

Northern Lights Learning Trust
Hart Primary School



SEND & Medical Conditions Policy

Prepared by: S.Leighton (SENDCo)

Discussed with: Governing Body

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Governance: C. Reid

Hart Primary School

SEND & Supporting Pupils with Medical Needs Policy

Our Shared Values

Hart Community Primary School respect and care for all members of the community, nurturing talents and creating opportunities for all in a supportive environment. We enable all members of the school community to experience success, grow in confidence, and develop skills, attitudes and talents in personal, spiritual, social and academic fields. We share a common set of values that underpin all that we do in our work in our school.

These values are:

- **Friendship and Trust**
- **Compassion**
- **Thankfulness**
- **Service (*'Always our Best'*)**

Within school, we have a strong sense of community and draw on the real partnerships that exist between school, Church and village. Our mission is now to seek to secure the school's reputation for excellence by raising further the academic, social, emotional and spiritual development of all our pupils.

To achieve this we aim to:

- Provide a safe, secure and stimulating learning environment;
- Motivate, inspire and enthuse all members of the school community;
- Ensure all members of our learning community always try their best
- Teach children how to learn independently, to ensure they are ready for the next stage of their education;
- Achieve the best possible academic attainments;
- Have an excellent ethos and positive relationships;
- Promote a healthy lifestyle;
- Develop and nurture talent;
- Help pupils be confident, happy and have high expectations of themselves;
- Set a high value on spiritual, moral, social and cultural education;
- Develop international connections;
- Be a school that parents, pupils, staff and the wider community are proud of;
- Constantly seek ways to improve teaching and learning through the process of School Self Evaluation and Review.

Improving Outcomes: high aspirations and expectations for children and young people with SEND

At Hart Primary School, we strive to ensure that all children are provided with an education which enables them to make progress so that they: achieve their best, become confident individuals living fulfilling lives and are well prepared to ensure that they make a successful transition to the next stage of their education.

Throughout this policy the definitions that we adhere to are taken from the 'Special Educational Needs and Disability Code of practice: 0-25 Years (2014)' and the following terms will be used:

SEND – *“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”*

Learning Difficulty– *“A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *Has a significantly greater difficulty in learning than the majority of others the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”*

Disability – *“A physical or mental impairment, which has a long term (a year or more) and substantial (more than minor or trivial) 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. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.”

At Hart Primary School, we use our best endeavours to ensure that every child with SEND receives the support they need. This is underpinned by the following aims and objectives.

Aims

- To fully include all pupils in the school community, including those with special educational needs and disabilities (SEND).
- To enable every pupil to experience success.
- To promote individual confidence and a positive attitude.
- To ensure that all pupils receive appropriate educational provision by providing access to a broad, balanced, differentiated and relevant curriculum that demonstrates coherence and progression in learning.
- Ensure that all learners make the best possible progress in order to reach their full potential.
- To ensure the teaching and learning environment is effective and improves the educational outcomes for all pupils, including those with SEND.
- To provide appropriate and effective intervention to assist individual pupils and support their specific and/or additional needs.
- To give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is possible and appropriate.
- To give pupils with SEND a voice with opportunities to represent our school in a range of environments.

Key Objectives

The specific objectives of our SEND policy are as follows:

- To provide 'quality first' teaching and learning in all classes, with well differentiated lessons, planned within a balanced and broadly-based curriculum and delivered in a way that supports children with SEND.
- To ensure all children are given access to the curriculum at an appropriate level.
- To identify children with SEND as early as possible and ensure that their needs are met making sure procedures for identifying children with SEND are in place.
- To ensure that pupils with SEND have the opportunity to participate in all the activities of the school, with appropriate support.
- Provide intervention at an appropriate level for pupils identified as having SEND and then monitor the effectiveness of interventions to identify 'what works well'.
- Ensure there is adequate resourcing for SEND.
- Develop and use resources, including human resources, effectively to support children with SEND. Consider carefully the way in which we deploy teaching assistants to make sure that

SEND pupils (including groups of pupils) receive effective support from both the teacher and support staff.

- Ensure expectations of pupils with SEND are realistic but sufficiently high and that their progress is tracked carefully.
- Assess and keep up to date records of the progress of children with SEND.
- Identify appropriate and ongoing training opportunities for staff working with children with SEND in school and provide ongoing training for all staff, to raise awareness of and develop expertise with SEND, through INSET.
- Promote effective partnership with and involve outside agencies when appropriate. Work and maintain close links with the support services and other agencies that provide specialist support and teaching for children with SEND.
- Ensure that parents are informed of their child's special needs, and that communication between parents and the school is effective, so that we can work together in partnership to support our children.
- Ensure that learners are given the opportunity to express their views and are actively involved in decisions that affect their education.

Roles and Responsibilities: Coordinating and Managing Provision

The Head Teacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND.
- Informing the governing body of SEND issues.
- Working closely with the SENDCo and other SEND personnel in school.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The governing body will ensure that:

- SEND provision is an integral part of the school improvement/development plan.
- They are fully informed about SEND issues, oversee the school's work for pupils with SEND and that the quality of SEND provision is regularly monitored.
- They have regard to the requirements of the SEND Code of Practice 0-25 (2014)
- They set up appropriate staffing and funding arrangements.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The named SEND coordinator at Hart Primary School is Miss Sara Leighton. The SEND coordinator works extremely closely with the Head Teacher to develop and evaluate SEND provision across Hart Primary School. Together, they manage the school's special educational work and keep the governing body informed of SEND provision across the school.

The SENDCo and Head Teacher will work closely with the special educational needs governor and staff to ensure the effective day-to-day operation of the school's special educational needs policy. The SENDCO and Head Teacher will identify areas for development in special educational needs and contribute to the school's development plan. The SENDCo will co-ordinate provision at the Monitoring Stage, SEND Support Stage in addition to monitoring intervention and support offered to those with identified 'Additional Needs' (Wave 1 , Wave 2 and Wave 3).

There is a Wellness team consisting of the SENDCo, Teachers and TAs who, as part of looking at the wellness of children and adults, self-evaluate and develop SEND across school.

As SENDCo, Miss Leighton:

- Has responsibility for the day to day operation of the SEND policy;
- Maintains the SEND register;
- Ensures that the records on children with SEND are up-to-date;
- Co-ordinates the provision for pupils with SEND;
- Works closely with the Head Teacher and Senior Leadership Team;
- Works with teaching and support staff (TAs) in co-ordinating provision for our SEND children, including the Teacher and Teaching Assistants;
- Helps staff to identify pupils with SEND;
- Supports class teachers in devising supporting strategies, drawing up Individual Provision Maps, setting targets appropriate to the needs of the pupils and the relevant intervention to address these, advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom.
- Carries out detailed assessments and observations of pupils on the Monitoring Register or SEND register;
- Liaises with the Curriculum and Assessment co-ordinators;
- Liaises with the School Nurse and designated member of staff for medical needs;
- Works closely with the parents of children with SEND;

- Liaises with colleagues from outside support agencies and specialist teachers to gain advice and support for children with SEND and provide a link between these agencies, class teachers and parents;
- Liaises with SENDCos and teachers from other schools, including our feeder/receiving schools/and or other primary schools (e.g. providing In/Out Reach support or specialist provision) to help co-ordinate provision; or provide a smooth transition from one school to another at times of transition;
- Liaises with the SEND Manager and members of the SEND team in Hartlepool LA;
- Leads and contribute to in-service training for staff on SEND issues;
- Seeks to ensure that an agreed, consistent approach is adopted in school;
- Supports staff to ensure all medical information in school is accurate and all pupils medical needs are met.
- Is a part of the Wellness team.
- Ensures that covid-19 protective measures are adhered to but adapted to meet the needs of the child. Risk assessments are updated weekly and followed by all staff. Please refer to the updated risk assessment for further detail.

Teaching and Support Staff

All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs in a covid-19 protective way.

All teaching and support staff will be involved in the day-to-day implementation of the SEND policy. They are responsible for differentiating the curriculum for pupils with SEND and will monitor their progress. All staff will work closely with the SENDCo.

SEND Support Staff

Children with Individual Support funding (ISF/IPS) or those identified as needing more focussed support are supported on an individual basis by TAs employed by the school (from funding delegated by the LA for this purpose). Support is differentiated to meet individual need and evaluated through the graduated response to SEND Support.

The SENDCo currently uses the funding ranges to analyse need and apply for individual funding.

SEND support staff liaise with the SENDCo to allow for effective communication in relation to progress and support strategies. This feeds into the assessment, planning and reviewing stage of the graduated response.

Identifying Special Educational Needs

At Hart Primary School, we believe that early identification is fundamental in supporting our pupils and young learners effectively. As such, class teachers have regular opportunities to review individual children through Pupil Progress meetings with Senior Leaders and termly 1-1 meetings with the SENDCo. This process identifies pupils making less than expected rates of progress given their age and individual circumstances. Half termly meetings with TAs and teachers evaluate the impact of the provision stated on the 'Provision Map' for each child and informs this process.

At Hart Primary School, this process can be identified in to 3 Waves:

Wave 1

The first response to such progress is 'quality first teaching' targeted at the individual pupil's areas of weakness. However, it may be felt that an intervention would also be beneficial in addition to 'quality first teaching' and, in this instance, individual provision is initiated. This will be documented on the School Provision Map. This document is then regularly updated following intervention and documented to provide historical data throughout their time at Hart Primary School. This is also listed in their class book. Children with either 'Additional Needs' or 'Special Educational Needs' will be listed on the School Provision Map.

Where progress continues to be less than expected, the class teacher, working alongside the SENDCo, will assess whether the child has SEND. At this point, children may be added to the Monitoring Register for a period of time until all relevant information is gathered or the SEND register. This will include the views of both the pupil and the parents. This process will not delay any further intervention required.

Early identification is encouraged within our Early Years settings, which include Nursery and Reception. Where concerns are raised, these are shared promptly with the SENDCo and parents/carers and the necessary support is targeted, where appropriate, via intervention or through the support of external agencies. This ensures that children have the best possible start to their education.

Section 6.25-6.32 of the Code of Practice identifies four broad categories of special educational needs:

- **Communication and Interaction** (Speech, Language and Communication SLCN)
- **Cognition and Learning** (Children who learn at a slower pace than their peers including MLD – Moderate Learning Difficulties, SLD – Severe learning Difficulties, PMLD – Profound and multiple learning difficulties and SpLD – Specific Learning Difficulties)
- **Social, emotional and mental health difficulties** (withdrawn, isolated, challenging, disruptive or disturbing behaviours, which may reflect underlying mental health difficulties)
- **Sensory and/or physical needs** (VI – Vision impairment, HI – Hearing impairment, MSI – Multi-sensory impairment, PD – Physical Disability)

These four categories of need broadly identify aspects of the primary areas of need for children at Hart Primary School. However, we identify the needs of pupils by considering the needs of the whole child and not just the special educational needs of the child. Additional factors to be considered are:

- Disability (Not all disability is SEN)

- Attendance and punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being a child of a parent in the Armed Forces
- Behaviour not related to SEMH above.

Where a child is felt to have a Special Educational Need, their needs will be addressed and reviewed using the graduated approach.

Wave 2

A graduated approach to SEND Support

The following table highlights each stage of the graduated approach to **SEND Support**, including the preliminary stage where additional support is offered alongside pre-registration procedures.

| Stage | Responsibility of: | Actions: |
|------------------|--|---|
| Pupil Progress | Head Teacher SENDCo SLT Class Teacher | Data Analysis (Tracking Systems, SIMs) Pupil Progress Meetings – Review of pupils representing all groups achieving or not meeting targets (including the Provision Map) Identify barriers to learning and monitor quality first teaching. Book scrutiny and pupil interviews. Where appropriate construct and implement intervention. Indicate intervention on the half termly Provision Map for those in receipt of intervention. Class teacher, SLT (subject coordinator if applicable) to monitor progress and to raise any concerns to the SENDCo. |
| Pre-Registration | Head Teacher SENDCo SLT Class Teacher Parents Pupil | If, despite intervention and quality first teaching, the pupil is still not making sufficient progress then further assessment may be required including: Standardised tests Profiling tools Observation of the child by the SENDCo, in discussion with parents and the class teacher Questionnaires for pupils and parents Concerns raised and reviewed at termly SEN 1-1 meetings. Advice from other agencies. Examine effectiveness of the provision using the Provision Map |

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| | | Children maybe placed on the Monitoring Register at this point |
| Registration | Head Teacher SENDCo SLT Class Teacher Parents Pupil | Where a child is identified as having a Special Educational Need, a form is signed by parents/carers demonstrating their consent and their name will be formally recorded on a SEND Register as receiving 'SEND Support' or 'EHCP'. Earlier decisions and actions are revisited, refined and reviewed with a growing understanding of the pupil's individual needs. The four-part cycle of Assess-Plan-Do-Review is then initiated. |
| Assess | SENDCo Class Teacher External Agencies | Assess individual needs based upon: <ul style="list-style-type: none"> - Teachers' assessments and experiences of the pupil. - Pupil progress, attainment and behaviour. - Individual development in comparison to their peers. - The views and experiences of the pupil and their parents. - Advice from external agencies (as appropriate) - SENDCo observations. |
| Plan | SENDCO Class Teacher Support Staff Parents Pupil | <ul style="list-style-type: none"> - The class teacher, with support from the SENDCo, will plan carefully differentiated and inclusive lessons. - All staff working with a child in receipt of SEND Support will be made aware of individual needs (These will be recorded on the Individual Education Plan – IEP). - A 'Pupil Passport' will be devised with the child and will include things to meet the child's needs and what would help to develop understanding to support the pupil. The passport will also include key information regarding additional support the child receives in class as well as a tracking grid of attainment from the end of each year. This passport will be shared with parents and used by teachers/teaching assistants to ensure appropriate and necessary provision is provided. They also aid transition between classes and schools. - The plan for targeted provision will be discussed with the parents, the child and the class teacher half termly through appointments that allow quality time to be given to the discussion. This will be logged on CPOMS. - Class teachers retain responsibility for the pupil even when the pupil is undertaking targeted provision away from the classroom and supported by another adult. - Training to be put in place where appropriate. - Teacher to take responsibility for monitoring the progress and on-going dialogue with parents at least half termly. |

| | | |
|--------|---|--|
| | | <ul style="list-style-type: none"> - Clear objectives are explained to the child to impact on expected outcomes. - Additional provision that cannot be catered for by our school will be considered if recommendations from outside agencies indicate this. - If Team Teach intervention has been used to eliminate any potential dangers to the child or others then a behaviour plan will be devised and followed by all staff to eliminate the use of a physical intervention (please see the school's behaviour policy). |
| Do | <p>SENDCo Class Teacher Support Staff</p> | <ul style="list-style-type: none"> - The class teacher is at the centre of the day-to-day responsibility for working with all pupils including those with identified SEND. - Teachers may require joint planning time with the SENDCo and support staff when appropriate. - Intervention to be completed in class books to ensure the teacher has access to all work carried out and can make accurate assessments regarding progress. - On-going assessment of pupils with SEND is the responsibility of the class teacher and feedback to the SENDCo should occur when issues start emerging. It is not necessary to wait for review meetings. - The SENDCo may decide that a Coordinated Support Plan is needed to identify the child's needs and set targets given by school, parents and outside agencies. This will be offered and discussed with parents and a specific planning meeting will be held to collate information for the support plan. |
| Review | <p>SENDCo Class Teacher Support Staff Pupil Parents</p> | <p>Half termly review meetings will be held to track the progress of SEND pupils to assess if the pupil has achieved the targets set during the planning stage. Evidence of progress will be taken from a variety of sources such as observation, work scrutiny, assessment of work, standardised tests.</p> <ul style="list-style-type: none"> - Discussions may include: <ul style="list-style-type: none"> ○ Is the child on track to meet their end of year target? ○ Is there an improvement in their former rate of progress? ○ Is the gap narrowing? ○ Has there been a generalisation of skills transferring back into the classroom? - At all times, the responses of parents and pupils will be considered. |

Wave 3

Children with an Education, Health and Care Plan. Children in Wave 3 will have a coordinated support plan in place if they are awaiting their EHCP from the LA.

Managing pupils' needs on the SEND register

Once pupils are identified as having a Special Educational Need the four-part cycle above is initiated. Class teachers and TAs meet with the SENDCo (at least half termly) on a 1-1 basis and discuss those pupils on the SEND register. It is at these meetings where the planning and reviewing elements occur. Progress against set targets are also discussed and reviewed as part of the pupil progress meetings. However, if it is felt that an individual pupil's needs should be reviewed earlier, then an interim meeting will be called.

All adults working with a child that has an EHCP must read the plan and be familiar with its content. A clear range of strategies and approaches to support class are implemented and teachers will monitor progress towards agreed outcomes regularly and adjust planning where necessary. In addition to this, the SENDCo will monitor progress termly with the relevant staff, parents and pupils.

Environmental Access

To ensure access for pupils, parents/carers, staff or visitors with disabilities and to provide an inclusive learning environment, the school has (in line with the 2002 SENDA, the 2006 DDA and as part of the Disability Equality Scheme) put in place an Accessibility Plan.

The school is on a level site with easy access to all areas, both inside and outside, for children with mobility and/or visual problems. There are toilets with disabled access and changing facilities.

Curriculum Access

All class teachers and the SENDCo carry out an ongoing process of assessment, planning and reviewing that recognises each child's strengths, as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress.

To ensure that all pupils have access to and make progress across the curriculum, strategies are developed, used and reviewed to enable access for all children to the National Curriculum. These include:

- Differentiation of the curriculum to match tasks to ability;
- Well matched, differentiated planning and effective support structures delivered in a way that supports children with SEND;
- Development/use of a range of (multisensory) teaching styles which recognise the individual learning styles of the children in the class;
- Use of TAs to provide additional support;
- Small withdrawal groups;
- Discrete phonics sessions;

- Accessibility to appropriate/specialist resources to support pupils with particular needs e.g. sensory or physical difficulties or communication needs;
- Alternative means of accessing the curriculum through ICT and use of specialist equipment;
- Peer group support e.g. mixed ability grouping;
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy;
- Professional development opportunities for all staff on the needs of children with SEND;
- Ongoing evaluation by Senior Leadership Team and Subject leaders of the effectiveness of the curriculum in terms of meeting the needs of SEND pupils in terms of pupil attainment and progress.

Access to the Life of the School

Under the SEND and Disability Act 2001 and, in accordance with the school's Disability Equality Scheme and Accessibility Plan, we aim to ensure that all pupils, whether they have special educational needs or not, are involved in the full life of the school.

Inclusion opportunities are available in a variety of ways for groups of pupils and individuals through such things as school enrichment activities e.g. Class, Year Group and Whole school assemblies; school plays and productions; school trips, after school clubs e.g. sport, cooking and drama clubs.

The school has Teaching Assistants who offer support to both pupils and their families, ensuring they can partake fully in the life of the school.

Access to Outside Agencies

Through initial causes for concern or the assessment stage of the graduated response it may be necessary to obtain the support of a specialist outside of school. Referrals are made through the SENDCo and the Head Teacher/Executive Head Teacher to the appropriate body and with full parental consent.

Speech and Language Support

Speech and Language Therapists meet with the SENDCo to discuss their caseload and feedback the outcomes of any intervention. Referrals are made to the Speech and Language Therapy Department and once an initial assessment is offered, parents have two weeks to opt-in to the service. Under new guidelines if parents do not attend any review meetings the child is automatically discharged from the service. Communication is therefore key to a successful relationship between the schools and the Speech and Language Service to ensure parents have every opportunity to support their child and the knowledge of how to do so.

At Hart Primary School we receive assessments, direct therapy and indirect therapy. The latter is whereby, following an assessment, a programme of support is designed for and delivered by school staff and evaluated by a review from a Speech and Language Therapist.

Educational Psychology

We currently use a private Educational Psychologist on a needs basis. Referrals are made through the SENDCo and through regular update meetings the EP caseload is reviewed and prioritised. Support varies from assessments, teaching programmes, parental support and training.

Other services can be accessed in Hartlepool, such as counselling/mentoring, therapy, physiotherapy, occupational therapy, hydrotherapy etc. Referrals to these services are made through the SENDCo and are on an individual needs basis and with full parental consent.

Safeguarding

In accordance to the 'Keeping children safe in education' statutory guidance (September 2021), Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The governing body will ensure that our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

Medical Register

It is the responsibility of staff accredited with 'Administering Medication to individuals and Monitor Effects' certificate (S. Walker and J. McAvoy) to ensure that all medical information in school is accurate and up to date. This information is in the Scholarpack system and the administration staff are responsible for updating the medical register immediately. As it is updated, an updated copy must be given to all staff. A copy must also be placed on the staff notice board for staff to access but not for visitors to see. The SENDCo will work alongside parents, staff and the administrator to create Individual Health Care Plans (IHCP) for pupils with a medical need requiring potential intervention from school. They are shared with staff and updated as soon as new information is received. If no new information is given, parents are asked to review, discuss and sign the Individual Health Care Plans at the beginning of each school year. New teaching staff will be given copies of the IHCP for children they are working with.

The medical leads (S. Walker and J. McAvoy) in each school will support parents. They will check all medication on a half termly routine check.

Training and Resources

Training at Hart Primary School is tailored to the needs of the pupils. Through the outcomes of SEND 1-1 meetings, pupil progress meetings, book scrutinies, observations and general staff feedback,

training needs are identified. The SENDCo will then identify the most effective and efficient way of developing staff professional development. This may include access to public courses advertised through the Local Authority, outreach support from other local specialist services, in house training or use of the services that we buy into such as the Educational Psychology Team or Speech and Language Therapy Team.

Children with identified additional or special educational needs may require access to specialist resources that form an intervention or act as an aid to access the curriculum and learning environment. This is reviewed on an individual needs basis through the graduated response and through strategic planning of interventions on offer.

Some pupils will require specialist resources or full/part time support from a teaching assistant to access the curriculum. This is evaluated on an individual needs basis and where it is deemed appropriate the support will be put in place. For some, the SENDCo may need to apply for additional funding to facilitate such support. In these circumstances the SENDCo would work closely with the child, parents and services involved to make an application to the Individual Pupil Support Funding Panel or the SEMH panel.

Staff are trained by the Jo and Mya project in bereavement support and work alongside agencies to support pupils who are bereaved. We understand the different needs of pupils, including pupils with SEND.

In accordance to the 'Keeping children safe in education' statutory guidance (September 2021), the designated safe guarding leads (and deputies) will undergo training, meetings and be provided with current information to understand any developments in their role so they can recognise the potential risks that children with SEND face online and support these children to stay safe online.

Storing and Managing Information

All information is treated with the highest level of confidentiality and is in line with the school's policy on data protection and storage of information.

Dealing with complaints

Any complaints that parents or pupils should have with SEND or disability at Hart Primary School should refer to the complaints procedure policy.

Reviewing the policy

This policy will be reviewed annually by the SENDCo and Governors.

The next review will be 1 year from the date of approval.

