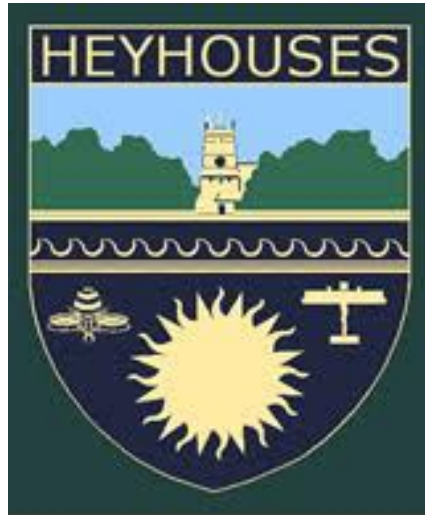


# Heyhouses Endowed Church of England Primary School Special Educational Needs Policy



*"We seek to enable children to reach their full potential educationally, spiritually and socially, so that they may become all that God has created them to be."*

*This statement confirms our commitment to valuing the individuality of all our children. Heyhouses Church of England Primary School is an inclusive school and we aim to provide the highest standards of education within a caring and stimulating environment for all our pupils.*

At Heyhouses Endowed Church of England Primary School we recognise that every child is unique and special.

Within our rich and varied curriculum, every child is given opportunities and support, in a safe, caring and stimulating environment, to ensure they have the chance to reach their full potential. Our dedicated staff including those teaching in the classroom and members of our wider school family are committed to meeting the needs of all the children and strive to break down any barriers that are preventing pupils from making the progress they are capable of.

As a school, we recognise the importance of not only supporting children's academic progress but also developing their behavioural, emotional and social skills to enable them to become confident, independent learners and all that God created them to be. With our mission statement at the heart of everything we do, we will teach, guide and nurture our all our children, whatever their abilities, through the Heyhouses core values of faith, forgiveness, justice, trust, respect, courage, peace, friendship, love and hope.

***This policy has been created by the SENCO Team, in liaison with the staff, Headteacher and Senior leadership team and has the full agreement of the Governing Body.***

### **The school in Context**

Heyhouses is an Endowed Church of England Primary school with capacity for up to 630 pupils from Reception (EYFS) through to Year 6. There are 21 single age classes based in two separate adjacent buildings. Years 1 and 2 are located in the Sir John Alcock building and our reception classes, together with years 3-6, are based in the newly built Westall building. Both sites are closely linked through their playgrounds and despite being developed over a split site there is a strong school family ethos and identity that is clearly recognisable throughout Heyhouses. All pupils have full access to the curriculum. We recognise that many pupils will have special needs at some time during their school life. Sometimes, our pupils need to be supported for a short period of time to help them overcome a particular, transitory difficulty. Other pupils need continuous support throughout their whole time at Heyhouses. In implementing this policy, we believe pupils will be helped to recognise, understand and overcome or manage their difficulties.

### **Management of SEND within School**

At Heyhouses we endeavour to achieve maximum inclusion of all pupils whilst meeting their individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Our governing body has delegated the responsibility for the day-to-day implementation of the policy to the Head Teacher and will work closely with senior leaders to ensure that appropriate provision will be made for all pupils with SEND.

Heyhouses is a large, dynamic school and has a well-developed team of Special Educational Needs Coordinators (SENCOs) with qualified teacher status in place across all three key stages. We also have exceptional pastoral support at Heyhouses led by Mrs Richardson in the Junior Department. Mrs Richardson works with children across all key stages, and she is supported by Mrs Wright and Mrs Bolton in the Infant Department.

All school staff have a responsibility for pupils with SEND in their class and will ensure quality teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND and a positive and sensitive attitude is shown towards all pupils by all adults in school.

### **The Headteacher**

The Headteacher will:

- Work with the SENCO Team 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.
- Work with the SEND team and Senior Leadership Team to identify areas for development in special educational needs and contribute to the school's improvement plan.
- Work closely teaching assistants who play a major role in the support of pupils with SEND. The headteacher will ensure the rationale for the deployment of TAs is pupil centred.

Our Headteacher is Mrs Elizabeth Hodgson

Contact: [head@heyhouses.lancs.sch.uk](mailto:head@heyhouses.lancs.sch.uk)

### **The SENCO**

Our SENCO is responsible for:

- Working with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- 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.

- Providing 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.
- Contributing to the in-service training of staff.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Providing a recognised point of contact for external agencies, especially the local authority and its support services including educational psychology services, health and social services, and voluntary bodies.
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils with SEN up to date.

Our Key Stage SENCO is:

Mrs Lorraine Poole (KS2 Junior Department Years 3-6 and Liaison with KS3 transition)

Contact: [lorraine.poole@heyhouses.lancs.sch.uk](mailto:lorraine.poole@heyhouses.lancs.sch.uk)

The SENCO is supported by Mrs Sue Paine who is currently based in the Junior department and provides admin, resource, assessment and monitoring support for the team.

Contact: [sue.paine@heyhouses.lancs.sch.uk](mailto:sue.paine@heyhouses.lancs.sch.uk)

### **The Governing Body**

Our Chair of Governors is Mr Mike Wiseman

Contact via [mike.wiseman@heyhouses.lancs.sch.uk](mailto:mike.wiseman@heyhouses.lancs.sch.uk)

The Governing body is responsible for:

- Ensuring that a governor with the responsibility for SEND is appointed and that they liaise regularly with the SENCOs and Senior Leadership team.

- Ensuring that the governing body have regard for the Code of Practice when carrying out duties towards all children with SEND.
- Ensuring that the necessary provision within budgetary limitations is made for pupils with SEND.
- Ensure that in cooperation with the Head teacher and SENCO team, they should determine the school's general policy and approach to provision for children with SEND.
- Ensure that the teachers are aware of the importance of identifying and providing for those children with SEND.
- Report annually to parents on the success of the school's policy for pupils with SEND to include information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services.
- Include a current update of SEND at each Governors meeting.
- Ensure SEND provision is being communicated to parents.
- Ensure that pupils with special educational needs are included in the activities of the school and with other children.
- Consult with the LEA and the governing bodies of other schools, when appropriate, in the interests of co-ordinated SEND provision in the area.

### **The SEN Governor**

The governor with responsibility for SEND is Lorna Haddon

Contact: [lcrhaddon@gmail.com](mailto:lcrhaddon@gmail.com)

The SEN Governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this. Ensure updates on SEND, and discussions around provision and progress, take place in the Curriculum Committee.
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school.

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class and the day-to-day responsibility for addressing the needs of their pupils.
- 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.
- Engaging in, and implementing, training relating to SEND and improving outcomes for all pupils.

*Parents can contact their child's class teacher via the main office or through [enquiries@heyhouses.lancs.sch.uk](mailto:enquiries@heyhouses.lancs.sch.uk)*

### **Teaching Assistants (TAs)**

- The contribution by support staff in the day-to-day implementation of the SEND Policy is highly valued and forms a crucial part of the success of the Policy.
- All TAs are expected to deliver quality provision, under the guidance of the Class Teacher and SENCO.
- TAs can be involved in the identification, curriculum differentiation and assessment of pupils with SEND.
- Some TAs are trained to deliver specific interventions.
- TAs are encouraged to discuss issues relating to SEND with the SENCO. Where individual and group training needs are identified of support staff, the SENCO or Head will facilitate training.
- Training to meet the needs of TAs is arranged according to whole school and individual pupil needs.

### **Parents and Carers**

We believe that parents/carers have a fundamental role to play in helping children to learn and develop in all aspects of their life. We regularly inform parents about what and how their children are learning by:

- Holding parents' evenings twice a year (Autumn and Spring) to discuss children's progress.
- Sending an annual report (Summer Term) to parents, which explains the progress made by each child and indicates how the child can develop their learning.

- Annual reviews for children who have an EHCP.
- Updating the year group website areas which have half-termly overviews and useful information for each year group.
- Open Door policy.
- Holding welcome meetings at the start of each school year or transition to a new Key Stage to explain relevant developments in their child's education, the expectations for each year group and to explain to parents how they can support their children with homework.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school and for taking part in activities.
- Inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement.
- To carry out recommendations from specialists where possible. For example, to carry out speech and language programs provided by Speech and Language therapists.
- To support the recommendations in the Learning Plan.

### **The Aims and Objectives of this SEN Policy**

Our School adopts a 'whole school approach' to special educational needs. All staff work together to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes. Our school aims to create a happy, ordered environment where every member of our school family can feel secure, valued and have respect each other. This policy explains how Heyhouses Endowed Church of England Primary School makes provision for pupils with SEND, in line with our school ethos and with current legislative requirements set out in

- [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 \(SEND\) Code of Practice](#) (September 2014)
- [The Equality Act 2010](#)
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy should be read in conjunction with the following school policies and documents:

- Accessibility plan
- Behaviour
- Equality
- Safeguarding and Child Protection
- Medicine
- Anti-Bullying
- Admissions

Heyhouses Church of England Primary School is an inclusive school and we aim to provide the highest standards of education within a caring and stimulating environment for all of our pupils.

Within this supportive environment we aim to:

- Nurture all children to develop into happy, independent learners with mutual respect for each other.
- Ensure that quality first teaching is in place in all areas of school so that all children benefit from excellent teaching every day.
- Provide an accessible broad, balanced and differentiated curriculum.
- Ensure that every child feels valued and able to participate in the life of our school.
- Build on each child's strengths ensuring they achieve their potential in all areas of their development.
- Celebrate the achievements of all children.
- Give all children a voice to involve them in discussing their experiences, successes and targets.
- Meet the needs of every child by adapting provision in so far as it is reasonably practical.
- Communicate effectively with parents and carers so that families are aware of the pupil's progress and how home and school can work together.
- Work effectively with outside agencies when the child's needs cannot be met by school alone.
- Further develop skills and expertise of staff in understanding, and meeting the needs of, children of learning with a range of additional needs.



In order to achieve these aims we will:

- Carefully monitor, assess and track children's progress at regular intervals during the school year.
- Seek to identify the needs of children with SEN or disabilities as early as possible.
- Have high aspirations and expectations for children with SEN and disabilities.
- Work to overcome all barriers to learning by making adaptations or specific provisions in teaching methods, resources or communication methods.

We acknowledge that children make progress at different rates and that they have own preferred styles of learning. Teachers take account of this when they plan lessons and teach. If you have any concerns regarding your child's progress or well-being, then please speak in the first instance to your child's class teacher.

### **Identification**

The 2014 Code of Practice says that: *A person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.* Taken from 2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv

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. At Heyhouses, we are also committed to recognising and identifying our gifted and talented children and where their learning needs are significantly ahead of their peers. staff will work together to ensure the required provision is put in place.

There are four broad areas of need recognised in the SEND Code of Practice:

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

At Heyhouses, we consider the needs of the whole child. We acknowledge that some pupils may have inter-related needs in more than one area.

Some pupils may be struggling to make progress because of other factors which are not categorised as SEN such as: poor attendance and punctuality, poor health, frequently moving schools, having English as an Additional Language (EAL) being in receipt of Pupil Premium or being a Looked After Child.

In accordance with the Code of Practice 2014 the school will not identify behaviour as a Special Educational Need. Any concerns relating to a child or young person's behaviour will be described as a response to an underlying, specific need which we will seek to recognise and identify clearly; for example, a social or emotional difficulty.

### **Early Identification**

At Heyhouses Church of England Primary School we recognise that early identification of a Special Educational Need is essential in order to make any necessary provision to enable a child to reach their potential. We identify children with SEND through:

- Contact with Early Years settings or previous schools. Our SENCO will always visit and work alongside nursery staff when they have identified that a child has additional needs at the start of their school journey. Provision can be put in place early as soon as the child enters our Reception class.
- Liaise with parents.
- Monitoring and tracking the progress of all children by an ongoing process of planning, teaching and assessment.

Children with SEND may be identified at any stage of this process during their school life. Teachers' ongoing observations and assessments will provide information about areas where a child is not making satisfactory progress. These observations may be supported by formal assessments such as Baseline Assessment, Phonics Screening, SATs or the use of PIVATS. In addition to school assessments, we occasionally request additional diagnostic assessment from outside agencies.

### **Whole School Quality First Teaching**

Teachers will consult with the SENCO whenever a child is making less than expected progress. They will consider what else might be done to enhance progress – making improvements or alterations to the learning environment, the tasks, teaching materials and the teaching style should always be considered. Adaptations may include:

- Processing time for responses to questions or contributions to group discussions.
- Extra time for activities (e.g, written work or practical activities).
- Using practical activities, concrete/visual materials to establish concepts and skills.

- Opportunities for revision and overlearning.
- Opportunities for pre-teaching.
- Access to groups where peers are working at similar levels.
- Access to groups where peers can offer good role models for language and communication skills.
- Teaching methods use visual aids, signalling and signing to support language in lessons.
- Clear classroom routines, support by visual cues where appropriate.
- Multi-sensory teaching and learning.
- Strategies to develop and extend listening and attention.
- Flexibility in timetabling.
- Assistive devices which aid access to the curriculum (pencil grips, sloping writing surfaces, laptops or iPads).

Additional support may need to be put in place. Teachers will meet to discuss concerns with parents/carers and the SENCO can also meet with parents at any stage. Progress will continue to be monitored until the next review. If progress doesn't improve, this review may lead to the conclusion that the pupil requires more targeted support that is additional to or different from that which is normally available. This might include:

- Targeted group work for any aspect of cognition and learning
- Support for Specific Learning Difficulties (SPLD), for example dyslexia
- Accelerated reader programmes
- Social skills groups
- Self-esteem programmes
- Pastoral support
- Nurture groups
- Handwriting support

Such types of support would constitute special educational provision and the child would be registered at SEN support. Parents would be consulted as a part of this process.

This early identification and assessment is the first stage in the graduated approach recommended in the SEN Code of Practice 2014.

### **A Graduated Approach to SEN Support**

SEN support arises from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess • Plan • Do • Review.



### **ASSESS:**

The teacher and SENCo will consider all information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from external specialists and may include the use of in school diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will always be sought first. Information may also be gathered to discover what is important to the pupil and how best we can support them.

### **PLAN:**

Pupils and parents will be involved in the planning process as much as possible. The pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term.

Intervention programmes, additional adult support or individual strategies that are additional to those provided as part of the school's usual differentiated curriculum will be put in place. These may include:

- 1:1 tuition
- Using social stories
- Specialist pastoral counselling
- Specialist equipment

The class teacher remains responsible for working with the child daily and for planning and delivering an individualised programme. This support must be delivered alongside high quality first teaching.

Parents and pupils will take away a copy of the Learning Plan for the term. The Learning Plan will include the expected outcomes which promote learning in small achievable steps, actions, strategies and provision to be used. A review date will also be set.

**DO:**

The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW:**

The progress of the pupil will be reviewed at the end of the specified period of intervention. Meetings with pupils and parents happen at least termly. These meetings will also decide whether the child needs to remain as receiving SEN Support. This review will form the basis of further assessment and either the updating of the Learning Plan or a child no longer requiring SEN support. In some cases, a more detailed SEN Support plan may be needed. The • Assess • Plan • Do • Review cycle will continue so long as it is needed. However, if the outcomes for the child are not improving despite SEN Support, then the school may request support strategies from:

- The Speech and Language Therapy Service (SALT)
- Specialist teachers
- Educational Psychologists
- CAMHS
- Behaviour specialists
- Occupational Therapy
- Physiotherapy

The school will work with parents and carers to decide if a statutory assessment from the Local Authority is required, which may lead to an Education, Health and Care Plan.

The school's Local Offer indicates the type of provision we currently offer to pupils with SEN and disability. It is reviewed annually and can be found on our school website: <http://www.heyhouses.lancs.sch.uk/>

**Statutory Assessment of SEN and Education, Health and Care Plans**

If our school is unable to meet the needs of a child from our existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then we may request a statutory assessment from the Local Authority (LA,) which may lead to an Education, Health and Care (EHC) plan. Previously these were called Statements of Special Educational Need. The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place. The

information submitted by the school, or requested by the LA if they agree to carry out a statutory assessment, may include:

- The child's Learning Plans
- Records of reviews with pupils and parents, and their outcomes
- An Early Help Assessment (EHA)
- Medical/ health information eg. from Paediatricians, Speech and Language therapists, Occupational or Physiotherapists, CAMHS
- National Curriculum attainment, and wider learning profile
- Educational and other assessments, e.g. Educational Psychologist
- Views of the parent and the child
- Involvement of outside agencies eg. specialist teachers, Children's Social Care

If the Local Authority (LA) agrees to a statutory assessment, it must assess the education, health and care needs of that child. From this information, it must then be decided whether or not to issue an EHC plan.

Further information can be found on the LA website: [click here](#)

EHC plans bring together a child or young person's education, health and social care needs into a single, legal document. The document sets out what extra support they will get to meet those needs. When a child receives an EHC plan we ensure that the detailed provisions for the child are put in place.

EHC Plans must be reviewed at least annually. Parents have a vital role to play in the development and reviewing of the EHC plan and will be included, informed and supported throughout the process. The SENCO initiates the process of inviting relevant people to the meeting. This should include pupils (where possible), parents/carers, relevant professionals from within school and outside agencies and a representative from the LA. Reports can also be provided from all parties which will inform the review meeting and are particularly important should they not be able to attend.

The review will be child-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now and in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action planning, the setting of new targets and provisions needed

The SENCo will record the outcomes of this review meeting, any amendments needed to the EHC plan and ensure that the information is sent to the LA. Any changes to the Plan will be made by the LA if necessary and the amended plan will be forwarded to parents and school to be agreed. Changes will then be finalised. The EHCP process can be daunting. The EHCP is a legal document and as such must be written, reviewed and distributed within a strict statutory timeline. The LA has a legal duty to provide information within these statutory timelines and school will support parents and carers to navigate the process.

### **Co-production**

Heyhouses CE Primary School is committed to working closely with parents and carers. We have several initiatives to develop closer working relationships in place. Parents can meet regularly with school staff informally and formally by appointment. Concerns and successes are shared. Individual arrangements for additional communication may be put in place e.g. home-school communication books, weekly chats, home-school reward systems. Some parents of SEND children have links with our Pastoral Manager Miss Rebecca Harrington, who is often involved in supporting children's social and emotional needs.

Parents/carers are invited to be involved at every stage of their child's progress, through liaison with the class teacher and SENCo. Parents are encouraged to be involved with target setting for Learning Plans which can be discussed at termly parent interviews/meetings. Some home activities may be provided. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant professionals from outside school, and the pupil themselves if this is appropriate.

Our school website has a SEND area with access to this policy, our Local Offer and our SEN Information Report. It also has a link to services provided by Lancashire County Council: [click here](#) which in turn signposts parents/carers to local support groups, national organisations and other suggested services.

Additional please see the guides booklets in the Inclusion section of our website: [click here](#)

### **Supporting Pupils with Medical Needs**

As a school, we recognise that pupils who attend with medical conditions should be appropriately and properly supported so that they have full access to education. This includes school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan This brings together health and social care needs, as well as



their special educational provision. The SEND Code of Practice (2014) is followed and adhered to.

Where medication needs to be administered during the course of the school day reference can be made to the school's Administration of Medicine policy.

### **Training and Resources**

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher and / or the SENCO. Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role and support teaching staff.

Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Regular contact between class teachers and the SENCO is essential to ensure that needs are being met.

Training for teachers and teaching assistants is provided both within school and through other professional development activities. Training needs are identified through Appraisal reviews, the School Improvement plan and individual pupil needs eg. training for pupils with a specific need such as sign language.

The SENCO will be supported to enhance their knowledge, skills and abilities through courses, attendance at Cluster Meetings or from the support of other professionals. The SENCO will keep abreast of current research and thinking on SEN matters.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff. SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members. External agencies may be invited to take part in, or lead, staff training.

Funding is allocated to SEND provision; this includes the purchase of learning materials and programmes. The school uses funding to provide external professional advice and support for pupils in line with their individual needs.

### **Confidentiality**

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents/carers, the Head or the SENCO, unless the school has Safeguarding concerns.



Confidential information regarding a pupil's SEND is kept in the pupil's electronic or paper SEND file. The SEND File will contain copies of original documents. Class teachers/Teaching Assistants will maintain files which are working documents.

The SEND register, Learning Plans and assessment data are held securely. These records cannot be accessed by the students. In accordance with Children and Families Act (2014) this information is retained for until a child is **25+6 years** (in other words 31 years old).

Relevant information is transferred securely when a child moves to a new school setting.

### **Monitoring arrangements**

This policy and the SEN information report will be reviewed annually, and its success will be evaluated by the Headteacher, SENCO, Senior Leadership team and the Governing Body.

It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

### **Policy Approval and Review**

Approval date: June 2024

Review date: June 2025