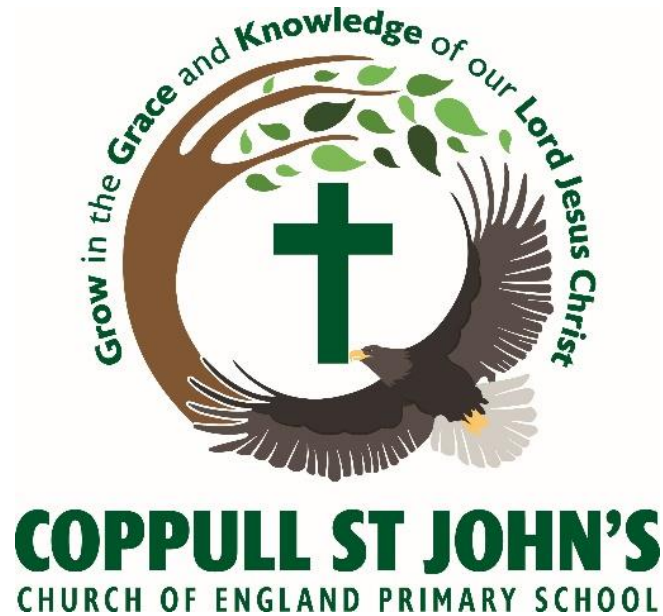


Special Educational Needs & Disabilities (SEND) Policy



'Grow in the Grace and Knowledge of our Lord Jesus Christ'

2 Peter 3 v18

We are a welcoming church school where everyone is valued and encouraged to flourish academically, emotionally and spiritually.

We promote a love of learning where individual talents are nurtured; hopes and aspirations can be achieved.

Where excitement is evident and enrichment opportunities shape our grace and knowledge.

Jesus motivates, inspires and teaches us about living life in all its fullness.

GRACE LOVE SERVICE HOPE WISDOM COMMUNITY

Person Responsible	Mrs. Marston
Review Period	Annually
Date of Review	November 2024
Date of Next Review	November 2025

We at Coppull, St. John's C.E. Primary School are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement. Our mission statement provides for all pupils and staff a caring, loving and happy environment where everyone is valued as a unique individual. We aim to promote a love of learning, individual responsibility and a respect of others in a family atmosphere.

Christian values provide the key to the school ethos and the spiritual development of all in the school community, nurturing and understanding of the Christian faith. We seek to create a partnership between home, parish and school, as together we lay the foundations which will prepare our pupils for entry into the wider community. Our core Christian values are: - Love; Hope; Grace; Service; Wisdom; Community.

The Special Educational Needs Policy

1. Introduction

1.1 This policy was reviewed and updated in line with the revised Code of Practice (September 2015) and Part 3 of the Children and Families Act 2014 and associated regulations

1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. At Coppull St John's, we aim to provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. Some students will need something additional to and different from what is provided for the majority of students; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it. This is to ensure all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

1.3 The staff and governors of the school will also work to ensure that all SEND students reach their full potential; they are fully included within the school community and are able to make successful transfers between educational establishments. To support transition, the school will share information with the school or other setting the child or young person is moving to. School will agree with parents and pupils the information to be shared as part of this planning process.

1.4 This policy aims to support all members of staff, governors and parents/carers in providing positive whole school approaches towards the learning, progress and achievement of SEND students. With this as an underlying principle, we believe that:

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.

1.4 No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

1.5 This policy should be read in conjunction with the following school policies and documents: - Anti-Bullying Policy, Accessibility Plan, safeguarding policy, Medicines policy, Local Offer for SEND, Flow chart for Identification of SEND at Coppull St John's and the Single Equality Policy.

Definition of Special Educational Needs (SEND) as taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;

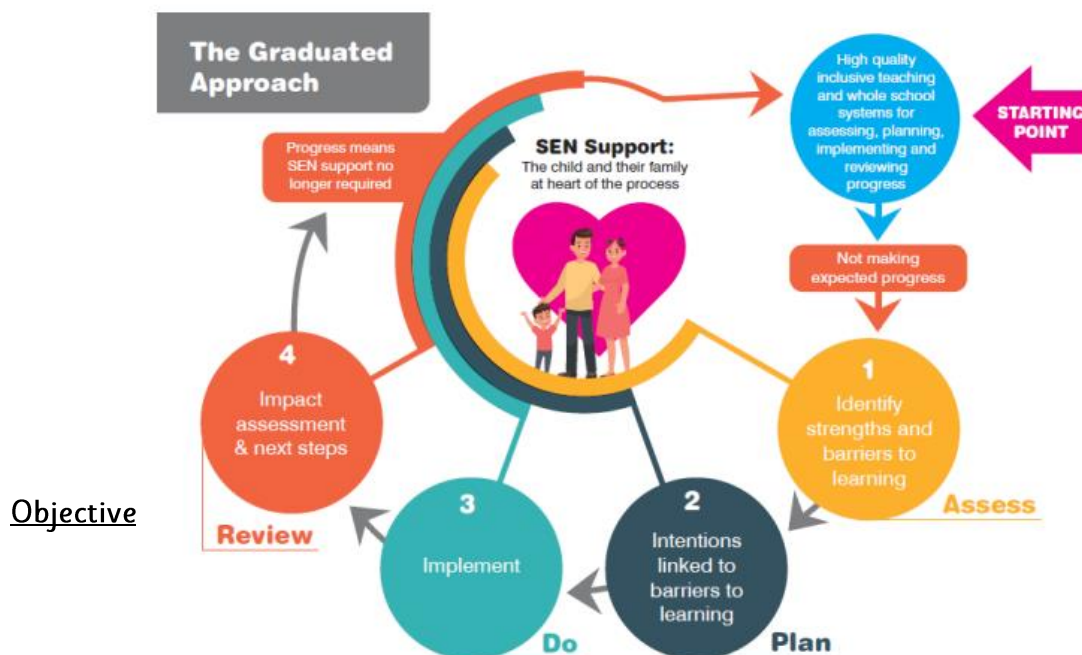
(a) have a significantly greater difficulty in learning than the majority of others of the same age, or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

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

The Code of Practice (January 2015) states that a child or young person's (CYP) special educational needs can be met at either SEN Support or through an Education and Health Care Plan (EHCP). The majority of CYP with special needs can be met at SEN Support. They will not require an EHCP as educational settings, professionals and parents/carers can access all the support they need from services identified within the Local Offer. ([Special educational needs and disabilities - local offer - Lancashire County Council](#)) They may also access support from other services, such as the County Council, health services, voluntary organisations, groups and charities. SEN Support is part of a 'step by step' approach in meeting needs using the assess – plan – do – review cycle. This cycle is known as the 'graduated approach'.



- To welcome pupils with SEND and meet their needs in a positive manner so they achieve their best.
- To identify and assess children with SEND as early as possible by gathering information from parents and other agencies.
- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To identify and address pupils' needs through the graduated approach and the four-part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- That where possible pupils participate and are involved in the process of information gathering and reviewing progress.
- To ensure funding is allocated to provide high quality provision for those with identified SEND.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the equality act 2010.
- To ensure that support agencies are used effectively.
- To encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEND can achieve their best.
- To ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.

Arrangements for Full Access to a Broad and Balanced Curriculum

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum. (Code of Practice 2014)

All children are entitled to full and equitable access to the National Curriculum through high-quality teaching, scaffolding and implementing advice from outside agencies. Coppull St John's sets out to ensure that:

- The pupil is at the heart of the school
- To build a strong relationship between school and home by having regular meetings
- To know the child's strengths, areas of concerns, ambitions and ways to help the child succeed.

- All efforts are made to overcome individual pupils' barriers to learning
- All classrooms have well planned activities with clear learning intentions, scaffolded learning to enable all pupils to make progress. When required, a personalised curriculum plan.
- Quality First Teaching techniques are being used effectively
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task
- A range of teaching styles are used including auditory, visual and kinaesthetic
- The successes and achievements of all pupils are celebrated through the school's reward system
- All pupils have full participation in the life of the school including experience days, school trips, after school clubs, taking part in competitions and to know their contributions are valued.
- A range of different organisational settings are planned to provide class, group, paired and individual work.
- Short burst interventions to minimise the amount of time taken away from curriculum.
- Interventions are specific, relating to professional advice
- Staff receive up to date Continuous Professional Development
- Gather assessment data to track progress
- The use of technologies i.e., computer, iPad, microphones or keyboards to help support communication, teaching and learning for pupils with Special Educational Needs or Difficulties.

Identifying Needs at Coppull St John's.

Coppull St John's have four registers:

- 1) S.E.N.D
- 2) Additional Needs
- 3) Health
- 4) English as an Additional Language

Please look at the Local offer on the school's web site for more detailed information; also, the Flow chart for identification and the SEND Information Report.

The broad areas of SEND are:

1. Cognition and Learning
 - Moderate Learning Difficulty (MLD)
 - Severe Learning Difficulty (SLD)
 - Profound and Multiple Learning Difficulty (PMLD)
 - Specific Learning Difficulty (SpLD)
2. Social, Emotional and Mental Health
 - Anxiety
 - Eating disorders

- Attention deficit disorder
 - Attention deficit hyperactive disorder
 - Attachment disorder.
3. Communication and Interaction
- Social Language and Communication Needs (SLCN)
 - Autistic Spectrum Condition (ASC)
 - Asperger's Syndrome
4. Sensory and/ or Physical Impairment
- Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment (MSI)
 - Physical Disability (PD)

The SEND Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age.

Assessing Needs

If a child does not make adequate progress compared to peers, their starting point or previous attainment this would raise concerns that they had learning difficulties.

Coppull St John's aims to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments. The assessment process includes the child's learning characteristics, the learning environment, the tasks set and the teaching style. We may look at a child's emotional needs, social skills and behaviour in different situations. There are whole class formal assessments every term and individual assessments if requested by the class teacher.

Each term following formal assessments, tracking progress meetings are held to review the progress of every child in the school. Data is analysed and tracking meetings are held that includes each class teacher, the SENCO and the Headteacher.

Parents are consulted to gain their insight into their child's progress. If after consultation with parents/carers it is decided that a child has underlying needs and meets the SEND criteria, then he/she will be put on the SEND register and an Individual Education Plan (IEP) will be written to identify how the needs are to be addressed and outcomes identified. Outside agencies will be involved and this advice will collate with the IEP.

If it is decided to monitor the child, then the child will be placed on the Additional Needs register.

If a teacher has a concern about a child, they will follow the Graduated Response by:

- a) Discuss their concern informally with the SENCO who will offer advice and follow the Graduated Response and ensure Quality First Teaching (QFT) and scaffolding is effectively in place. The Class teacher will initiate discussions with the parents/carers.

- b) If the class teacher is still concerned, they will complete an initial concern sheet which gathers key information of the child's strengths and needs and assessment data for example Reading Age. An observation will take place and named interventions will focus on main area of concerns. Progress is measured through start and end data.
- c) The SENCO together with the class teacher will, after considering all the evidence and referring to the SEND Register Criteria list, will decide whether the child should be placed on the SEND register or Additional Needs register.
- d) If the child is placed on the SEND register, parents will be informed.
- e) The class teacher and SENCO will devise an IEP for the child which will be reviewed termly, the teaching assistant will be informed and involved in the planning and reviewing of the IEP. External agencies will be sought.
- f) IEP targets are based from internal and external reports for example: Wellcomm assessments, Dyslexia and Dyscalculia screeners, Specialist Teacher's advice, Speech and Language Therapist (SALT) Educational Psychologist, Physiotherapy, Occupational Therapy, Visually Impaired & CAMHS.
- g) PIVATS to be used to track data pupils who show small steps of progress
- h) If the child is not progressing at the expected rate even with all the specialist support, the class teacher and SENCO will discuss with parents/carers the process of an Educational Health Care Plan.

When children are first admitted to the school:

- a) Admissions form has a section to identify child's particular need.
- b) Initial parent meeting invites parents to meet with the SENCO to discuss concerns.
- c) Liaison with nursery feeder.
- d) Paperwork received transferred to school records.
- e) Class teacher, SENCO and parent met together to discuss child's needs.
- f) Consult external agencies, (case worker) who may have been involved or are able to give advice.

Assess, Plan, Do and Review

Assess

In identifying a child as needing SEND support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject 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 and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types

of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEND support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information should be readily available and discussed with the pupil's parents.

Do

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should 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 should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. IEPs will be reviewed regularly

and parents will be invited to reviews. If they are unable to attend then a copy of the new IEP will be sent home and the parent's views will be welcomed.

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.

- If the child is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs and be removed from the SEND register.
- If a pupil fails to make adequate progress despite the additional support which the school gives over the period of 3 (termly) IEPs at school action then outside advice will be sought on how to address the child's needs more effectively.

Education and Health Care Plan

Requesting an Education, Health and Care needs assessment

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. This would be discussed at a review meeting with parents and possible outside professionals. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

A CYP with co-occurring and complex special needs requires specific and detailed outcomes to be identified within an Education and Health Care Plan (EHCP.) A request for an Education Health Care Needs assessment can be made by anyone who thinks an assessment may be necessary for a CYP including doctors, health visitors, teachers, parents and family friends. If the Local Authority decide to carry out the assessment, they will request any reports and assessments from a range of professionals, including school. The Local Authority have 16 weeks to decide and inform parents/carers and educational setting as to whether an EHCP is going to be made for the child or young person. If yes, the EHCP is produced by the Local Authority and is recognised as a legally binding document that describes their special educational needs. This means that the support and provision detailed within the plan must be provided by the Local Authority, Health Service, Social Care Service and educational setting.

Involving parents and pupils in planning and reviewing progress

- School **will** provide an annual report for parents on their child's progress.
- School will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. School will meet parents at least three times each year.

- These discussions will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.
- These discussions will allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.
- The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record should be given to the pupil's parents. The school's management information system will be updated as appropriate.
- The Y2 and Y6 teacher will discuss with parents/carers about modifications needed for SATs assessments for example: extra time, printed on a specific colour, scribe or enlarged font. If the child is working Pre-Key Stage or is working on the Engagement Model, the class teacher will discuss the option for the child to be dis-applied for the SATs papers.

Involving specialists

- 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, the school will consider involving specialists, including those secured by the school itself or from outside agencies.
- Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. School will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents will always be involved in any decision to involve specialists.
- The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.
- Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements will seek to ensure that there are sufficient services to meet the likely need in an area. The Lancashire Local Offer will set out clearly what support is available from different services and how it may be accessed.
- School will work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include schools commissioning specialist services directly. Such specialist services include, but are not limited to:
 - Educational Psychologists
 - Child and Adolescent Mental Health Services (CAMHS)

Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-Sensory impairment, and for those with a physical disability. (Those teaching classes of children with Sensory impairment must hold an appropriate qualification approved by the Secretary of State. Teachers working in an advisory role to support such pupils should also hold the appropriate qualification.)

Therapists (including speech and language therapists, occupational therapists and physiotherapists)

- The SENCO and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Outside Agencies including Health Services

Although there are fewer centrally retained support services in Lancashire than there were in the past there still remains a number of agencies with whom schools need to liaise. This can be time consuming but necessary if the needs of pupils are to be met. Depending on the special educational needs and age of the pupils this will be different for all schools.

- Education – IDSS / EPS / Adviser / Councillor / IEST / Specialist teachers
- Health – nurse, doctor, Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychiatrist
- EWO
- Social services
- Parent Partnership

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 SEND)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Remember that identifying behaviour as a need will no longer be an acceptable way of describing SEND. Any concerns relating to a pupil's behaviour should be described as an underlying response to a need which we as a provider will be able to recognise and identify clearly as we will know the pupil well.

Roles and Responsibilities

- **SEND Governor:** The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Coppull, St. John's this role is undertaken by Mrs L Broxson who will meet regularly with the Mrs. Marston, the SENCO.
- **Class Teacher:** The class teachers offer differentiated learning opportunities within the classroom through appropriate classroom management and organisation and effective teaching materials and teaching styles to individual learning styles. Class teachers meet with parents on regular occasions. The class teacher informs the SENDCO of any concerns that may indicate a pupil has SEND, including concerns raised by parents and carers. They plan for, liaise with and monitor the day-to-day work of support staff working in their classroom and draw up, implement, monitor and review IEPs as necessary.
- **SENCO:** The SENCO is responsible for the day-to-day operation of the SEND policy and works closely with the Headteacher, the Senior Leadership Team and staff. They assist class teachers in the identification and assessment of SEND pupils and coordinate provision, involving Education Support Services when appropriate. The SENCO maintains the SEND register using SIMS and oversees the records for all pupils with SEND. They ensure IEPs are written and organise review meetings in line with the Code of Practice. The SENCO identifies in-service training needs for special needs.
- **Headteacher:** The Headteacher works closely with the SENCO to ensure that the Code of Practice is properly implemented, and the SEND policy is developed and maintained.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher will discuss concerns with the parent.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEND Governor: Mrs Broxson. The Chair of Governors Mrs Gregson will be involved after other avenues to resolve the situation have been exhausted.

Training

- The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head / SENCO.
- The SENCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENDCO will develop his/her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

- All subject co-ordinators will consult the SENDCO about any significant curriculum changes or concerns.
- The Assessment co-ordinator will collate and analyse relevant data and pass information on to the SENCO.
- Other teaching staff will be kept up to date informally by the Head/SENCO and formally at staff meetings and training.
- Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by headteacher at the half termly meetings, external agencies during their timetabled visits to the school.

Admissions

Pupils with special educational needs will be admitted to Coppull St John's in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational.

Access

To ensure access for pupils or parents with disabilities the school has identified areas of need e.g., a disabled toilet and access to and in and around the building and as part of the School's Accessibility Plan these needs have been highlighted. The admission of a child with physical disability has meant the school and LEA need to review the situation. See Accessibility Plan for more details.

Safeguarding

Children with special educational needs and disabilities (SEND) are more likely than other children to be abused or neglected. Sometimes this is because of high care needs, difficulties expressing their concerns or because they do not understand that what is being done to them is abusive.

We must recognise the individual needs of children with SEND and their additional vulnerability to risks such as bullying (including prejudice-based), neglect, sexual abuse,, cyberbullying, exploitation and radicalisation, where on or offline.

Children with SEND are more likely to develop poor mental health because of the impact of their needs on their lives and/or the abuse they may experience.

At Coppull St John's, measures are in place to ensure the effective safeguarding of children with SEND. This includes:

- An inclusive curriculum that is relevant and appropriate to meet the needs of all learners.

- Outstanding quality first social and emotional teaching through our whole school PSHE programme to teach children about how to keep themselves safe.
- Targeted social and emotional intervention programmes to build positive relationships with staff
- Explicit teaching of all social and emotional skills through the PSHE and life skills curriculum
- Use of non-verbal methods of communication to communicate when help is needed
- Worry boxes/jars for children to communicate with staff using their chosen method
- Daily 'check-in' sessions in our two nurture classes for the most vulnerable children
- Working in partnership with parents building close relationships with them to offer bespoke support
- Establish links with external agencies (e.g. Early Help, Changing Futures, Alliance) to enable rapid identification of changes in behaviour and presentation and enable effective early intervention

Spirituality

We believe that spirituality is a key component to well-rounded individuals and therefore is a core thread that runs through our school. All children are loved for being individuals within an inclusive environment. Our children feel cared for, nurtured and respected by each other. Through our vision, all children are taught the importance of loving themselves and each other through the strong values and spirituality promoted throughout school. Children learn to develop resilience in order to shine and make a difference to others through acceptance, patience and self-control.

Resources

The governors will ensure that the needs of pupils are met by employing a SENCO. The Head and SENCO will use the child's EHCP and other professional documents to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils.

SENCO: Mrs L. Marston

Date of next Policy Review: November 2025