



Townhill Infant and Nursery School

Special Educational Needs and Disabilities (SEND) Policy

1. Purpose and Intent

At Townhill Infant School we maintain a focus on individual achievement with the best possible outcomes, within a whole school setting. The ethos of the school celebrates diversity and promotes self-belief. Every teacher is a teacher for every child, including those with SEND. We are committed to providing an inclusive community to meet the needs of each of our pupils by ensuring that children have access to a broad, balanced and relevant curriculum related to their age, abilities and needs. Special Educational Needs provision is defined as education that is “additional to and different from that made generally for others of the same age”.

The Special Educational Needs Coordinator (SENCO) is Mrs Wendy Jones who is responsible for managing and overseeing provision for the children with SEND in our school.

Contact details:

Mrs Wendy Jones 02380474835 w.jones@townhill-inf.net

The SENCO

Wendy Jones is an experienced teacher and Deputy Headteacher.

She works closely with the Head teacher and teachers and is closely involved in the strategic development of the SEND policy and provision by maintaining the SEND Register, developing an Action Plan, managing the Provision Map and adjusting resources according to meet current needs in an inclusive setting. They have responsibility for day-to-day operation of the school's SEND policy and co-ordinate the day-to-day provision for pupils with SEND.

In our school we have high aspirations and expectations for all our children including those children with SEND. We meet the needs of all our children, by using our best endeavours, through an inclusive system, providing flexible and creative responses to individuals. We ensure that all our policies and developments are based on inclusive principles.

The SENCO is responsible for the overall management of teaching assistants within the school and will meet with the TA s regularly to review targets and progress. The SENCO will keep the head teacher and class teachers up to date on all relevant issues. Within our school all children are valued equally, all children are provided with suitable opportunities to develop their maximum potential and all children are entitled to a broad, balanced and relevant curriculum.

The Headteacher (Mrs Beverly Corbin) has overall responsibility for the provision for children with SEND. She will keep the Governing Body fully informed and will work closely with the SENCO. There is a designated governor for SEND who acts as a critical friend and works closely with the Headteacher and SENCO.

2. School ethos to inclusion of SEND pupils

We will act in accordance with the Special Educational Needs and Disabilities Code of Practice 2014, the Equality Act 2010 which provides statutory guidance on duties, policies and procedures relating to Part 3 of The Children and Families Act 2014 and in line with Southampton City Council.

Working together to safeguard children and Keeping Children Safe in Education – 2022

KCSIE is clear that safeguarding is everyone's responsibility and that all staff have a responsibility to provide a safe environment in which all children can learn.

Safeguarding children with SEND

Townhill Infant school recognises that the welfare of **all** children is paramount and that **all** children regardless of ability have equal rights of protection. Townhill Infant School has a duty to do everything it can to provide a safe environment whilst the children are in our care.

We will identify those children with Special Educational Needs by applying the Graduated Approach model of identification, assessment and planning at the earliest possible time. We will also assess and meet the needs of other difficulties or barriers to learning which may impact on progress and attainment. Teaching and learning will be adapted as required. Attendance and Punctuality, Health and Welfare, English as an Additional Language, being in receipt of Pupil Premium grant, being a Child Looked After, or being a child of a Service person may also affect progress or attainment but is not SEND.

The planned curriculum will take account of a wide range of children's individual needs through:

- creating whole school quality first teaching opportunities for building success, confidence and competence
- the assessment of difficulties and the monitoring of the child's progress through observation, assessment, planning and review SEND Policy
- Adaptions in teaching and learning style along with task design
- giving due weight according to their age, maturity and capability
- the appropriate use of resources, including additional adult support and scaffolds
- maintaining high expectations of learning and behaviour in the light of our inclusion policies, taking into account the Behaviour Policy; the Child Protection Policy; the Safeguarding Policy; the Health and Safety Policy;

Quality first teaching is referred to in the SEND Code of Practice as being the first step to responding to learners needs. When considering Quality First Teaching, pedagogy does not exist without

curriculum and vice versa – when pedagogy is disconnected from the curriculum and the subject, then learners might appear ‘engaged’, but may not actually be learning meaningfully. For our most vulnerable learners, careful curriculum choices are essential – a fine balance between ensuring that our learners have access to an ambitious, broad and balanced curriculum as well as ensuring that our learners have sufficient opportunities to build key foundations skills to ensure wider access to a broader curriculum, including opportunities for over-learning and repetition and retrieval of prior knowledge. These curriculum choices must be made against a clear model of progression in each of the disciplines.

We will provide individual or group programmes of work in addition to a wide range of Quality First Teaching. Special Educational Needs provision is considered under these four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

We will act on advice from a range of professionals, many of whom visit our school. For example, the Educational Psychologist, the Teacher Advisory Service, Speech and Language Therapist, the Primary Behaviour Support Team, Southampton Inclusion Partnership and a range of Health Services. We also liaise with other professionals as needed, the governors and local Hamwic cluster groups. Liaison is organised through the SENCO (Special Educational Needs Coordinator) or other members of the school staff. We also attend training, attend support groups and receive support from Hamwic services. Voluntary services are also able to provide advice and support to families and school.

Early Identification

Pupils are identified under the internal school category of Early Identification of SEND if they do not make adequate progress and they are beginning to access a range of adjustments and interventions alongside personalised teaching. We record liaison, intervention strategies and all responses to need which have been put in place. We informally seek advice and liaise with professionals as appropriate. Information is shared with parents and carers at all stages.

Parents

Parents will be kept fully informed of their child’s special needs at all stages and their support actively sought. Parents who have any concerns or complaints should initially contact the class teacher, who will then discuss with the Headteacher or SENCO. Any parent with a query related to SEND are welcome to make an appointment with the Head teacher or the SENDCOs.

We ensure that every teacher is a teacher of children with special educational needs and has the responsibility for devising and implementing individual or group programmes which consider this diversity of ability.

We encourage parents and carers to recognise and fulfil their responsibilities by playing an active and valued role in their child's education, and by providing school with information, advice and support from their knowledge of their own child and from appropriate professionals.

Pupil Voice

'Pupil participation is about developing a culture in schools where all children and young people have a voice and have the opportunity to play an active role in decisions that affect their learning and wellbeing'. The United Nations Convention on the Rights of the Child.

At our school we listen to and act on feedback from all learners, including learners with SEND. To enable trust and relationships between learners and staff. Help is given to staff to personalise learning and support is based on what learners say most helps them learn also to improve learners' engagement and progress. We empower learners by giving them opportunities to use their voice in positive ways. Also to build confidence and self-esteem of the learners. We plan authentic and meaningful opportunities for learners to feel their voice is heard.

3. Leadership and Management of SEND

A range of staff are involved with the development of the school's SEND policy and practice and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. The SENCO will liaise with teachers at staff meetings, with TAs at meetings and training and organise or deliver training. We also receive support through the Educational Psychology Team's Service Level Agreement. All staff have experience and training in the relevant area of need. A skills matrix will be completed by Teaching Assistant's, as part of the performance management structure, to support strengths and training requirements. The SENCO will monitor and evaluate the progress of all children at SEND Support through Pupil Progress meetings and individual reviews. The SENCO will organise and lead Annual Reviews of EHC Plans and will liaise with parents, professionals and school staff. Professional assessment results will be considered along with school assessments. The SENCO will be involved in the review process of relevant policies. The SENCO works closely with the Head teacher in linking the SEND Action Plan to the whole-school strategic plan. They work closely with staff ensuring that they are applying current criteria for identifying pupils with SEND and monitors the effectiveness of how well support staff are deployed in class through observations by the SLT and discussions with year group teams. The SENCO works closely with the SLT to gather a range of data to measure the impact of the provision.

The school provides comprehensive training to all staff both in school and from external providers. Practitioners working with children with Emotional Behavioral Difficulties where physical intervention may be required need up to date training to ensure that the children are protected from harm. Specific training needs are identified from professional advice about individuals or groups of children, staff performance management meetings and regular discussions with the SENCO and SLT.

Practitioners working with children who may require intimate care due to their SEND need receive up to date training to ensure that all reasonable steps are taken to ensure that the children feel safe.

The SENCO and Head teacher discuss training opportunities and inform staff regularly. SLT allocate expertise and experience to support the needs of the children within the year groups. School subscribes to Service Level Agreements to secure the highest level of support from Educational and Health services e.g. Educational Psychology. The SENCO reviews provision and training needs ½ termly through regular updating of the Provision Map. The SENCO attends regular Hamwic SENCO Network meetings to keep up to date with local and national changes. The Head teacher, governors and SENCO discuss the budget, its impact, its uses and impact on children’s outcomes.

- We have a member of the support staff trained as an ELSA (Emotional Literacy Support Assistant) who receives regular supervision and training from the Educational Psychology team
- Specific support staff have experience and expertise in delivering Speech and Language support programmes with support from the Speech and Language Therapy team
- Specific support staff and teachers have attended training on Precision Teaching
- Specific training has been given by Primary Behaviour Support Services
- Educational Psychology provide a range of training to school staff each year to support a wide range of learning
- Advisory teachers train staff and work in school e.g. Visual Impairment and Hearing Impairment
- Advice and strategies are shared from home or previous settings
- A risk analysis may be undertaken
- Training is continually reviewed and planned for whole teams and individual staff to meet changing individual or group needs.

Evaluation / Governor’s accountability of S.E.N.D provision.

The SENCO and SEND Governor will give an annual report on the position of the Special Needs for the current year.

Named Governor – Claire Hooper

4. A Graduated Approach to SEND Support



Graduated Approach to SEND Support:



Special Educational Needs provision is education that is
“additional to or different from that made generally for others of the same age.”
 (Revised draft Special Educational Needs Code of Practice 2014 for 0-25)

Children with Special Educational Needs or Disability (SEND) are identified as those with social, emotional, mental health, physical / sensory or learning difficulties. The Equality Act 2010, defines disability as when a person has a ‘physical or mental impairment which has a substantial and long-term effect on that person’s ability to carry out normal day to day activities.’

Before a child starts at our school, we,

- listen to and gather information from parents

- liaise with pre-schools, schools, Area Inclusion Coordinators, SENCOs, professionals e.g. Educational Psychology or Speech and Language Therapy and county advisory staff

For a child already in our school we,

- monitor the progress and attainment of all children and respond to a child performing below expectations or experiencing barriers to their learning using a graduated response approach
- gather information through liaison with parents and respond to concerns
- carry out specific assessment
- respond to information received from professionals
- signpost parents to a range of support, professionals or services

We monitor the progress of all children in our school through half termly Pupil Progress meetings with the Headteacher and Senior Leadership team and regular year group and teacher assessment. The graduated response process to Identify, Assess, Plan and Review will be applied from there being an initial cause for concern through to a child needing SEND Support and the child would be recorded on the school SEND Register at this stage.

Graduated approach to support		
	Provision required	Support and provision
1	Universal provision	<ul style="list-style-type: none"> High quality inclusive teaching Personalised learning targets Carefully planned differentiation Assessment for learning
2	Early intervention support (Not on SEN Register)	In addition to Stage 1: <ul style="list-style-type: none"> Support within class through small groups and individual support (e.g. peel away, workshops)
3	Targeted, additional support (Not on SEN Register)	In addition to Stages 1 - 2: <ul style="list-style-type: none"> Additional group or individual programmes Evidence based interventions Concern Sheet completed
4	Targeted, intensive additional support (SEN register)	In addition to Stages 1 – 3: <ul style="list-style-type: none"> Multi-professional support Individual Education Plan Identified on school provision map Consider request for a Statutory Assessment
5	Provision over and above that which would be expected at universal and targeted support levels because pupil’s needs are exceptional, severe, complex and long term. (SEN register – EHCP or application)	In addition to Stages 1 – 4: <ul style="list-style-type: none"> Education, Health and Care Plan (EHCP) reviewed annually Multi-professional support Individual Education Plan Identified on school provision map

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adjustments and interventions alongside personalised teaching. We record liaison, intervention strategies and all responses to need which have been put in place. We informally seek advice and liaise with professionals as appropriate. Information is shared with parents and carers at all stages.

SEND Support

The class teacher will remain responsible for working with the child daily and for planning the individualised or group programme. Children in the SEND Support category will have the agreed targets and outcomes recorded on an individual education plan (IEP). This plan is reviewed at least termly by the class teacher, support staff, the SENCO and the parents. The SENCO will liaise with the class teacher to plan future school interventions for the child, monitor the rate of progress and review the action. The SENCO and class teacher, in consultation with parents, will ask for help from external services and will be provided with advice, assessment and support as needed.

We ensure that all children in our school have their needs met in the first instance through Quality First Teaching. In addition, we deliver a range of intervention programmes, individually or in groups, according to the child's level and area of need. Additional resources and Learning Support Assistant time is allocated from the school and SEND budget and further funding from county may be sought for more complex needs. This is through the EHCP application.

We offer a wide range of support and are continually updating staff knowledge to meet new needs. Support may be delivered by Teachers, Learning Support Assistants, Special Needs Assistants or visiting professionals who model and train our staff.

Support can include,

- Speech and Language Therapy Programmes
- Gross and Fine Motor Skill activities or individual Occupational Therapy Programmes
- Specific Learning Difficulty programmes
- Precision Teaching to support a wide range of learning needs
- Maths Support Programmes
- Attention Autism programme
- Emotional Literacy Support – ELSA or individual behaviour management strategies
- Individual adaptations to meet a child's specific needs
- Resource Provision.

EHCP

Where a child requires additional support that goes beyond what a school, can typically deliver from their own budgets or staffing then they may need an Education Health and Care Plan (EHCP) – An EHC plan is a legally binding document outlining a child's special educational, health, and social care needs. The document must list all of the child's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified. The plan names the school/setting which is to provide the provision and the plan is legally enforceable ultimately through Judicial Review.

Annual Reviews

An EHCP, requires a review at least every 12 months. Parents are asked to attend the review as it is an opportunity to voice concerns, propose amendments, or ask questions. The annual review can be called early in some cases, and this can be requested by the parent, the school or the LA (Local Authority). Its purpose is to check that the EHC Plan remains relevant.

The meeting will be scheduled by us as the school, and all professionals and parents will agree a date that is suitable. The LA may also attend the review meeting but not always. The SENCO will usually host the meeting and invite everyone who is involved in the EHCP that supports the specific child. All advice, information and reports for the review meeting must be circulated to all parties at least two weeks before for the actual meeting.

Based on the information provided at the annual review meeting and the reports prepared ahead of the meeting, we will compile a report and file the paperwork with the Local Authority. Everyone who was at the annual review meeting will receive a copy. The school must submit the paperwork to the LA within 10 working days.

The annual review EHCP report should contain information about:

- The child’s progress
- Suggested changes in the EHCP provision or about the child’s needs
- Views and recommendations
- Any reports submitted before the annual review
- Changes to goals and outcomes

Exiting the SEND Register

Where children make good progress, increase their attainment and then no longer meet the SEND criteria, support will be gradually reduced until good quality first teaching, with appropriate adaptations to teaching, will ensure further progress and attainment. Parents will continue to be fully involved through informal and formal liaison and the child’s progress and attainment will be monitored. Year group and class support will be available as needed alongside Quality First Teaching.

5. Interventions

Interventions used by teachers as part of High-Quality Teaching	Interventions run individually or in small group – Planned, Targeted and Tracked	In-school or Outside agency interventions	Alternative Interventions Identified through EHCP
Phonics Numberblocks Nessie Accessible concrete resources Sensory breaks/activities TEECH activities	ELSA Phonics Reading Skill Cards Gross Motor Fine motor Bucket therapy Social skills Narrative group SALT	Nurture Group Outreach services Alternative provision i.e. Virtual school for e.g. Forest School. MHST SALT OT SIP	Alternative provision Therapeutic interventions Heath Care provisions CAMHS Autism Pathway

6. Assessment of SEND pupils

We ensure secure systems for SEND record keeping and manage our documents in line with school and Hamwic policies. We meet the requirements of the Data Protection Act 1998. We have a clear and explicit Code of Conduct policy in school which covers confidentiality. The policy applies to all staff employed at the school, to all visitors, parents, students and staff from external agencies. School staff are clear that when there is a Child Protection or Safeguarding concern, we are under a duty to inform one of the Designating Safeguarding Leads in school who may have to pass on information and involve other agencies. We have a trained Emotional Literacy Support Assistant in school with whom children may share concerns, there are also staff trained in supporting children who have experienced trauma.

Using the graduated approach to identify SEND

When a learner is making less than expected progress – academically or socially – our first response is to employ quality first teaching strategies targeting the learner’s area of development. As a part of the graduated approach, teachers speak with the learner and liaise directly with key adults. If a learner is continuing to make less than expected progress, despite consistent provision that supports the identified area(s) of development, the class teacher and the SENCO will work together to review the learner’s progress and explore additional support and/or guidance that may be needed to support them. The SENCO will support further assessment of a learner’s particular strengths and area of development, and as part of this process the SENCO may need to complete additional observations and/or assessments to better understand a learner’s needs. The SENCO can also support the class teacher develop additional provision to meet a learner’s individual needs and provide guidance on the effective implementation of provision. In some cases, the SENCO may determine there is also a need to seek specialist input and support, in agreement with the learner’s parents or carers.

Before seeking advice from the SENCO, teachers check that they have:

- Observed the learner and noted any patterns or triggers
- Know the learner’s strengths, interests, and difficulties
- Spoken with the learner’s family
- Spoken with the learner
- Put adjustments and/or additional support in place, and recorded the impact
- Trialled incremental changes
- Reviewed the learner’s progress
- Adopted a test and learn approach



For learners with a special educational need or disability, schools need to take action to remove barriers to learning and provide effective provision that supports their access to and progress in the curriculum.

Townhill Infant School's SEND register is not fixed. There will be times when some learners may no longer need additional support, because their needs are being effectively met through quality first teaching. There will also be times when a learner on SEND Support will need provision in addition to what our school ordinarily has on offer. The SENCO, together with class teacher and the family may determine additional specialist support is needed, and/or the need for an Education, Health and Care Assessment to take place. If at any time you have questions or concerns about the progress of a learner on SEND Support, you should contact the SENCO directly.

On entry to school children are assessed to give a baseline. This baseline, followed by school in Year R is set by the government. However, within Townhill Infant School, we also do our own baseline which focuses on Personal Social and Emotional Development, Communication and Language, Physical Development, Literacy and Maths.

As a school if concerns are highlighted through ongoing teacher assessments regarding writing, reading and Phonics then children can be assessed using NESSIE which is a Dyslexia screening program. This will highlight if children are at a level of risk from Dyslexia so that interventions can be swiftly put into place to offer support.

Children are currently assessed following National Curriculum Assessments. Teachers are offered moderation training and routinely moderated by Southampton City Council. Hamwic schools are regularly offered subject moderations and training.

Children who are identified as SEND, have an individual SEND tracker with sequential targets to show progress. These include Development Matters statements, Pre-Key stage band statements and Early learning goals. Children are individually assessed against these targets regularly. Children with an EHCP have their own target tracker so that their EHCP broader targets are broken down into incremental steps. This is in addition to their SEND tracker.

Each SEND child has their own profile page as part of their individual SEND file.

Children are tracked following individual subject assessments, guided reading assessments and ongoing teacher assessments. When required interventions are put in place to support these children to make further progress.

Advice from outside agencies is called upon, as required e.g. Educational Psychologist to support target setting and effective strategies to put in place.

Within Townhill Infant School assessment is seen as a continuous process which aids the identification of strengths and areas for development and provides a profile of the whole child.

7. Supporting Pupils with Medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be physical and where this is the case the school will comply with its duties under the Equality Act 2010. School leaders will consult with health and social care professionals, the parents and the child (at an age-appropriate level) to ensure the medical conditions are effectively supported. In school children with medical conditions have an Individual Health Care Plan describing their condition, daily care, medication and action taken in an emergency. School Nurses liaise with school and the child's parents. Some children with medical conditions may also have SEND and may have an Education, Health and Care Plan which brings together health and social care needs as well as their special education provision.

To create a conducive environment, it is crucial that reasonable adjustments are put in place discreetly and professionally, without drawing unnecessary attention to the learning. As a school we ensure that all teachers provide an inclusive environment, so all learners are resilient and are supported in their learning no matter the medical condition or disability.

8. Admissions and transitions for SEND pupils

The school follows Southampton City Education Authority Guidelines for admission into school. The school gathers information about a child with SEND from parents, from previous pre-schools and schools, and it liaises with relevant professionals.

We have an extensive starters programme for children joining the school in Year R which includes

- Parent information talks/ open afternoons
- Taster sessions for parents and their children in school
- School staff liaising, visiting and gathering information from pre-school, nursery or childminder settings
- Pre-school visits to school
- Transition afternoons
- Opportunities to attend for lunchtime.
- Stay and Play sessions
- Home visits by school staff.
- Transition stories

When children change schools, the school will ensure that all SEND documents and information are transferred to the receiving school and we will plan to liaise with future staff. Transition arrangements will be made to assist the child as appropriate through visits and social stories. Other professional agencies may provide support and we will coordinate and liaise with parents and the school. We will apply the same process when children join our school.

This unified approach to transitions across educational settings ensures a consistent experience over time for learners. This will significantly improve educational achievement and social and emotional development.

At the end of each year teachers review the targets and pass on relevant SEND information to the child's next teacher. Transitional programs are arranged for children for which ever Key stage 2 setting, children will be moving to. Social stories can be written to help children 'get to know' their new setting and what to expect alongside additional transition visits. Transition meetings involving other agencies e.g. other schools are held when appropriate for e.g. Summer 2 term or earlier for mid-year transitions. Also refer to school Admissions Policy.

- If a child has significant needs, then a transition meeting, an Annual Review of an Education, Health and Care Plan (EHCP) meeting will take place or between the two settings to which parents and professional are invited
- An individual Social Story might be put in place to help them become familiar with new staff and the new environment

9. Accessibility

The school has undergone a rigorous risk assessment by the appropriate body, which has deemed that the school cannot be DDA compliant due to the structure and nature of the building. However, where possible accessibility has been given to those children and parents who have visual impairment. The school will always try to accommodate, in the short term, those parents with disability to ensure they can access the building for special events. We have accessibility access to our school with sloping ramps to doors if needed. Additional equipment can be added around the school as needed e.g. lower handrails, yellow strips on the edge of steps for those with visual impairment.

10. School trips, School clubs and Extra Curricular Activities

All children are included in all areas of the curriculum with reasonable adjustments being made as appropriate. In consultation with parents and professionals we include children in school trips and other out of school activities with the appropriate level of support.

A risk assessment is made prior to off-site activities to consider health and safety concerns and if the activity was considered too great a risk, another opportunity would be offered where possible. Parents would be always included in these decisions.

11. Local Offers

Townhill Infant School SEND Information Report 2025/26 to access this document please see school website.

Southampton Special Educational Needs and Disability (SEND) 'Local Offer'.

Has been co-produced with parents, professionals and young people and is under continuous development. It is a single place for you to find up to date Information about Services and Support for children and young people with Special Educational Needs and disability aged 0-25.

All these services, settings and activities make up Southampton's 'SEND Local Offer'.

It is their vision for this site to be a truly meaningful information tool for parents and their children and young people with SEND. The Local Offer is a hub of information about the services and support available in Southampton for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). This website also provides information about activities and events for children with SEND in the Southampton area and wider afield.

12. Support for families

We feel it is important to establish a positive relationship with the family and not just sharing concerns. It is important to listen and engage with contributions of families and for school to be open, honest and transparent with them.

If support is needed for an individual child within a wider family context, we can work with parents and ask for support and advice from a range of professionals from Health, Social Care and Education services. For example, outreach services, continence clinic, EP, CAMHS, MHST, OT and virtual school. We also support parents to access SENDIASS which is service for parents to support them in navigating the Specialist Needs services and gain advice.

When there is a need for children to access external examination arrangements differently from their peers, school will make an application and seek advice from the local authority.

We can offer parents the support of a Family Support Worker that is based in school on a Friday. Individual meetings are offered regularly with parents and SENCO as well as co-production meetings with Senior Leaders and SENCOs where needed.

13. Monitoring arrangements

This policy is reviewed by the SENCO and the Governing Body every year.

A named SEND governor meets regularly with the SENCO to challenge practice and to keep update with latest developments in SEND.

The Governing Body will in co-operation with the Head teacher, determine the school's general policy and provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's approach to SEND. A specific person is appointed, to take an interest in and closely monitor the school's work on behalf of children with SEND. The SENCO will liaise at least termly with the appointed governor to review this provision. Any significant changes or developments to SEND policy and practices to parents as appropriate 'The Governing body' will also evaluate the effectiveness of the school's SEND provision through whole school performance data, governor liaison with staff, reviewing the Action Plan and through the Head teacher's report.

14. Dealing with Complaints

If there is cause for concern or complaint regarding the child's SEND provision the parent or carer is encouraged in the first place to approach the child's teacher in liaison with the SENCO or Head teacher. The named school governor for SEND can also be contacted via the school office.

If these concerns are not resolved, then the complaint should be managed in accordance with the Complaints Procedure Policy. Any complaints relating to Special Needs will be dealt with in accordance with the school's general policies concerning complaints.

Glossary of Terms SEND Special Educational Needs and Disabilities

SENCO - Special Educational Needs Coordinator

EP - Educational Psychologist

EHCP – Education Health Care Plan

LSA - Learning Support Assistant

TA- Teaching Assistant

OT - Occupational Therapy

PT - Physiotherapy Therapy

SALT - Speech and Language Therapy

SLT - Senior Leadership team

ELSA - Emotional Literacy Support Assistant

SENDIASS – Special Educational Needs & Disability Information, Advice & Support Service

SIP – School Inclusion Partnership

Date of policy – September 2025

To be reviewed – September 2026