

SEN policy and information report

Buckingham Primary Academy

Approved by: Local Governing body

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1.Aims

Throughout this document the word ‘parent/parents’ should be taken to include carers and other family members with a significant caring responsibility for a pupil.

The staff and governors of Buckingham primary Academy are committed to providing an appropriate, inclusive and high-quality education for all our children. We believe all children, including children identified as having special educational needs and/or disabilities (SEND) are entitled to a broad and balanced academic and social curriculum, which is exciting, relevant, and accessible to them and allows full involvement in all aspects of academy life.

We have an expectation that all pupils, regardless of abilities or starting points, will achieve to their full potential and develop resilience and confidence which will enable them to meet the challenges of life now and in the future. We strive to provide a community, which promotes a sense of belonging and where children feel safe and able to learn.

We recognise that pupils learn at different rates and that are many factors affecting achievement, including ability, emotional state, age, and maturity. We believe in both early identification of need and early intervention. We understand that many pupils, at some time in their academy career, may experience difficulties which affect their learning, and these may be long or short-term needs. We work hard to make sure that individual challenges are being addressed and monitored so that every child makes progress, academically, socially and emotionally.

We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEN and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEN and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

Our SEN policy and information report aims to ensure:

- All children with SEND have the right to a broad and balanced curriculum, relevant and differentiated to meet their needs
- All teachers are teachers of SEND.
- All children with SEND reach their full potential by extending their skills, knowledge and understanding in all areas of the curriculum and have access to their full curriculum entitlement
- There is a consistent and graduated approach to gathering and recording information to ensure pupils make progress
- All children with SEND can learn and make progress, however small those steps may be, and will have their progress reviewed regularly
- All children with SEND are valued as full members of the school community
- There is a common vision and understanding with all stakeholders and a working partnership between school, pupils and parents/carers
- all training and development of staff at Buckingham Primary Academy is regularly updated and areas of expertise from within the school is utilised to its full potential

Buckingham Primary Academy considers all teachers to be teachers of children with SEND. We aim to ensure all teachers have the skills, resources and support necessary to be able to identify and provide for those children who have special educational needs and/or disabilities, which will allow them to be fully included in all activities of the academy alongside their peers.

2. Legislation and guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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.

4. Roles and responsibilities

4.1 The SENCO

Mrs. Joanne Lyon is the SENCO and Assistant Vice Principal at Buckingham Primary Academy and can be contacted on 01482 328661 or at senco@buckingham.hull.sch.uk

She works closely with class teachers, teaching assistants, parents/carers and outside agencies (if appropriate) to plan the support needed to help children with additional needs.

The SENCO will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- 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 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 SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for at Buckingham Primary Academy

. At Buckingham Primary Academy we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating way, which values each child and encourages them to achieve their full potential; however, some children have additional needs that may mean they need extra help/support with parts of their education. All staff have a clear understanding of the four broad areas of need and how to adapt their teaching to support these needs.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress using SIMS for all pupils and identify those whose progress:

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

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

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

The term SEN refers to children and young people who have learning difficulties or disabilities that make it significantly harder for them to access education than most of their peers.

At Buckingham Primary Academy we follow a graduated approach to identify children who have SEN. This is referenced in the SEND code of practice as a form of provision.

If a child is underachieving it does not mean they have a special educational need. Understanding the barriers to learning is key to knowing the difference between underachievement and SEN.

The definition only includes pupils with a medical condition where the medical condition affects their ability to learn or access the curriculum.

All teachers teach children with SEND and all staff, including support staff, recognise the importance of identifying SEND early and making effective provision quickly. Most children with SEND will have their needs met through quality first teaching. This may include teachers differentiating learning or providing additional support, to enable all children to access the learning. In some cases, interventions and/or individual support plans may be put in place.

Causal chains are provided for all children who are not making the expected progress when compared to their peers. They look at barriers to learning and provision put in place to overcome these barriers. These are used in Pupil Progress meetings to highlight underachievement or possible SEN.

A causal chain includes day to day formative assessments and observations. Staff use these judgements about the progress a child is making to alert them to barriers that may get in the way of the child making comparable progress to their peers. It is important to look beyond progress in English and Maths and consider communication, social skills, behaviour, emotional health and physical development.

When deciding whether special educational provision is required, 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.

5.3 Consulting and involving pupils and parents

At Buckingham Primary academy, we want parents to be confident in our commitment to all our children and believe that working in partnership with parents and carers is key. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Arrangements for consultation with parents include:

- Parent consultations with the class teacher
- Parent meetings take place with the class teacher, SENCO and child to review progress and set new targets at least once a term, for children who have a PSP or EHCP
- Parents are invited to attend meetings with external agencies regarding their child
- SENCO is available to meet with parents to discuss their child
- Our well being workers are available to meet with parents to discuss emotional concerns. They support parents working with Early help or White house outreach.
- Our Specialist Speech and language-teaching assistant is available to meet with parents who have concerns regarding speech and communication. She supports parents during assessments carried out by speech and language therapist.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This will take the form of an individual Pupil Support plan. The class teacher will work with members of the Inclusion team or with external agencies, if appropriate, to assess and plan appropriate objectives, which will meet the individual needs of the children and help towards overall outcomes.

The support provided will vary depending on the needs of the individual. It may be appropriate to provide tools and resources to enable the child to continue to receive quality first teaching in the classroom. The support may also require the child to have time limited interventions carried out by a member of our experienced support staff.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Progress is monitored and reviewed at Pupil Progress meetings termly with the Principal and class teacher. SEN review meetings are held twice per year to review any children with SEND needs. This involves the class teacher and SENCO and parents/carers are invited in to discuss their child's progress too. During these meetings the effectiveness of the support is discussed, and new outcomes are decided.

5.5 Supporting pupils moving between phases and preparing for adulthood

To ensure transition is smooth and as unsettling as possible, the process begins early in the summer term and is well planned. All children have the opportunity to meet their new teacher on our transition day. For some children, transition is a very anxious and worrying time, so additional support is offered.

Early years foundation stage

All children entering Nursery have stay and play sessions where they spend time in the new setting. Children with special educational needs may have a transition meeting where members of the Hull City council Early years team, previous setting and teachers and SENCO in our setting meet to discuss provision and support for individuals.

On entering Foundation stage 2, all children have time in their new classroom, so they are familiar with staff and the new space. Some children require additional visits. They may be provided with a transition booklet with photos of their new teacher and classroom along with social stories.

KS1KS2

Transition meeting may be held for specific children who are likely to find transition difficult. This will include parents, SENCO, class teacher and any outside agencies where necessary.

Year 6 to secondary school

All children who transition to Secondary school receive a transition package.

Children who have additional needs have an enhanced programme of transition to Secondary school. This begins as soon the new school has been identified.

This involves

- additional bespoke sessions on a 1:1 basis or in small groups.
- Children who have communication difficulties, or have a physical disability are supported by specialist teachers who will accompany them on visits and discuss individual needs with new staff.
- Meetings with the SENCO, parents and outside agencies to hand over transition information and share information
- Specific support and intervention focusing on independence and confidence

5.6 Our approach to teaching pupils with SEN

Teachers at Buckingham Primary Academy are responsible and accountable for the progress and development of all the pupils in their class. All staff work together to ensure the inclusion of all our children.

High quality teaching, including pre and post teaching is our first step in responding to pupils who have SEN. Teachers adapt their teaching to suit the different learning styles and needs in the classroom through a differentiated curriculum. They will deliver quality first provision to the whole of the class with differentiation to groups or individuals where needed. The children work in mixed ability groups called Kagan groups and this enables the children to support and help each other.

Our teams of teaching assistants deliver specific programmes and interventions to highlighted groups or individuals. This extra support provided is addition to quality first class teaching. Provision maps are used to record these interventions ensuring that all targets are monitored and reviewed. This enables us to monitor the effectiveness of these interventions, so they are having the maximum impact on the child's learning and progress.

5.7 Adaptations to the curriculum and learning environment

We are committed to meeting the needs of all children including those with SEND. We have a duty not to directly or indirectly discriminate against children with SEND. We make all reasonable adaptations to the curriculum and the learning environment to make sure that children with SEND are not at a substantial disadvantage compared with their peers. We work closely with families and outside agencies to determine what children with SEND might need before they start with us and what adjustments we might need to make.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Providing specialist equipment, such as specialist pens/ pencils, pencil grips, captain's chairs, leg supports, disabled toilet facilities, writing slopes, I pad, apps, computer programmes, vocabulary mats, visual cues, individual spelling lists, workstation.

Our environment is accessible, and every classroom is inclusive and supports a wide range of needs:

- Adapted visuals, working walls and scaffolds to support children's learning, colour coded to support children with specific difficulties
- Access to support aids on desks
- A visual timetable in each classroom
- Recommendations from outside agencies regarding the learning environment are implemented- individual timetables, workstation
- Children may be positioned strategically in the classroom to take into account a visual or hearing impairment
- Disabled toilet and changing facilities.

5.8 Additional support for learning

Additional support is organised into three categories, which is in line with the graduated response:

Universal: quality inclusive teaching, which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Targeted: describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. These interventions are often targeted at a group of children with similar needs and will usually be delivered by the class teacher or teaching assistant in small groups.

Specialist: describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention or 1:1 support to accelerate progress or enable children to achieve their potential. This may include specialist interventions or input from outside agencies.

SEND provision/interventions include:

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Sensory and physical</u>	<u>Social, Emotional and mental health</u>
Precision Teach FFT Literacy Numicon Lexia Paired reading	ECAR Language for thinking Narrative group Time to talk Talk boost	Sensory integration programme Motor skills- fine and gross Write from the start Clever fingers	ELSA My star Power Art Therapy Peer mentor(year 5/6 referral through

	Early talk boost Visual timetables Social stories Now and next cards Lycra and stories Transporters Colourful semantics	Sensory toys Weighted blanket	Headstart) Jigsaw Resilience coach(year 6- referral through Headstart) Reflection room Advotalk
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We work with the following agencies to provide support for pupils with SEN:

- Northcott Outreach team
- IPASS- Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Whitehouse
- Speech and language therapist
- The Language /unit
- Educational Psychologists
- Early help Team
- Children's Centre
- • CAHMS for Mental Health Needs
- • Kids –ParentPartnership
- • School Nursing Team
- Dove House Bereavement Support Team
- • Sibling support Services–Barnardo's
- Police
- Tweendykes and Ganton Outreach Team
- Advotalk

5.9 Expertise and training of staff

It is the policy of the school to ensure that all staff have access to appropriate training in order to be able to support the identified needs of the children with whom they are working. As part of their induction on taking up a post, all teachers meet with the SENCO who explains the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual children. At the beginning of each school year all staff receive a briefing on SEND processes and procedures. This includes consultation on the SEND policy and information report.

In order to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. This training will take account of The Academy Improvement Plan and Performance Management. The training can be provided by:

- The SENCO
- Outside agencies e.g. Northcott outreach, The White house, SALT
- Hull Teaching school
- Enquire Learning Trust training courses
- Other suitable training courses provided by reputable organisations, which specialise in SEND

The Academy's SENCO has a wealth of experience around special educational needs and disability, which has been built up over the past 25 years. She has held the post of SENCO for 18 years in 2 different schools. She is also the Designated safeguarding lead and the teacher with a responsibility for Looked after Children.

At Buckingham Primary Academy we have a very experienced Inclusion team. Mrs. Leason, specialist speech and language teaching assistant, has a wealth of experience supporting children who have communication difficulties. She is able to work with teachers to maximise the learning experience and access to the curriculum for children with speech, language and communication difficulties. Mrs. Leason will also work with children on a 1:1 basis on programmes set by a speech and language therapist. Mrs. West and Mrs. Dunn work with children who have social, emotional difficulties. They are ELSA (Emotional Literacy Support assistant) trained by an educational psychologist. This enables them to work with children on a 1:1 basis as well as support children with access to the curriculum.

In the last academic year, staff have been trained in precision teaching, Lego therapy, paired reading, colourful semantics

We use specialist staff for all new interventions. Applied psychologies provide our Educational psychologist, David Lamb. He has trained all teaching assistants in precision teaching and paired reading interventions. He also monitors these interventions alongside the SENCO. Northcott Outreach provided Lego therapy training.

5.10 Securing equipment and facilities

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These may include IPASS, a physiotherapist or an occupational therapist that can provide specialist equipment for physical, visual, and hearing needs.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Pupil and parent questionnaires
- Using tracking and pupil progress meetings to measure progress
- Holding annual reviews for pupils with EHC plans
- Regular learning walks focusing on Interventions, role of the teaching assistant, quality of learning environments.

5.12 Enabling pupils with SEN to engage in activities outside the classroom, including school trips

Buckingham Primary Academy is an inclusive school and we believe that all children are entitled to an equal opportunity to take part in trips and out of school activities. We ensure the needs are met through:

- All our extra-curricular activities and school visits are available to children with SEND
- Specialist transport is arranged when this is deemed necessary
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability

- Planning and risk assessments for all trips and visits are undertaken, in consultation with outside agencies and parents of send, where appropriate
- Planning and risks assessments are carried out when children are undertaking swimming and bikability to ensure that specialist equipment or pre-visits can be arranged in good time. This enables all children to have full access to the sessions.

5.13 Support for improving emotional and social development

At Buckingham Primary Academy, we pride ourselves in the support we provide for improving emotional and social development. We have a highly skilled Pastoral Team who support children who may have barriers to learning. They will work with the children in small groups or one to one by: - supporting and improving their emotional and social development - supporting their learning needs, listening to the voice of the child, helping them to access the curriculum. They have received a comprehensive package of training to ensure they have the skills and resources to support. We work hard to create a culture within our school that values all children.

Pupils are well supported by:

- Our Emotional well being workers run groups and work with individuals to support them in: Nurture groups, Art Therapy, Parent/pupil liaison meetings, ELSA, Lego therapy, My Star, Power
- To support pupils during lessons, transition times and break times.
- We have adult play leaders and our pupil play leaders who organise lunchtime games to encourage play and social interaction
- We have a reflection room for children who may at times need a quiet zone where pupils can comfortably express concerns they wish to be raised
- We will also seek external professional help when needed from. E.g. Educational Psychologists, CAHMs, The White House Outreach teacher
- Support for the parents and family – this may include a referral to the *Early Help* Hub or support from the school nurse
- A whole school Restorative practices approach to support children with conflict resolution and allow them to have a voice when resolving a situation.
- Check in circles and feelings charts are used to monitor well being and allow for early identification of children who are experiencing emotional difficulties at the start of the school day.

Bullying of any kind is unacceptable at Buckingham Primary Academy.

Children are encouraged to talk to adults if they have any concerns about anyone being unkind to them or if they are being bullied. We do not tolerate any forms of bullying and will act on any reports immediately and efficiently. We also encourage anyone to pass their concerns on if they think anyone else is unhappy or being bullied.

School staff and the Well being team are visible around school and in the playground at various times of the day. If any child or parent/carer has concerns they would like to discuss they can speak to staff at these times as well as coming into school to speak with a member of the senior leadership team. The staff record any incidents and parents will be informed. Support is given to children with social, emotional and behavioral issues and this may involve the child/children being given some specific one to one work, group work or ELSA provision within school.

Friendship and collaboration as well as bullying issues are addressed in assemblies, circle times, Personal, Social and Health Education lessons, and as part of our Anti-Bullying week activities. Buckingham Primary Academy has a Behaviour Policy in place which is also available on the school website a zero-tolerance approach to bullying.

5.14 Working with other agencies

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from external agencies. We always involve parents in any decision to involve specialists.

We work with a wide range of local authority support services and voluntary organisations who play a central role in supporting the school with identifying, assessing and managing provision for children with SEND including:

- Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)- KIDS
- School nurse
- IPASS for Physical disabilities, Hearing and Vision
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Paediatrician - Walker Street Children's centre
- Headstart (support for emotional well being)
- Early years team- Hull City Council
- Northcott Outreach Team (Communication and social interaction difficulties)
- The Whitehouse Behaviour Outreach worker
- . We also liaise with other agencies and seek support and advice as and when required. E.g. Educational Psychologist, Child and Adolescent Mental Health Services (CAMHS)

5.15 Complaints about SEN provision

We encourage parents to discuss their concerns relating to the provision for children with additional educational needs with the class teacher (in the first instance), the SENCO or the Principal. It is policy at Buckingham Primary Academy to involve parents at every stage and to provide ample opportunities for discussion. We put a high value on parental contributions and recognise them as partners in their child's education.

Should we be unable to resolve difficulties in this way and parents feel they wish to pursue a complaint, they should follow the usual official complaints procedure. Details of this can be obtained from the Principal or are available on our school website. Confidentiality is always observed.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

SENDIAS- KIDS- 01482 467540/

[:https://www.kids.org.uk/hull-independent-support](https://www.kids.org.uk/hull-independent-support)

Barnardo's - sibling support- 01430 810022

Triple P parenting

Early help Hub support - 01482 305 770

School Nursing

Paediatrician

Occupational Therapy <https://hull.connecttosupport.org/s4s/WhereILive/Council?pagelid=3271>

Physiotherapy

5.17 Who can children or parents contact if they have concerns

Joanne Lyon is the SENCO at Buckingham Primary Academy and can be contacted on 01482 328661 or at senco@buckingham.hull.sch.uk

5.18 The local authority local offer

Our local authority's local offer is published here:

<http://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelid=3018&lockLA=True>

6. Monitoring arrangements

This policy and information report will be reviewed by Joanne Lyon **every year**. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions