with use of Technology
 - Supporting pupils with ADHD
- Enhanced training has been provided to whole school staff on:
 - Emotion Coaching
 - How to support pupils - provision mapping and setting SMART targets.
 - How to support pupils with early literacy difficulties across the curriculum
 - Graduated Response and the EEF 5 A Day Principle.
 - ND Advocates: Making Sense of Autism
 - Formative Footprints and Assessing without Levels
 - Sensory Processing and The Sensory Toolkit
 - Neuro-affirming Language
 - AET Progression Framework and AET Implementation
 - Adaptive Teaching
 - Formative Footprints and Assessing without Levels
- Specialist training has been provided to assigned SEN Teaching Assistants (TA) and the SEND Co by:
 - ND Advocates (formerly Autism Advocates, Train the Trainer
 - The NHS Speech and Language Therapist
 - Occupational and Physiotherapy Teams previously provided and supported the delivery of individual therapy programmes.
 - Specialist nurse -supporting pupils with epilepsy
 - Nurture & Forest School Provision Leads at local schools
 - Lego Therapy training by Educational Psychology.

14) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in a wide range of school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

- In exceptional circumstances and with prior agreement with parents and carers, alternative arrangements and activities may be undertaken.

15) How accessible is the school environment?

The following adaptations have been made to the school environment:

- The school site is accessible with appropriate pathways, ramps and lighting.
- Classrooms are carpeted and either blinds or curtains are in situ.
- One area is available within the Lower School building to allow for small group teaching in a quieter environment.
- Motability ramps are available to access the train carriage for small group activities and nurture.
- The outdoor learning environments have suitable access.

The Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and printed information is available via the school website.

16) How will the school prepare/support my child when joining or transferring to a new school.

A number of strategies are in place to enable effective pupils' transition to and from the school. These include:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SEND Co meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- Transfer of records and contact meeting between SENDCo of Smalley Pre-school and Kingfisher Nursery and SEND Co and reception teacher takes place prior to the end of summer term, prior to the reception year. EYSEN handover meeting with Inclusion Advisory Support teacher, Inclusion Panel funding applied for if appropriate. Visits to other pre-school settings are arranged if possible.
- For pupils transferring to and from local schools, the SEND Cos of both schools will meet to discuss the needs of pupils with SEN to ensure a smooth transition. The Y6 staff team will also meet with Y7 colleagues to discuss what is working well in the primary phase.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Accompanied visits to other providers may be arranged as appropriate.
- If pupils are transferring from another setting, the previous school records will be requested immediately, and a meeting set up with parents to identify and discuss any concerns. Where possible, SEND Cos will meet face-to-face to discuss needs and provision, alternatively a Teams meeting or phone call will take place.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

17) How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 - A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 - The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 - The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
 - For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- The Inclusive Mainstream Fund (IMF)
The Inclusive Mainstream Fund provides additional funding to support schools to become more inclusive. Schools must use their IMF allocation alongside their core funding allocations, including their notional needs (SEN) budget, to strengthen their inclusive offer and remove commonly occurring barriers to learning and participation for all pupils, including those with special educational needs and disabilities (SEND). This includes taking meaningful steps to:
 - Plan and implement inclusive universal provision.
 - Support the delivery of early, evidence-based targeted support for pupils with additional needs and SEND.
- The range of support offered is identified on whole-school provision mapping and pupil provision maps which are available to view on the school website. These target the broad areas of need:
 - Cognition and learning
 - Behavioural, emotional and social
 - Communication and interaction
 - Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SEND Co or Executive Head teacher.

18) How is the decision made about how much support each child will receive?

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the Executive Head teacher, SEND Co, class teacher and discussion with parents. Outside agency advice will be used to support decisions wherever possible.
- Inclusion Panel funding may be applied for as part of the school's Graduated Response.
- For pupils with an EHCP, this will be detailed in the plan as a Banding Level and support will be allocated to meet the outcomes specified. Progress against outcomes will be identified and sent to the LA through the Annual Review Process through the IDOX Hub. Where the LA are delayed in amending plans, case officers will be informed that reviews will go ahead outside of the hub and reports sent.

19) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SEND Co, Executive Headteacher as appropriate
- during parents' evenings
- meetings with support and external agencies
- regular email or telephone contact in instances where visits to school cannot take place
- via Teams meetings (or alternative) in conjunction with SEND support services if appropriate.

20) Use of Data and Record keeping

All information about pupils will be kept in accordance with the school's GDPR Policy.

The school's records will:

- Record details of additional or different provision made under SEND support to evidence the support that has been provided during the pupil's time in the school, as well as its impact. E.g. through using Provision Maps and SEND Support Plans.
- Include details of SEND, outcomes, action, agreed support, teaching strategies, the involvement of specialists, as part of its standard management information system to monitor the progress.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes them available to the LA and Ofsted.

21) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher,
- The SEND Co, Lisa Goodwin
- The Executive Headteacher, Parmjit Atwal
- SEND Governor, Natalie Lane
- For complaints, please contact the chair of School Governors, Louise Rowland, who can be contacted via the school office.

Support services for parents of pupils with SEN include:

- Derbyshire Information Advice and Support Service for special educational needs and disabilities provides support for parents regarding any concerns they have over their child's needs.
- They will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. The Independent Supporters aim to provide guidance to parents regarding the process.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

Search the directory at <https://localoffer.derbyshire.gov.uk> for support services and guidance.

References

The SEND Code of Practice (June 2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

Supporting pupils at school with medical conditions

SE7 Local Offer: Framework and Guidance. [Derbyshire Supporting Children with Medical Needs](#)

The Special Educational Needs and Disability Regulations 2014

Schedule 1: Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
 - (a) How the school evaluates the effectiveness of its provision for such pupils;
 - (b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - (c) The school's approach to teaching pupils with special educational needs;
 - (d) How the school adapts the curriculum and learning environment for pupils with special educational needs;
 - (e) Additional support for learning that is available to pupils with special educational needs;
 - (f) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
 - (g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32.
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the local authority's local offer is published.

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice)

- **DfE:** Department for Education
- **DIASS:** Derbyshire Information Advice & Support Service for SEND
- **EHCP:** Education, Health and Care Plan
- **EYSEN:** Early Years SEN Service
- **IDOX:** The portal for administration of EHCPs with Derbyshire
- **ISAS:** Inclusion Support Advisory Service
- **LA:** Local Authority
- **SEND:** Special Educational Needs and/or Disability
- **SEND Co:** Special Educational Needs Coordinator (also written as SENCO)

PLEASE NOTE: This policy will be updated through this academic year to identify changes in practice due to LA implementation of SEND Reforms and reflect changes in school processes.

Date of Policy approval: November 2025

Policy updated and approved: September 2026

Reviews		
Changes & recommendations:	Reviewed by	Date
New SEND Policy	L. Goodwin	November 2025
Updated policy content (changes: additions to training and changes in DCC and school procedures)	L. Goodwin	September 2026

Signed by:

Chair of Governors

Head Teacher

Date:

Date: