



# **All Saints C of E** **Infant and Nursery School**

## **Selston C of E** **Infant and Nursery School**

# **SEND Policy**

2023 - 2024

*Opening hearts and  
minds through the  
grace and love of God*

# All Saints C of E (Aided) Infant & Nursery School and Selston C of E (Aided) Infant & Nursery School

## Special Educational Needs and/or Disabilities (SEND) Policy 2023-2024

Adopted: Reviewed: Revised Autumn 2023  
Review date: Autumn Term 2024

This policy along with the Schools local offer will be reviewed on an annual basis.

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**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has Special Education Needs if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The areas of need are identified as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/ or physical needs

Special educational provision means provision that is additional to or different from that provided generally for children of the same age.

We know that many children will have special educational needs at some time during their school life and that the best way of helping them is for everyone involved to work together.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Revised Code of Practice 0-25 ( 2014 )
- Schools SEND Information Report Regulations ( 2014) ( see [www.sendgateway.org.uk](http://www.sendgateway.org.uk)) Hampshire's Illustrative Regulations as a guide for schools completing SEND Information Report
- [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

The following cannot be considered SEND but may impact on progress and attainment.

- Disability (the Code outlines the “reasonable “adjustments that all settings and schools provide under current Disability Equality legislation- and these alone **DO NOT** constitute SEND)
- Attendance and Punctuality

- Health and Welfare
- English as an Additional language (EAL)
- Being in receipt of Child Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Identifying behaviour as a need is also not acceptable

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan (EHCP) and those who do not have an EHCP, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **Mission statement**

At All Saints Infant and Nursery School and Selston Infant and Nursery school, children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our school and nursery including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the school's policies and through these, for everything that happens in and round the school. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school and nursery
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

The distinctively Christian ethos at All Saints and Selston Infant and Nursery School, underpins all of our work with pupils who have special educational needs and disabilities. We believe that we are all children of God and made in his image. We all therefore have the unique ability to learn, grow and achieve our God given

potential, whatever our individual circumstances. We also know that families lie at the heart of our work with pupils identified as needing SEND support. As we work alongside our families to ensure that our children thrive in the light of God's love they too must be accorded the dignity and respect that God gives to us all. Family knowledge, love and understanding of their own individual child must be the foundation stone on which we build. In this way, God will ensure we all fulfil his vision for us.

## 1. Aims and objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *SEND Code of Practice: 0 – 25 years*.

Our aims are:

- To identify children with SEND as early as possible and ensure that all of their needs are met
- To maximise the opportunities for children with SEND to join in with all the activities of the school
- To provide a differentiated curriculum appropriate to the individual's needs and ability of all learners
- To encourage learners to develop confidence and recognise the value in their own contributions to their learning resulting in high levels of self-esteem
- To encourage regular and effective communication between caregivers and school
- To encourage learners to express their views and to be fully involved in their learning
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many pupils will have special educational needs at some time during their school life. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by caregivers, staff and pupils working together.

### Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from caregivers, education, health and care services and any pre-school or external settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with caregivers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND

procedures and practices, providing regular reports on their child's progress, and providing information annually on the provision for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.

- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular formal and informal one to one meetings between pupils, teaching assistants assigned to a particular child, class teacher and SENCO and will be made successful by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [e.g. membership of the Schools Council/ Pupil Voice].

## 2. Responsibility for the coordination of SEND provision

The following people have particular responsibilities and these will vary and change depending on the needs of individual children and their families.

Executive Head teacher	All Saints / Selston	Joanna Redfern
Assistant Executive Head teacher	All Saints / Selston	Lynette Hardwick
Inclusion Leader	All Saints/ Selston	Ellen Munroe
SENCO	All Saints/ Selston	Katherine Harrison

## 3. Arrangements for coordinating SEND provision

The SENCO will oversee all areas of SEND, supporting class teachers and teaching staff in planning and implementing SEND Support Plans, Provision Maps and Behaviour Plans; Recording minutes of review meetings or structured conversations, as well as reports from outside agencies e.g. Health or Speech and Language teams.

### All staff can access:

- The school's SEND Policy;
- A copy of the full SEND Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupil's special educational needs, targets set and copies of their review minutes and any outcomes.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all

pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. Caregivers will have access to their child's individual support records and an overview of the school's provision via the Schools Local Offer and the annual school SEND Information Report.

#### **4. Admission arrangements**

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

The school aims to meet the needs of any pupil whose parent/carer wish to register at these schools as long as a place is available and the admissions criteria fulfilled. No pupil will be refused admission solely on the grounds that they have SEND, except where they are the subject of an EHCP plan and the LA has indicated that the provision required is incompatible with that available at the school.

Smooth transition between key stages and between schools is important for all children. For children with SEND, this process will generally include additional advance planning in order to provide reassurance. Some children may require specialist support to transition into the school.

For all pupils transitioning into the school:

- We give families opportunities to visit and look around the school before their child's start date.
- We meet with caregivers and the pupil before they start at the school, this can include home or previous setting visits.

For some children it may be necessary to:

- Plan an individual transition programme in response to a pupil's specific needs.
- Meet with any other professionals who may have been previously involved with the pupil and to ensure that the needs of the child are understood so that appropriate provision is put in place.

We work very closely with our local feeder schools on an annual transition programme for all pupils transitioning to KS2. For children with SEND, individual transition programmes may be agreed in response to a pupil's specific needs.

#### **5. Specialist SEND provision**

All of our teachers in both schools teach children with special educational needs and/or disabilities.

Key responsibilities of the SENCO supported by members of the senior leadership team:

- Overseeing the day to day operation of the SEND policy
- Liaising with and advising teachers
- Co-ordinating provision for children with special educational needs and/or disabilities
- Identifying additional training and developing expertise to meet the needs of individual children who may have complex and more singular additional needs.
- Liaising with caregivers of children with special educational needs and/or disabilities.
- Identifying, organising and contributing to the in-service training of all staff and Governors
- Liaising with external agencies including Schools and Family Services, Educational Psychology services, health and social services and Voluntary bodies.

## 6. Facilities for pupils with SEND

Our school complies with all relevant accessibility requirements (for more information please see the Accessibility Policy on our website).

## 7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of the school's budgets which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Funding:

- ASN: (Additional School Needs) Responsibility for allocating school based funding ultimately lies with the Head teacher/ Head of Schools in consultation with the SENCO. Once identified, needs are met initially through additional support provided in the classroom following discussions between the Executive Head Teacher, Assistant Executive Head Teacher, Class Teachers, Caregivers, the SENCO, the pupil and any other relevant external agency.
- AFN: (Additional Family Needs) Where additional needs are identified, the family of schools operate a process of moderation across all schools using the funding available from the Local Authority. All SENCOs and the Family SENCO within the family are involved in this process. This funding is in addition to the school based funding.
- HLN: (Higher level Needs) Further funding as detailed above is provided where needed for complex needs by the LA.

Other funding:

- Pupil premium: a grant is received for each child who is entitled to receive FSM or who has been entitled over the previous 6 years. This includes eligible children of families who have no recourse to public funds. Our schools publish information about how this is allocated on our school website. This is used for 1:1 or group work.
- Pupil premium plus: a grant for children who are looked after or previously looked after pupils who were looked after by a local authority or other state care immediately before being adopted. Or left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order). PP grant eligibility for pupils who have been adopted from care or have left care now includes children adopted from state care or equivalent from outside England and Wales.
- Sport premium grant: this is available for all for sporting activities and will be used where appropriate for children with SEND to provide specific additional activities

## 8. Identification of pupils needs

Children with SEND are identified as early as possible within our setting. We follow a graduated approach where any comments or concerns regarding a child's education are monitored and assessed by the inclusion team. This will include collaborative meetings with the caregivers and staff members, observations, action plans and referrals to further support agencies where necessary.

When a pupil is already identified as having SEND before they start at All Saints or Selston Infant and Nursery School, we work closely with caregivers and colleagues from other settings who already have an understanding



of the pupil's specific needs. We use this information to help us identify how we will meet the pupil's needs in our setting.

If you have any concerns about any aspect of your child's education, please discuss this with the class teacher who will then involve the inclusion team.

### ***SEND Support***

Where it is determined that a pupil does have a SEND, caregivers will be central to the discussion and decision making process. The decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### ***Assess***

This involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of caregivers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from caregivers.

#### ***Plan***

Planning will involve consultation between the pupil, teacher, SENCO and caregivers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parent/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

#### ***Do***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support, interventions and links with classroom teaching. Support with further

assessment of the pupil's needs, problem solving and advising on the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their caregivers. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with caregivers and the pupil.

Caregivers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

#### **What is an EHCP?**

An Education, Health and Care plan (EHCP) is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve. An EHCP looks at all the needs that a child or young person has within education, health and care. Professionals and the family, including the child or young person, together consider what educational, health and care outcomes they would like to see for the child or young person. The EHCP identifies what is needed to achieve those outcomes.

The special educational provision described in an EHC plan must be provided by the child or young person's Local Authority (LA).

The EHC plan does not provide any additional funding to families or schools, nor is the EHC plan any guarantee that children or young people will be given a special school placement.

All mainstream schools in Nottinghamshire have access to additional funding and support, advice and guidance from specialist teams who can support schools to provide the best provision for pupils with SEN.

#### **Will my child need an EHCP?**

Not necessarily. Schools have a duty to identify children with SEND and put support in place for them. Most children and young people with SEND will have their needs met in local mainstream settings.

An EHCP is for children and young people whose SEND require more help than would normally be provided in a mainstream education setting (school, college, nursery).

If after a child/young person has been receiving a high level of 'SEND Support' and is still not making satisfactory progress, the Local Authority may be asked to complete an EHC needs assessment. This assessment is undertaken when it may be necessary for a child/young person to have support which is only available with an EHC Plan.

*Nottshelpyourself.org.uk*

The decision to make a referral by the school for an EHC needs assessment will generally be taken at a progress review.

The application for an EHC needs assessment will combine information from a variety of sources including:

- Caregivers

- Teachers
- SENCO
- Social Care
- Health professionals
- Any other relevant outside agencies who may be involved

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Caregivers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

Information, Advice and Support Services (IASS) offer free, impartial and confidential information, advice and support to disabled children and young people, and those with SEND from birth to 25, and their caregivers.

In Nottinghamshire the service is provided by Ask Us.

Their helpline operates Mon, Weds & Fri 9:00 - 13:00. Tues & Thurs 13:00 - 17:00.

Tel: 0800 121 7772 or email: [enquiries@askusnotts.org.uk](mailto:enquiries@askusnotts.org.uk)

The local authority's Integrated Children's Disability Service (ICDS) Statutory EHC Assessment Team coordinates the EHC process. If you have any other questions they can be contacted on (please note that the email address will depend on the age of the young person and district in which you live):

NEWARK, SHERWOOD AND BASSETLAW  
[icdsehcBandNSlocality@nottsc.gov.uk](mailto:icdsehcBandNSlocality@nottsc.gov.uk)

MANSFIELD AND ASHFIELD  
[icdsehcMandAlocality@nottsc.gov.uk](mailto:icdsehcMandAlocality@nottsc.gov.uk)

BROXTOWE, GEDLING AND RUSHCLIFFE  
[icdsehcBGRlocality@nottsc.gov.uk](mailto:icdsehcBGRlocality@nottsc.gov.uk)

POST 16  
[icdsehcPOST16@nottsc.gov.uk](mailto:icdsehcPOST16@nottsc.gov.uk)  
 Tel: 0115 804 1275

## **9. Access to the curriculum, information and associated services**

At All Saints and Selston Infant and Nursery School, it is our desire to challenge and inspire all learners and to help them access the curriculum in an inclusive manner. Our staff members are given regular professional development to support them in being able to carefully plan and differentiate to meet the needs of all learners. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. On the occasions that this may not possible, the SENCO will consult with the child's caregivers for other flexible arrangements to be made.

We plan teaching groups flexibly and review them on a regular basis so that we have the right level of challenge for pupils with SEND. We structure every day so that all pupils are involved in adult-led sessions and have the opportunity to apply their learning independently.

In some cases, advice might be sought from specialists such as Speech and Language Therapists, Physiotherapists, Occupational Therapists, Social Emotional and Mental Health Teams, Educational Psychologists and Paediatricians.

## **10. Inclusion of pupils with SEND**

The Assistant Executive Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team and SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, caregivers and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO, Senior Leadership Team and SEND Governor; information is gathered from different sources such as minutes from review meetings, progress tracking documents, caregiver questionnaires and caregiver consultations and observations. The outcomes of these will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014. The Local Authority profile of SEND in our school is compared to schools locally and nationally and the outcomes of these are also used to influence decision making

Evidence collected will help inform school development and improvement planning.

## **12. Complaints procedure**

If a caregiver has any concerns or complaints regarding the SEND provision, care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise them on formal procedures for complaint.

For further information, please refer to the general complaints policy on our website.

## **13. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND and offer opportunities for training through family twilight sessions. The SENCO, with support from the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. This is a two-way process and all parties including caregivers will be kept fully involved. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the class teacher and SENCO who will then inform the child's caregivers.

It may be necessary for the following services and others to be involved in supporting a pupil's SEND:

- SALT – Speech and language therapist
- EPS – Education Psychology Service
- SFSS - Schools and Families Specialist Services, including cognition and learning, autism team, communication and interaction team and Early Years specialist SEND teacher.
- PDSS (Physical Disability Specialist Services) including hearing and visual impairment teams
- CAMHS – Child and Adolescent Mental Health Service
- Emotional health and wellbeing teams
- Health teams, including dieticians and specialist nurses
- Bereavement services
- Child protection and social care services
- Family support services

## **15. Working in partnerships with caregivers**

Both of our schools believe that a close working relationship with caregivers is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to the correct intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets set and met effectively

Our schools have an open door policy for caregivers to make contact if they have a particular concern about their child and/or the provision being made for their child.

In cases where more frequent regular contact with caregivers is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost caregivers of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has SEND the caregivers and the pupil will always be central to decision with regards to future provision. Caregivers are invited to attend meetings with external agencies regarding their child, and are kept up to date and central to discussions on any points of action drawn up in regards to the provision for their child.

All Saints SEND governor is Mrs Ann Mills  
Selston SEND governor is Mrs Linda Hanson

Both may be contacted via the school office in relation to SEND matters.

[office@huthwaite.snmat.org.uk](mailto:office@huthwaite.snmat.org.uk)

[office@selston.snmat.org.uk](mailto:office@selston.snmat.org.uk)

## 16. Links with other schools

All Saints Infant and Nursery School is a part of the Ashfield family of schools and Selston Infant and Nursery School is a part of the Selston High family of schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise together.

### Transition

Please refer back to section 4.

## 17. Links with other agencies and voluntary organisations

Our schools invite and seek advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

The Family SENCO may be invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Caregivers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues or other concerns.

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Signed



[Lynette Hardwick]

(Headteacher)

Date

11.10.2023



**Signed**

*[Katherine Harrison]*    **(SENCO)**

Date

29.09.2023



**Signed**

*[Linda Hanson]*    **(SEND Governor)**

Date

11.10.2023

**This policy will be reviewed annually.**