



# Special Educational Needs and Disabilities (SEND) Policy

September 2023

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (July 2015) and was written with reference to the following guidance and documents:

- **Code of Practice 0 – 25 (July 2015) and written with reference to the following guidance and documents:**
- **Equality Act 2010: advice for schools DfE Feb 2013**
- **Schools SEN Information Report Regulations (2014)**
- **Statutory Guidance on Supporting pupils at school with medical conditions (August 2017)**
- **The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)**
- **Child Protection & Safeguarding Policy**
- **Accessibility Plan**
- **Teachers Standards (2012)**
- **Solihull's Additional Needs Strategy (2022-2025)**

This policy should also be read in conjunction with the following policies:

- **Anti-bullying and Discrimination**
- **Data Protection**
- **Behaviour**
- **Intimate Care**
- **Teaching Learning and Assessment Policy**
- **Equal Opportunities Policy**
- **Child Protection & Safeguarding Policy**
- **Home-learning Policy**
- **Complaints Procedure Statement**
- **Accessibility Plan**
- **Health and Safety Guidelines**

This policy will develop as any necessary changes are implemented over the coming year. **It will be reviewed annually.**

### **Introduction**

'An educationally inclusive school is one in which teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils the same. Rather it involves taking account of pupils' varied life experiences and needs' (Ofsted).

As an inclusive community, Coleshill Heath School ensures, as far as possible, that the needs of all pupils are met, enabling them to achieve success and make a positive contribution to society. Inclusion concerns pupils with special educational or medical needs, those from ethnic minority cultures, asylum seekers, travellers, the vulnerable, pupil premium children, children in public care, and those with social and emotional difficulties.

We are committed to high achievement for all, supporting pupils and families in making the very best of the opportunities available to them.

At Coleshill Heath School, we are committed to developing an inclusive ethos, underpinned by policies and practices. These are maintained and developed by the Special Education Needs Co-ordinator (SENDCO) and SEND team, in collaboration with the Senior Leadership Team and liaising with the SEND Governor, parents and families.

The role of SENDCO is currently performed by Miss Caroline Budd, who can be contacted at school via telephone 0121 779 8070 or via email [office@chs.solihull.sch.uk](mailto:office@chs.solihull.sch.uk)

### **Provision**

We maintain our inclusive values, shared between all staff, pupils, governors, parents/carers and outside professionals, so that all pupils are enabled to achieve as much as they can and derive the maximum benefit according to their individual needs.

- Establishing systems and structures within the school to enable us to manage the needs of all pupils.
- We have a non-class based SENDCO who ensures that inclusive practices are consistent throughout the school to meet the needs of all pupils.
- We have a Lead Practitioner for Inclusion who strategically leads the SEND team.
- We have a Special Educational Needs and Disability register to include all children who have Statements of SEND, EHCPs or who receive additional school support. Additionally, we have a Provision Map (Insight) which details the type and nature of support offered (internally and externally). The register and Provision Map are updated termly and enable all children to be tracked and support adjusted if necessary. This allows the senior leadership team to compile essential data such as the levels of attainment of various ethnic groups, attainment/support by gender and enables us to monitor how successful our inclusive education is;
- All plans, including Needs Based Plans are updated by class teachers with support from the SENDCO, ASD, CLD and SEMH lead practitioners on a termly basis. The plans are monitored so that they are effective in meeting children's needs.
- The SEND register and Provision Maps are reviewed regularly and copies are available for all staff;
- The SENDCO/SEND team meets regularly with external agencies to review individual cases and ensure provision is effective.
- All staff are kept up to date with regard to child protection issues and procedures and any children causing concern are referred to the Designated Safeguarding Lead professionals who are the Headteacher, Miss Nicole Fowles, Deputy Headteacher, Miss Caroline Budd, Assistant Headteacher, Mr Andrew Russell, Safeguarding, Welfare and Inclusion Manager, Mrs Nicola Catlow and Family Welfare and Safeguarding Lead, Carla Moore [maternity leave].

We work closely with Children's Services to support our more vulnerable children and engage all professionals in a multi-agency approach to addressing individual needs. We track the children through the Special Educational Needs and Disability register, Provision Map and Insight tracking.

The school also liaises closely with receiver secondary schools to enable smooth transition to take place for all pupils including those who are vulnerable. All school policies are regularly reviewed and amended, ensuring that SEND is at the centre of school development – increasing the learning and participation of all children and responding to the diversity of their needs. We monitor planning, assessment, attainment, standards of teaching and learning and the school environment itself. Our aim has always been to ensure that school practices reflect the inclusive cultures and policies of our school.

## **Indicators of Success at Coleshill Heath School**

- Everyone is made to feel welcome
- pupils help each other
- staff and pupils treat each other with respect
- pupils are equally valued
- the school seeks to draw and admit all pupils from our locality
- pupils new to the school are helped to feel settled
- there is a partnership between staff and parents/carers
- staff and governors work well together
- staff, governors, pupils and parents/carers share an ethos of inclusion
- community resources are known and drawn upon
- staff appointments and promotions are fair
- good induction of new staff
- staff expertise is fully recognised and utilised
- there are high expectations of all pupils
- differentiation supports each individual pupil's needs
- teachers plan, review and teach in partnerships
- staff collaborate with each other
- staff seek to remove all barriers to learning and participation in school
- all forms of support are co-ordinated
- the Code of Practice is used to reduce the barriers to learning and participation of all pupils
- support for those learning English as an additional language is co-ordinated with learning support
- we identify children who are exceptionally able learners and provide opportunities to meet their needs
- we are working to remove barriers to full attendance
- we maintain anti-bullying and equal opportunity policies
- we record incidents of racism and report these to the local authority
- we assess and monitor the attainment of pupils to ensure equality of opportunity
- we provide a range of support strategies delivered by teachers and TAs in order to meet individual pupil's needs
- lessons are made accessible to all through a fully differentiated curriculum and by support
- lessons develop an understanding and acceptance of difference
- pupils are actively involved in their own learning including the target setting process
- pupils learn collaboratively
- assessment encourages and tracks the achievements of all pupils
- behaviour for learning is excellent, based on mutual respect
- home-learning contributes to the learning of all
- opportunities are available for all pupils to take part in activities outside the classroom

Inclusion for all is at the heart of the school's core priorities and permeates all that we do as a learning community.

## **Special Educational Needs and Disability**

This section is based on the guidance of the Special Educational Needs and Disabilities Code of Practice 0 to 25 years. It aims to promote a consistency of approach to meeting children's special educational needs, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken. The legal framework for this policy is the Special Educational Needs and Disability Regulations 2014. We aim to identify children with special needs and disabilities at the earliest opportunity and ensure that the appropriate support is in place to support learning.

### **Principles**

- A child with SEND should have their needs met where possible
- The views of the child should be sought and taken into account
- Children with SEND should have full access to a broad, balanced and relevant education
- Parents and carers will be invited to work in partnership with the school to address the needs of pupils with special educational needs

### **Roles and Responsibilities**

The Senior Leadership Team have overall responsibility for all inclusion issues ensuring the school meets its statutory and moral obligations. The SENDCO is responsible for the day-to-day processes and procedures, supporting teachers and teaching assistants in meeting the needs of children.

### **Teaching**

The SENDCO and SEND team review pupil progress and ensure that, through a rigorous examination of the data, best outcomes for pupils with SEND are achieved. All teachers will work to implement this policy and take the major responsibility for planning to meet the needs of their pupils on a day-to-day basis (Individual Needs based plans and external advice).

The SENDCO will ensure that requirements set out in the Code of Practice are being met. This will be achieved by:-

- Liaising with and advising colleagues
- Reviewing SEND data
- Monitoring the records of all pupils with SEND
- Liaising with the parents of children with SEND
- Contributing to and arranging INSET for all staff
- Liaising with external agencies/professionals
- Inviting parents to reviews
- Seeking the views of children on the SEND register

### **Admission Arrangements**

Children are admitted throughout the school in accordance with Solihull Local Authority admissions policy which states that those with SEND, where appropriate, should be given priority for a place. Parents are encouraged to visit the school prior to application and to state clearly on the forms any special needs their child may have.

## **Access**

See Accessibility Plan

## **The Graduated Approach (see Appendix 1)**

The Code of Practice's graduated approach is a model of action and intervention to help children who have SEND. The approach recognises that there is a continuum of Special Educational Needs. Where necessary, increasingly specialist resources will be made available. Effective provision for children with SEND involves a continuous cycle of planning, teaching and assessing. SEND information follows the child from the EYFS through KS1 & KS2 and then to Secondary School.

## **Identification, Assessment and Provision for SEND**

The 2015 Special Educational needs and Disabilities Code of Practice for 0 to 25 states that:

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

### **There are four broad categories of need:**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

We consider what is NOT SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of the Pupil Premium Funding
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Additionally identifying behaviour as a need will no longer be an acceptable way of describing SEN but an underlying response to need.

## **Allocation of Resources**

We aim to use resources to support Teachers and support staff to provide appropriate resources for use with individuals or small groups of children. The effectiveness of resources and the manner in which they have been deployed are regularly monitored and evaluated by the SENDCO.

## **Identification and Assessment Arrangements and Review Procedures**

The SEND Code of Practice 2015 states: 6.38

*'In deciding whether to make special educational provision, the teacher and SENDCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.'*

### **Identifying the Need**

Observations are made in the first term for each child in Nursery and Reception. We believe that early identification of a child's difficulty is essential so that necessary provision may be made to support the child's progress as soon as possible. When a Class Teacher or parent expresses a concern about a child's development a Record of Concern form is completed to identify the details of the need and the strategies which will be put in place to support the child. Where there is no improvement following this, a graduated approach cycle will begin. Please see Appendix Two - The pathway process of SEND at CHS.

Children who join Coleshill Heath, who have already been identified as having special educational needs and disabilities, are discussed with the SENDCO and then the SEND team ensure that appropriate arrangements and reasonable adjustments are made for that child.

### **Assessment**

At Coleshill Heath, teachers continually assess children's learning. Three times during each academic year, every child has a formal assessment made in reading, writing and mathematics. The results of these assessments are analysed by Class Teachers and the SENDCO and SEND team. The information gathered is used to monitor the children's progress and informs future planning. Learning & Standards review meetings ensure that response to underachievement is swift and robust.

### **Procedures at Coleshill Heath Initial Concern**

Insight is used to track provision which is reviewed termly, by the SEND team, in line with current pupil needs. The SEND lead professional takes a leading role in collaborating with the Class Teacher and parents with support from outside agencies when necessary to meet the children's needs. Targets will be agreed between the SENDCO and specialists after more detailed assessments are carried out to establish specific areas of difficulty.

### **Education and Health Care Plans (EHCPs)**

An Education and Health Care Plan is drawn up stating the Special Educational Provision to be made for the child. The LA provides extra funding to the school and the child is supported both in class and individually by a TA according to their perceived needs. All adults working with the child liaise to ensure curriculum tasks are adapted to incorporate any extra guidance provided from outside agencies.

Every EHCP is reviewed annually. At this review, the child's progress is considered in the light of the targets set. The special provision made for the child is discussed and evaluated. If it is thought the statement should be maintained, new targets are agreed for the coming year. Parents' comments are sought two weeks before the annual review. The views of the child are always sought and recorded before the review.

### **The SEND Record**

Any SEND information for individuals will be added to CPOMS. Information kept will include up-to date:-

- EHCPs
- Review meeting notes
- Other SEND information e.g. reports from outside agencies and professionals
- Records of any interviews, discussions, phone calls etc.

An individual file for each child on the SEND register will also be kept in a locked cupboard in the SENDCO's office. These files include more detailed information about the child and their needs.

### **Confidentiality**

The confidential nature of special needs meetings, case conferences or children's records is understood by all staff members. It is also understood that should any report be written on a child the parents must be enabled and encouraged to have access. We would consider it good practice to give parents a copy after discussing it with them. Nothing should be written that would not be shared with the parents/carers.

### **Storing and Managing Information**

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave Coleshill Heath School.



### **Arrangements for providing access to pupils with SEND to a balanced curriculum**

At Coleshill Heath, we believe that all children have the right to participate in the full range of activities on offer at the level appropriate to their development. It is our intention to meet the needs of all children attending the school through a structured system of planning, assessment and record keeping linked to the National Curriculum. Children with SEND will have access to the curriculum through carefully planned activities provided to encourage meaningful learning. Some children will receive extra teaching support according to their level of need. Whenever possible, support will be classroom based. However, it may be necessary to withdraw small groups of children to provide specific skill based teaching.

### **Equal Opportunities**

We believe that it is important that children with SEND are able to fully participate in and are encouraged to contribute to all aspects of school life. The planning is designed to include the children within the class whilst meeting their needs. Our Equal Opportunities Policy clearly states that we encourage mutual respect and equal access to the curriculum subject to appropriate modification.

### **Health and Safety**

Pupils with an identified Special Education Need are supported by high levels of staffing at all times and individual pupil support plans, risk assessments and behaviour plans support pupil needs where needed.

### **Governing Body**

Through monitoring the operation of the policy, the governors must make sure that:

- The necessary provision is made for pupils with Special Educational Needs and Disabilities
- Pupils' needs are communicated to all involved teachers
- Teachers are aware of the need to identify and respond to SEND
- There is an inclusive policy which supports the needs of pupils with Special Educational Needs and Disabilities
- The policy is updated annually and is accessible to the public
- Special Educational Needs and Disabilities do not unreasonably restrict integration and there is an appropriate balance.

A member of the Governing Body is identified at the first Governors' Meeting in the Autumn Term, as the current designated SEND Governor. In the event of the SEND Governor leaving during the year, the Chair of Governors assumes the role until the next Governors' meeting. Regular meetings will be held with the SENDCO and the SEND Governor to monitor the successful implementation of the school's Special Needs Policy. The SEND Governor will report to the Governing Body.

### **INSET**

The SEND team and SLT will assess training needs in relation to whole school development, providing an appropriate programme for both teaching and non-teaching staff. The SENDCO and SEND team attend training sessions in order to fulfil the requirements of the Code of Practice and monitor and maintain the policy of the school effectively.

### **Outside Agencies**

The SEND lead professionals meet regularly with adults working with children with SEND. All adults involved with educational progress in the core subjects work with the school's assessment documents. The development and progress of each SEND child is monitored and reviewed with a record of intervention and meetings kept on a whole school register. Meetings are organised with parents, teachers, outside agencies and the SENDCO as required. For those children with specific medical special needs, there is regular liaison between the Health Authority and the school. All outside agencies are invited to send a report or attend review meetings for those children transferring from another school to Coleshill Heath, there is a regular contact prior to the changeover. The SENDCO will be responsible for integrating children into Coleshill Heath School.

### **External Agencies include:-**

- Educational Psychology Service
- Solihull Inclusion Support Service (SISS)
- Special Educational Needs Teaching Assessment and Advice (SENTAA)
- Physiotherapy Service
- Children's Services
- Occupational Therapy Service
- School Nursing Team
- Health Visitors
- Community Paediatrician
- Specialist Assessment Service
- Speech and Language Therapy Service
- Children and Adolescent Mental Health Service (SOLAR)

### **Supporting Parents and their families - parents can refer to:**

Coleshill Heath Website: <https://chs.solihull.sch.uk/send/AdditionalNeeds>

or

A paper copy can be made available upon request.

Parents can refer to the school website to see the school based Local Offer. The SENDCO can provide parents with information about how to contact other agencies to support the family and pupil. Additionally it is the SENDCOs responsibility to ensure that SEND children are able to access exams, other assessments and support pupils and their families at transition times: across key stages, class to class and to another school

### **SEND and Inclusion In-service Training**

The SENDCO evaluates the training and development needs of staff on an annual basis and liaises with the Continuing Professional Development leader to plan training accordingly.

**Coleshill Heath School**

**Inclusion, Behaviour and Welfare Team**

**Including SEND**

**Headteacher [DSL]**

**DHT**

**Behaviour and Welfare/Named SENDco**

**[Designated Teacher for LAC]**

**Lead Practitioner for Inclusion**

**SEND Team**

**[ASD, CLD, SEMH]**

**Safeguarding, Welfare and**

**Inclusion Manager**

**[DSL]**

**Assistant head teachers**

**Teachers**

**Teaching Assistants**

**Pastoral and Inclusion**

**Team**

# Appendix 1



**COLESHILL  
HEATH SCHOOL**  
EVERY CHILD, EVERY DAY

## Graduated Approach flow chart to supporting children with SEND

**START**

Assess/Plan/Do/Review  
Cycle = 6 weeks

High Quality Teaching =  
ensuring that planning &  
implementation meets the  
needs of all pupils.

A concern is raised by  
teachers / TAs / Parents  
or Carers

### Moderate concerns

Fill in a record of concern. (DO)

**PLAN** Use high quality teaching methods and resources  
from resource bank to support identified need. Teacher

Monitor for 6 weeks (Do)  
Has progress been made?

### Yes (Review) - Update R.O.C on CPOMS

Continue with support and  
high quality teaching.  
Teacher informs pupil's  
parents (DO)

### No (Review)

Update Record of Concern and upload to  
CPOMS (DO)  
Next - Fill in **Graduated Approach 1** Form  
Recommendations are made for specific first  
teaching methods to be adapted as class  
level intervention.  
Teacher informs parents of concerns.

### Significant Concern

Complete a Graduated Approach 1 (DO)

**Significant concern** is raised about the  
need that is not being met using high  
quality teaching methods

Teacher to inform parents/ SEND team

Monitor for 6 weeks (Do)  
Has progress been made?

### Review

Improvements are made  
continuously and targets are  
achieved from Parent Partnership  
Report.

Child is able to access age  
appropriate curriculum without  
reasonable adjustments.

Child is taken off of the SEN  
register.

### Yes (Review) - Update G.A on CPOMS

Continue with support and high  
quality teaching. Child is able to fully  
access the curriculum again.  
Teacher informs pupil's parents

### No (Review) -

#### Targeted Intervention

Update Graduated Approach 1 - Upload to CPOMS.  
(DO)

Complete Graduated Approach 2  
Teacher has a meeting with the SENCO / SEND Lead.  
Evidence is collected: observations, assessments, work  
in class etc.

A decision is made, with parental consent, to  
place the child on the SEN register. SEN  
screening to take place

Monitor for 6 weeks (Do)  
Has progress been made?

### Review

Statutory assessment application (DO)

After 2/3 cycles of graduated approach and very  
limited/no progress being made, or a  
specific/complex need has been identified across  
two areas of need, further support is requested  
through statutory assessment. (EHCP)

### No (Review)

#### Tailored Intervention

Update Graduated Approach 2 - Upload to CPOMS.  
(DO)

Complete Graduated Approach 3 - Upload to CPOMS  
(ASSESS)

**Depending on the child -**  
My Support Plans are written, discussed and agreed  
with parents/carers and child. Small group/1:1  
intervention is put in place. Progress is monitored by  
SENDCO/ teachers and parents around the SMART  
targets each term. Possible referral to external  
agency service to gain more information about area  
of need, to identify next steps needed.

## Appendix 2

### SEND @ Coleshill Heath

#### The pathway process of SEND at CHS – What to do:

<b>Step 1 –</b>	<b>Step 2 –</b>	<b>Step 3 –</b>
<p>Have you highlighted a child in your classroom, who needs additional support with their learning?</p>	<p>Have you completed a Record of Concern and there has been no change in the support you have put in place?</p>	<p>Have you completed a Graduated Approach 1 and there has been no change in the support you have put in place?</p>
<p><b>Fill in a Record of Concern Form.</b> You will find these in the folder – <b>2022 – 2023 &gt; SEND &gt; Forms &gt; Record of Concern</b> Templates in folder for support.</p> <p><b>List all the things you have/are putting in place –</b> For example –</p> <ul style="list-style-type: none"> <li>• Visual timetable</li> <li>• Seating position</li> <li>• Phonics intervention</li> <li>• Maths/ spelling intervention</li> </ul> <p><b>(Please seek help from SENDCO's if unsure)</b></p> <p><b>Once you have completed the form –</b> Upload to CPOMS – Tag the relevant Lead Practitioner - LB, NC, JH, KG and CB</p> <p><b>How long should I monitor this support for?</b> <b>A 6-week cycle.</b></p> <p><b>What if there is no improvement after 6 weeks?</b></p> <ul style="list-style-type: none"> <li>• Complete the record of concern (upload completed to CPOMS)</li> <li>• Speak to the relevant Lead Practitioner - LB, NC, JH, KG or CB regarding your concerns</li> </ul>	<p><b>Fill in a Graduated Approach 1 Form.</b> You will find these in the folder – <b>2022 – 2023 &gt; SEND &gt; Forms &gt; Graduated Approach</b> Templates in folder for support.</p> <p><b>Identify the child's primary area of need –</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Numeracy</li> <li>• Communication and language</li> <li>• Speech and understanding</li> <li>• SEMH</li> </ul> <p>Please use resource bank to help support you in specific interventions or support in the classroom. <b>2021 – 2022 &gt; SEND &gt; Resource Bank</b> (Please seek help from Lead Practitioners - LB, NC, JH, KG or CB if unsure)</p> <p><b>Once you have completed the form –</b> Upload to CPOMS – Tag the relevant Lead Practitioner - LB, NC, JH, KG and CB</p> <p><b>How long should I monitor this support for?</b> <b>A 6-week cycle.</b></p> <p>Evidence base must start to be collected.</p> <p><b>What if there is no improvement after 6 weeks?</b></p> <ul style="list-style-type: none"> <li>• Complete the Graduated Approach 1 (upload completed to CPOMS)</li> <li>• Speak to the relevant SENDCO lead relevant to your concerns.</li> </ul>	<p><b>Fill in a Graduated Approach 2 Form.</b> You will find these in the folder – <b>2022 – 2023 &gt; SEND &gt; Forms &gt; Graduated Approach</b> Templates in folder for support.</p> <p><b>The child's primary need has been identified. However, there may be other areas they need support with.</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking and Understanding</li> <li>• Numeracy</li> <li>• SEMH</li> <li>• Communication and language</li> </ul> <p><b>Please see previous step to support with resources.</b> (Please seek help from Lead Practitioners - LB, NC, JH, KG and CB if unsure)</p> <p><b>There may be an outside agency that will offer further support,</b> For Example –</p> <ul style="list-style-type: none"> <li>• SISS</li> <li>• Educational Psychology</li> <li>• SENTAA</li> <li>• SOLAR</li> <li>• Occupational Therapy</li> <li>• Speech and Language Therapy</li> </ul> <p><b>This is depending on the child's primary need.</b> <b>Once you have completed the form</b> Upload to CPOMS – Tag the relevant Lead Practitioner - LB, NC, JH, KG and CB</p> <p><b>How long should I monitor this support for?</b> <b>A 6-week cycle.</b> Evidence base must start to be collected.</p>

		<p><b>What if there is no improvement after 6 weeks?</b></p> <ul style="list-style-type: none"> <li>• Complete the Graduated Approach 2 (upload completed to CPOMS)</li> <li>• Complete a Graduated Approach 3 – Going towards EHCP</li> </ul>
<p><b>What if there has been an improvement?</b> Continue with support. (See flow chart)</p>	<p><b>What if there has been an improvement?</b> Continue with targeted intervention. Re-evaluate (See flow chart)</p>	<p><b>What if there has been an improvement?</b> Continue with specific intervention. (See flow chart)</p>
<p><b>Solihull additional needs strategy - <a href="https://www.solihull.gov.uk">Additional Needs Strategy 2022 to 2025 (solihull.gov.uk)</a></b></p>		

Policy Name: **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

Staff Responsible: Miss C Budd/Mrs K Gallier

Governor Responsible: Mrs R Gathercole

Date for Review: December 2024

Signed Headteacher: Miss N Fowles

Signed Chair of Governors: Mrs M Fitter

Date Approved: Full Governing Board – 26<sup>th</sup> September 2023