



Sunshine
Academy

Special Educational Needs and Disability (SEND) Policy

Written	September 2026
Written by	Miss S Corkindale Miss R Taylor
Ratified by Local School Committee	October 2026
Date of Review	September 2027
Requirement	Statutory Required on website

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

SENCO: Miss Rebecca Taylor
Email: postbox@sunshine.lhmat.com FAO SENCO
Tel: 01922 710174

Headteacher: Miss Sarah Corkindale

Aims and objectives

At Sunshine every member of staff is a teacher of special educational needs with the desire to raise the aspirations and expectations for all.

The aims of our special educational need and disability policy and practice in this school are:

- To provide a SENDCO who will put into practise the SEND Policy and provide support and advice for all staff working with special educational needs pupils.
- To make reasonable adjustments for those with SEND by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum inclusion statement <https://gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special education provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need as defined in the SEND Code of Practice 2014:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of whole school staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Our Vision

Our vision is to improve significantly the quality of learning and life experiences of **all** pupils within the school, including those pupils who have special educational needs.

Our motto is ‘From little rays to shining stars’. Our philosophy is that every child will enjoy their learning, achieve their full potential and feel safe and secure within a warm a friendly atmosphere.

At Sunshine Academy we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Legislation and Guidance

This Policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

Special educational needs and disability

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

At Sunshine we acknowledge that whilst a child may have a clear primary need they may have additional areas for development and we always take into consideration the whole child.

As part of the identification process we take into account other factors which may be impacting upon a child's progress and attainment. These may include:

- Disability – a child may have a disability and a special educational need although under the current disability equality legislation, a disability alone does not constitute SEN.
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium
- Being a looked after child
- Being a child of a service man or woman
- Mental Health needs

Roles and Responsibilities

People in the Process	Responsibilities
Safeguarding Team Sarah Corkindale Nanette Broadway Rebecca Taylor Mel Hindley	• First point of contact for advice if staff are concerned about a child. • Responsible for maintaining child concern logs and ensuring the schools safeguarding policy and training are kept up to date. • Assess information from staff and make decisions about whether concerns are sufficient to notify Initial Response.
Special Needs Co-ordinator (SENDCo) Miss Rebecca Taylor 01922 710174	The SENCO will: • Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school • Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans • Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made • Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching • Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school • Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils • Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided e.g. Speech and Language Therapy, Educational Psychology etc... • Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned • When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner • Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

	• Make sure the school keeps its records of all pupils with SEND up to date and accurate • With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development • With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer • Prepare and review information for inclusion in the school's SEND information report and any updates to this policy • With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
The Local Governing Body	<i>The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:</i> • To ensure that provision of SEND is of a high standard. • To have regard to the Code of Practice when undertaking responsibilities. • To report annually to parents on the effectiveness of the school's SEND policy. • To have in place a designated person who will make sure that where it is known that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her. • To have in place a strategy to monitor the school's SEND policy. • To work with the Head Teacher and SENDCo to ensure they are aware and involved in the whole school issues of SEND and inclusion. • Challenge the schools SEND department to ensure ALL children are reaching their full potential. • Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report • Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans • Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
SEND Governor Mrs Claire Sarginson (contactable via the school 01922 710174)	<i>The SEND governor will:</i> • To work with the Head Teacher and SENCO to ensure they are aware and involved in the whole school issues of SEN and inclusion. • Help to raise awareness of SEND issues at Local School committee meetings • Challenging the schools SEND department to ensure ALL children are reaching their full potential.
The Headteacher Sarah Corkindale	<i>The headteacher will:</i> • Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school • Work with the SENCO and school committee members to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements • Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress • Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils • Make sure that the SENCO has enough time to carry out their duties

	• Have an overview of the needs of the current cohort of pupils on the SEND register • Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review • With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development • With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer • With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
The Class Teacher	<i>Each class teacher is responsible for:</i> • Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach • The progress and development of every pupil in their class • Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching • Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision • Ensuring they follow this SEND policy and the SEN information report • Communicating with parents regularly to: ○ Set clear outcomes and review progress towards them ○ Discuss the activities and support that will help achieve the set outcomes ○ Identify the responsibilities of the parent, the pupil and the school ○ Listen to the parents' concerns and agree their aspirations for the pupil
All staff – including teachers, HLTAs and TA's	• Checking on the progress of a child and identifying, planning and delivering any additional help they may need (targeted work, additional support etc) and letting the SENCO know as necessary. • Writing Individual Support Plans (ISP), and sharing and reviewing these with parents. • Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
Pastoral Team	• To work with individual pupils and small groups of children on aspects of social, emotional and behaviour issues, including friendship group • Liaising closely with SENCO and parents/carers to set up programmes of work, provide feedback and evaluate interventions. • Working and monitoring pupil involvement and relationships out of classroom situation.
The Parents/ carers	Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be: ➤ Invited to termly meetings to review the provision that is in place for their child ➤ Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs ➤ Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

	➤ Given an annual report on the pupil's progress The school will take into account the views of the parent or carer in any decisions made about the pupil.
Pupils	Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil: ➤ Explaining what their strengths and difficulties are ➤ Contributing to setting targets or outcomes ➤ Attending review meetings ➤ Giving feedback on the effectiveness of interventions The pupil's views will be taken into account in making decisions that affect them, whenever possible

SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Quality First Teaching

Our curriculum celebrates the different learning styles of all of pupils and supports inclusion and differentiation to address the needs of all of our pupils. To find out more about how we differentiate each subject of the curriculum and how these subjects prepare children with special educational needs for adulthood please refer to the school website.

- Our subjects enable the child to experience and be part of their learning. We encourage educational visits for all and arrange for visitors to come and enable **all** children to access and benefit from this learning. Parents are invited to come and work alongside the children at least once per year.
- We are a very inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups so that every child has a level of challenge appropriate for them and also experiences success. Teachers adapt their teaching and the learning environment constantly in order to cater for their pupil's academic and physical needs.

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher

will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. **We believe that early identification and intervention is best to help a child achieve success.**

As part of the teachers quality first teaching they will observe the child's learning characteristics and how they cope within our learning environments, assess their understanding of what they are learning in school and if appropriate use assessments to help them to pinpoint the difficulty. This will help to identify the child's need and plan strategies to support their learning. This action will be the first cycle of **assess – plan – do – review**.

When reviewed, if progress remains limited, the teacher may approach the SENCO for additional support and advice, along with discussions with parents and carers. A second cycle of assess – plan – do review will be implemented.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

If concerns remain, a child may be placed on the special educational needs register and appropriate targets, in consultation with parents and the child, will begin the next round of assess – plan – do – review.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

When pupils have an identified special educational need and/or disability before they join our school, we work very closely with the people who already know them including parents and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

Senior leaders review all pupils' performance regularly. They are very quick to put support in place for those who are not making the desired progress. They then check the impact of this support closely.

The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess	The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.
2. Plan	In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, (Arbor) and will be made accessible to staff in a (pupil passport / individual education plan / school-based support plan). Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.
3. Do	The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.
4. Review	The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on: • The views of the parents and pupils • The level of progress the pupil has made towards their outcomes • The views of teaching staff who work with the pupil The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code **K**.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code **E**.

Managing pupils' SEND

- Personalised individual education targets will be reviewed termly with the child, parents and teacher. Consideration will be given to reviewing previous targets and setting focussed next steps to ensure the child makes progress.
- On the special needs register, there is one level of school based support and in addition a minority of pupils who have an educational, health and care plan.
- If parents believe that their child has a special educational need we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school though we will sometimes request advice from more specialised services such as Educational Psychology, Speech Therapy, Occupational Therapy or our Advisory Team. Any referrals will be completed in collaboration with the SENCO and all relevant parties. We will always share the findings with parents and in consultation plan the next steps to best support their child.
- During every stage of managing a child's SEND, consideration is given as to whether or not external agency advice should be called upon. Where appropriate advice has been sought, implementation of this advice will be evidenced in the child's individual targets and will be discussed with parents and the child.
- Children do not remain indefinitely on the SEND register. When a child makes sufficient progress in their learning and the barriers to their learning have been sufficiently supported they may be removed from the SEND register but will continue to be monitored within whole school monitoring of progress.

Storing and Managing Information

- Children's current individual targets are working documents and are professional shared with relevant staff within school and following consultation with parents outside agencies that may be working with them.
- Every child on the SEND register has a file where reports, consultations and communication logs with parents and/or outside agencies are stored.
- All staff at Sunshine complete Safeguarding Level 1 and/or Level 1 & 2 training which includes information on the need for confidentiality.
- If documents need to be destroyed they will be shredded.
- On transition to KS2, files will be hand delivered or sent by registered post.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the SENCO in partnership with parents and if appropriate, the pupil themselves. School Nursing or medical professional involved will be consulted in some cases. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 Medicine should be brought into school with the

child's name, the dosage and times of the dosage clearly marked on, medicine is signed into the office.

- When medicine is administered, two members of staff are there to check and counter sign, time and date its administration.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENCO – lesson visits, learning walks, book monitoring
- Analysis of progress scores for individual targets
- Intervention records
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Admission and accessibility arrangements

Admission arrangements

Children with additional educational needs are considered for admission to the school on the same basis as children without additional educational needs.

School adheres to the Local Authority admissions policy.

Walsall Admissions: <https://go.walsall.gov.uk/schools-and-learning/schools-in-walsall/school-admissions/apply-for-a-primary-school-place>

Accessibility arrangements

School's accessibility plan can be viewed on the school website in 'Policies section or a copy can be provided on request.

Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO/headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

The Walsall Parent Partnership Service can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is 01922 650330.

Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions and allergies policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Monitoring this Policy

The SEND Policy will be reviewed by SENCO, Headteacher and the Local Governing Body **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year