



St. Margar

C of E Primary Sch



I can do all things through him who gives me strength.
Philippians 4:13

Special Educational Needs and Disabilities Policy

February 2025

Review date: February 2028

St Margaret's C.E. Primary School

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Contents

1. Definitions.....	
2. Aims and objectives	Error! Bookmark not defined.
3. Responsibility for the coordination of SEN provision	5
4. Admission arrangements	6
5. Monitoring Children's Progress	6
6. Allocation of resources for pupils with SEN	6
7. Identification of pupils needs.....	7
8. Access to the curriculum	11
9. The range of provision.....	12
10. Supporting pupils at school with medical conditions.....	12
11. Complaints procedure	13
12. In service training (CPD).....	13
13. Links to other agencies and support services.....	14
14. Working in partnerships with parents	14
15. Transition	15
16. Governors.....	Error! Bookmark not defined.
17. Links with other schools.....	15
18. Named Contacts.....	15

St Margaret's School Vision:

Our desire is that the strong Christian foundation children receive at St Margaret's School will give them the confidence to explore the world around them with awe and wonder. We want to build a whole community based on the values of faith, hope and love. We strive for excellence aiming to develop children who are happy, intrinsically motivated, resilient and independent and who believe there is nothing they cannot achieve.

In Solihull it is a statutory requirement that all schools provide the appropriate support for those children with special educational needs and disabilities (SEND) who live in their area. At St Margaret's CE Primary School, we support all children to achieve well throughout their school life.

Every pupil with SEN and/or a disability has an entitlement to fulfil his / her potential. This is achieved by ensuring that the health and wellbeing of all pupils is supported whilst also enabling pupils to make academic progress. These outcomes are embraced in every aspect of school life through personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional wellbeing; flexible timetables and assessment systems that engage pupils in having a say about their progress and additional provision.

We work in partnership with parents and carers, other schools, the local community and external support services and providers.

This Special Educational Needs and Disabilities Policy should be read in conjunction with our school's local offer (also called the SEN Information Report) and our accessibility plan.

This policy complies with the statutory requirement laid out in the

- Special Educational Needs and Disability Code of Practice: 0 – 25 years (January 2015)
- Children and Families Act 2015
- Equality Act 2010
- KCSIE 2024

It also complies with the following school policies:

- Behaviour
- Antibullying
- Child Protection

The policy will be implemented by the staff of St Margaret's CE Primary School and the SENDco will oversee the implementation of the policy and management and strategic development of St Margaret's CE Primary School provision for SEND. The policy will be reviewed every 3 years.

Definitions of special educational needs (SEN).

The 2015 Code of Practice states that a child or young person has SEN if they have a learning difficulty or disability 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 or disability 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

Disabled Children and Young People

A disability as defined by the Equality Act 2010 is '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 impairment 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.

The Equality Act 2010 sets out the legal obligations that schools, early years' providers, post-16 institutions, local authorities and others have towards disabled children and young people:

'Schools must not directly or indirectly discriminate against, harass or victimise disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.'

With respect to access and inclusion the Local Academy Board and staff of St Margaret's aim:

- To ensure that the school complies with the requirements of the Children and Families Act 2015, the SEND Code of Practice 2015, KCSIE 2024 and other statutory guidance.
- To provide all pupils with access to a broad and balanced curriculum. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. This will be co-ordinated by the SENCo and Head Teacher 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.
- For the children to enjoy their work and have a sense of fulfilment.
- To provide a curriculum appropriate to the individual's age, needs and capacity to learn.

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career. This is most effectively done by gathering information from parents, education, health and care services and early years' settings prior to the child's entry into the school.
- To ensure that 'children with particular needs' take as full a part as possible in all school activities.
- To ensure that all children have a growth mind-set and the necessary dispositions to work hard in order to progress from their starting points.
- To ensure that parents of 'children with additional needs' are kept fully informed of their child's progress and attainment. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- To ensure that 'children with additional needs' are involved, where possible, in decisions affecting their future SEN provision. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school responsibilities and key roles, school plays, sports teams and worship leaders.
- Work in partnership with parents / carers 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 SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and seek appropriate support from outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Specialist Inclusion Support Service (SISS), Special Educational Needs Teaching, Assessment and Advice (SENTAA), Educational Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Service (CAMHS).

Inclusion

St Margaret's is committed to inclusion and aims to provide an environment where everyone feels valued and free from discrimination. We recognise the entitlement of all pupils to a balanced and broad curriculum and strive to minimise barriers to learning and ensure progress for all children in our school. We are committed, also, to promoting the understanding of the principles and practices of equality, treating our children as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We are fully aware that, as stated in the Code of Practice, all teachers are teachers of children with special educational needs and that meeting special educational needs requires a whole school policy, which stresses that all children are valued equally. Such a positive policy relates to all children regardless of gender, race, colour, creed, disability, sexuality or gender identity.

Responsibility for the coordination of SEN provision

Responsibility for meeting the needs of children identified as having special educational needs is shared by all staff, led by the Head Teacher and the SENDCo. A team of support staff also support children's learning. There is also a governor with monitoring oversight of special educational needs. The SENCo will hold details of all SEN records for individual pupils.

All staff can access:

- The school's SEND Policy
- A copy of the full SEND Register
- Guidance on identification of SEN in the Code of Practice (SEN support and pupils with Educational, Health and Care Plans)
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their IEP
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Solihull's SEND Local Offer

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.

This policy is made accessible to all staff and parents via the school's website in order to aid the effective co-ordination of the school's SEN provision.

Admission arrangements

Please refer to the information contained in our school prospectus and admissions policy on the school's website.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help, over and above that which is normally available within the particular class. Adequate progress is the crucial factor in determining the need for additional support. Adequate progress can be identified as that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Demonstrates an improvement in self-help and social or personal skills
- Demonstrates improvements in the child's behaviour

Allocation of resources for pupils with SEN

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. 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.
4. 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. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the Schools SEND Information Report. This targets 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 or SENDCo.

[Council for Disabled Children](#)

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

- For pupils with SEND but without an Educational and Healthcare Plan (EHCP) the decision regarding the support provided will be taken at joint meetings with the SENDCo, class teacher and parent.
- For pupils with an EHCP, this decision will be reached by the EHCP panel when the EHCP is initially issued. The EHCP will then be reviewed annually by the school and parents who will agree whether the current level of provision remains appropriate or not.

Identification of pupils needs

Identification

All staff should be prepared to identify children who may benefit from early help. Early Help means providing support as soon as a problem emerges in a child's life, from the foundation years through to the teenage years.

The class teacher and SENCo assess the child by undertaking an analysis of their needs.

The Code of Practice for SEND 2015 identifies four broad areas of SEN:

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and emotional health

4. Sensory and / or physical

Pupils on the SEND register at St Margaret's may have needs that cut across all areas of need. Their area of SEN may change over time.

The continuous and systematic cycle of planning, action and review is now well established within St Margaret's. Early identification of children requiring specialist input is vital; therefore, we have developed procedures for such identification. These include discussions with parents prior to admission, nursery visits, information sharing and baseline assessment. Once a child is in school, we use phonics checklists and informal screening methods. Results from Year 1 phonics checks, teacher assessment and cohort data provide useful information about children's progress along with summative and formative assessments that take place throughout the year.

Special Educational Provision

Special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age.

- a) Quality First Teaching is the first step in responding to pupils who have or may have SEN. This is the baseline for learning for all pupils. All teachers are committed to reducing barriers to learning for pupils with SEND by planning work which takes account of a child's strengths and styles of learning.
- b) 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where students access support from teaching assistants and specialist staff.' (Code of Practice 2015 – 6.36)
- c) 'Every teacher is a teacher of every child or young person, including those with SEND.' (Code of Practice 2015 – 5.8.)
- d) 'All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.' (Keeping Children Safe in Education 2024)
- e) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- f) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- g) The SENCo will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
- h) Through (e) and (f) it can be determined which level of provision the child will need going forward.
- i) When a child continues to make less than the expected progress, despite evidence-based support and interventions that are matched to the child's area of need, school will consider, with agreement from parents / carers, making a referral to an appropriate specialist (eg speech and language therapist). The SENCo will aim to complete a referral within a period of 3 weeks where possible. Parental permission to proceed with an agreed referral will always be gained before a referral is started and parents will be informed once the referral has been made.

- j) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- k) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school to support learning targets at home too.
- l) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.
- m) SEN reviews and parent's evenings are used to monitor and assess the progress being made by children.

(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.)

Children and young people with SEND have different needs, but all children with SEND are welcomed at our school, in line with the school's admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an Education, Health and Care Plan (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 Education, Health and Care 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 the governing body a copy of the EHCP 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 they consider that their child's needs can be better met in specialist provision.

SEN Support

Where a student is identified as SEND, parents / carers will be formally advised of the child's needs before they are included on the school SEND Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place to remove barriers to learning. The process of identifying SEND involves a four-stage cycle referred to as the "graduated" approach:

- 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. The 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 assessment 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 parents. 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 parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will 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. He / she will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made termly. 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 where necessary their parents. 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 parents and the pupil.

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

As a result of the review process we may decide to involve outside agencies for specialist support. The range of agencies that come into school can be found in the school's local offer (SEN information report).

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 families.

Referral for an Education, Health and Care Plan

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot 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. This may result in an Education, Health and Care Plan (EHCP) being created.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Specialist Inclusion Support Service (SISS)
- Health professionals

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 or the child is eligible for an EHC Plan. Parents 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:

[Solihull Local Offer](#)

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan may be provided by the Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum

- When a pupil identifies 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.

- Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.
- Children who are in receipt of extra classroom support or specific interventions led by teaching assistants are tracked and monitored via our whole school provision map. This is updated and reviewed on a regular basis.
- In class, provision and support are deployed effectively to ensure the curriculum meets an individual's needs, whilst providing an appropriate level of challenge. We make sure that individual or group support is available where it is felt pupils would benefit from this provision.
- If it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT.

The range of provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teachers through a curriculum based around a child's strengths and learning styles.
- Periods of withdrawal to work with a support teacher
- In-class support with adult assistance
- Support from specialists as part of a withdrawal programme

How will parents know how their child is doing?

The school encourages feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Progress towards identified outcome will be shared.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

For additional information about the arrangements in place in St Margaret's to support pupils at school with medical conditions see 'Children with Medical Conditions Policy', including the administering of medicines'.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they should follow the complaints policy which can be found on the school website.

In service training (CPD)

Staff have developed particular knowledge and skills in catering for the needs of children with Autism Spectrum Disorder (ASD), Dyslexia, Dyscalculia and ADHD. We will seek specialist SEN provision and training from SEN services where necessary.

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 SEN.

Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and dyscalculia
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties

The SENCo attends relevant SEN courses, and facilitates relevant SEN focused training opportunities for all staff.

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 all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any curriculum activity provided by school staff.

How accessible is the school environment?

- The school is accessible to children with physical disability via ramps and there is a lift for wheelchairs`
- A disabled parking spot is marked and located next to the school reception
- One toilet has been adapted to ensure accessibility for visitors with a disability
- A medical room has been provided in order to enable a safe place for insulin testing/injections and changing a child.
- Handrails have been provided in the infant playgrounds and on the stairs leading from KS1 to KS2
- The school has accessible hygiene facilities
- The school has staff trained to suit pupils with a range of needs

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment and the curriculum. This plan is available via the school website.

Links to other agencies and support services

St Margaret's invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN.

The following services will be involved as and when necessary following discussions with parents / carers:

- The Specialist Inclusion Support Service (SISS)
- Special Educational Needs Teaching, Assessment and Advice (SENTAA)
- Speech and Language Service
- Educational Psychology Service
- School Nurse
- Hearing Service (Health)
- Health and Social Care

In addition, important links are in place with the following organisations:

- St Margaret's Church
- St Margaret's Playgroup
- The Local Authority
- CSAWs
- Kidzone
- Solihull SENDIASS Service or Family Information Service
 - Solihull SENDIASS offer independent advice and support to parents and carers of all children and young people with SEND. This service can be located via solihullsendias@family-action.org.uk
 - Contact: Solihull SENDIASS Service, Sans Souci Training Centre, Shirley, Solihull, West Midlands, B90 4DD Tel: 0121 516 5173

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Working in partnerships with parents

St Margaret's C.E. Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

We operate an open door policy and parents can request to see class teachers, SENCo and Head Teacher at any time to discuss any concerns regarding their child's education.

Parents are kept up to date with their child's progress through termly reviews and annual reports at the end of the summer term.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEN 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 additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. Where possible, the pupil is also involved in planning and agreeing targets to meet their needs. The school's SEN Governor may be contacted in relation to SEN matters.

Transition

- The SENCo 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.
- 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 reduce any concerns.
- When a child transfers from Year 6 to Year 7 meetings with the SENCo from the receiving secondary school in the cluster are arranged and records are passed on to ensure continuity of provision. A transition programme is in place for those children who require it.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

Local Academy Board

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015.

The Governing Body appoints a governor with responsibility for SEND.

Links with other schools

The school works in partnership with the other schools in the collaborative and within the academy. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Named Contacts

Head Teacher
SENCo

Mrs Anita Delaney
Mrs Jayne Bannister

Link governor SEND

Mrs Kristyna Kvasnikova

Signed

Date February 2025

This policy will be reviewed in February 2028.