



KIRK HALLAM
COMMUNITY ACADEMY

**Kirk Hallam
Community Academy**

**Special Educational Needs and
Disabilities Information Report**

2023

Review date September 2024

At Kirk Hallam, we have high standards of ourselves and each other. We are a truly ambitious and aspirational learning community.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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 educational 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 special educational provision was not made for them. 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 government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March 2014, came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

The Derbyshire SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

Further information on the Derbyshire Local Offer can be accessed here: <https://www.localoffer.derbyshire.gov.uk/home.aspx>

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Mission statement

Kirk Hallam Community Academy is an inclusive and open learning community characterised by the highest standards of achievement, opportunity and aspiration for all. We are committed to providing a supportive, happy and safe environment for students at the Academy which is at the heart of the community. Our students, staff, governors and community are dedicated to working together to inspire individuals to develop the skills, confidence and initiative to play active and positive roles for their future. We are committed to the raising of standards through the improvement of teaching and learning, to providing opportunities and support for the personal and professional development of all of our staff and to developing management and leadership skills in all staff. We recognise and embrace that good quality teaching for all children and young people and at every stage in a young person's journey through early education, school and further education and training is vital to unlocking their potential. (CoP 2014 1.24)

Whilst many factors contribute to the range of difficulties experienced by some children and young people, we believe that much can be done to overcome them by close cooperation between all the services that support children and young people and their families through the joint planning and commissioning of services. This policy is a statement of the aims, objectives, principles and strategies for supporting children with Special Educational Needs and Disabilities in our school. All procedures for identifying Special Educational Needs follow the New Code of Practice (2014).

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

1. Aims and objectives

Aims:

We aim to provide every child and young person with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims are:

- For children and young people to be at the heart of our systems where they are treated as individuals and their views and opinions are considered.
- To create an environment to enable each young person to develop their full potential.
- To provide a broad and balanced curriculum for all children and young people according to their needs.
- To set high expectation for all children/young people, including those who experience special educational needs and disabilities.
- To provide and deliver high quality teaching and learning experiences for all children and young people.

Objectives:

- **Identify the needs of students with SEND as early as possible.** Schools will gather information from parents/carers, education, health and care services and feeder schools prior to the student's entry into the school.
- **Monitor the progress of all students in order to aid the identification of students with SEND.** Continuous monitoring of those students with SEND by the Senior Leadership Team (SLT), SEND and Inclusion Teams, class teachers and support staff which will help to ensure that each young person is able to reach their full potential through aspirational target setting and high expectations.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and all subject leaders and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.

- **Work with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and providing information up to three times yearly on the provisions for students within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with the student to ensure they are included in relevant decisions related to their learning experience.** Students are encouraged to regularly evaluate their work in lessons; attend support plan reviews; attend EHCP annual reviews where relevant; contribute to target setting and reviewing and reflecting on their learning and achievements.
- **Work with and in support of outside agencies** when the students' needs cannot be met by the school alone.
- **Create a school environment where students feel safe to voice their opinions of their own needs.** This means providing regular opportunities for discussions between students and their teachers, support staff or SEND/Children's Services Team because student participation is a right. This will be reflected in decision making but also encouraged through wider opportunities for participation in school life as a whole e.g. Assessment for Learning (AFL), student councils, student questionnaires, team feedback, target setting and reviews i.e. EHC, Pupil Progress meetings and Multi Agency Meetings (MAM).

2. Responsibility for the coordination of SEND provision

All teachers and support staff in school are responsible for the identification, teaching, target setting and assessment of children and young people with special educational needs and disabilities and are trained and supported in doing so.

The responsibility for the coordination of SEND provision in our school is that of the Special Educational Needs Co-ordinator (SENCo), Mandy Weatherall.

Key responsibilities of this role include:

- Working closely with the Governing Body and Senior Leadership Team to determine the strategic development of the policy.
- Overseeing the day-to-day operation of the policy.
- Together with the class/subject teacher (using school systems), co-ordinating the provision for students with SEND.
- With the Head Teacher, maintain an over-view of the budget available for special educational needs and the deployment and quality of resources.
- Preparation of applications for additional funding and documentation for Education and Health Care Plans and other required support services.
- Liaising with and giving advice to others.
- Managing a range of resources, including Teaching Assistants to enable appropriate provision is made.
- Overseeing and ensuring access to students' records.
- Liaising with parents/carers.
- Contributing to CPD and training.
- Liaising with external agencies such as Local Authority support services, Health and Children's Social Care and voluntary bodies.
- Ensuring with the Head Teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- The SENCo plays a key part in planning for children and young people with SEND transferring between schools and phases of their education including entry to a school or a provider for further education. Early planning is essential. The SENCo will need to liaise with those responsible for admissions, curriculum and support for children and young people with SEND.

3. Arrangements for coordinating SEND provision

The SENCo will hold details of all SEND Support records such as Provision Maps, Student Support Plans, planning and review meeting documentation, statutory EHCP documentation, correspondence from other agencies or services such as Health and target setting and achievement data for individual children and young people.

All staff at Kirk Hallam Community Academy can access:

- the SEND Policy and any additional documentation provided by the individual schools to support this policy such the SEND Information Report.
- A copy of the full SEND Register used for tracking this cohort.
- Guidance on identification in the Code of Practice (SEND Support and students with Education, Health and Care Plans).
- Information on individual students' special educational needs via documentation such as Student Support Plans or similar alternatives.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on current legislation and SEND provision.
- Information available through Derbyshire's SEND Local Offer. <https://www.localoffer.derbyshire.gov.uk/home.aspx> This information is made accessible to all staff and parents/carers in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students.

4. Admission arrangements

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children and young people with any level of SEND; those with Education, Health and Care Plans and those without.



Our Governing Body believe that the admissions criteria should not discriminate against children and young people with SEND and have due regard for the practice advocated in the Code of Practice. Wherever possible, we will endeavour to ensure that arrangements are in place to meet children and young peoples' needs and not refuse to admit a child or young person to school simply because they have special educational needs.

Effective and robust transition plans, which consider the many transitions within school life such as year to year transition, transition to secondary schools, securing Post 16 placements and preparing for adulthood are in place. We liaise closely with our feeder primary schools; all students are invited to taster and induction days to encourage a smooth integration. For students who need more support we offer a bespoke transition programme aimed at positive integration.

All students receive advice on careers and are encouraged to explore post 16 courses, attend careers events and visit post 16 providers. If additional support is needed this will be put in place. We work closely with the SEND officers to ensure all relevant 'Preparing for Adulthood' work is completed for students with EHCP's.

5. Specialist SEND provision

Kirk Hallam Community Academy makes specialist provision for students with special educational needs and disabilities, being committed to whole school inclusion. The numbers of children and young people in our school varies and changes regularly, as do the numbers of staff specialising in SEN provision and support.

6. Facilities for students with SEND

The school site is accessible for children and young people with special educational needs and disabilities. Please see the Accessibility Plan for further detail. Any additional facilities that a child or young person may require are carefully considered, with an effort made to ensure that facilities can meet needs as effectively as possible. Our school is a safe and largely accessible building and we do our best to making it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff.

7. Allocation of resources for students with SEND

All students with SEND will have access to school Place funding from Element 1 and 2 of a school's budget which notionally equates to £6,000. Some students with SEND may access additional funding. For those with the most complex needs, additional inclusion pathway funding is retained by the local authority, which is accessed through the SEND Team in the Local Authority. Where appropriate to need, the SENCo will refer individual applications to the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Further relevant sources of funding and resources may also be obtained from Pupil Premium funding which is allocated to raising the achievement of all children and young people who receive free school meals or have been registered for free school meals within the previous six years. Children within school who are Looked After by the Local Authority may also receive additional funding which is planned for within their Personal Education Plan (PEP).

There is a clear system within each school for organising and allocating funding, including any additional family or local authority funding, to meet the needs of children and young people with special educational needs and disabilities.

8. Identification of students' needs

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutes.
- c) a child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

(Clause 20 Children and Families Act 2014 and CoP 2014 xiii)

Definition of disability

‘A child or young person is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.’

(Section 17 (11) Children Act 1989)

‘A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.’

(Section 6 Equality Act 2012) (CoP 2014 xviii)

Kirk Hallam Community Academy will have due regard for the Special Needs Code of Practice when carrying out our duties towards all children and young people with special educational needs and disabilities and ensure that parents/carers are notified when SEND provision is being made for their child.

Identification

Kirk Hallam Community Academy follow the Local Authority’s suggested ‘Graduated Approach and Response’ for identifying and responding to SEND, which is built into the overall approach to monitoring the progress and development of all students.

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014). Students at Kirk Hallam have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotion and Mental Health difficulties and Sensory or Physical difficulties.

A graduated approach:

Quality First Teaching

- a) Identified through continuous monitoring, any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Equally identification may come from Tutors, subject teachers, support colleagues, heads of year, outside agencies, parents/carers or the student themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.
- b) Once a child or young person has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The student's class teacher will take steps to provide adaptive learning opportunities that will aid their academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the student in class.
- e) Through (b) and (d) it can be determined which level of provision the student will need going forward.
- f) If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary, as such they will remain on the SEND Watchlist.
- g) Parents/Carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The student is formally recorded by the school as being under observation due to concern raised by a parent/carer or teacher but this does not place the student on the school's SEND register at this stage. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a student does have SEND, parents/carers will be formally advised of this and the decision will be added to the school's SEND Register and data system. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

This involves clearly analysing the student's needs using the class or subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parent/carer concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENCo and parent/carer to agree the adjustments, interventions and support required; the impact on progress, development and or

behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class/subject teacher remains responsible for working with the student on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class/subject teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parent/carers. The class/subject teacher, in conjunction with the SENCo will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents/carers and the student.

Parent/Carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child or young person has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school working in conjunction with the parent/carer but can be requested directly by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the child or young person are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/Carers
- Teachers
- SENCo
- Social Care
- Health professionals
- Other relevant professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents/Carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.localoffer.derbyshire.gov.uk/home.aspx>

Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the young person's needs are not being met by the support that is ordinarily available. The school and the student's parent/carer will be involved developing and producing the plan.
- b) Parents/Carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred placement choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by school staff, parents/carers, the student and all relevant professionals involved. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

At Kirk Hallam, our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt and scaffold where appropriate to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. We aim for an inclusive approach so where possible try to support students within a full curriculum. This includes extra-curricular activities and off-site educational visits.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parent/carers for other flexible arrangements to be made. Students will have full access to the National Curriculum and our schools will endeavour to ensure that children and young people with SEND are fully included in the school community and all its activities. This is supported by the duties that local authorities and schools have towards disabled people under the Equality Act 2010.

In order to review the school curriculum and updating their provision maps. Actions may include:

- Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities, including a robust induction programme for new staff, on the subject of SEND and SEND teaching strategies. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND.
- Making use of all class facilities and space within school.
- Using in-class provisions and support effectively to ensure that curriculum delivery is scaffolded and adapted where necessary.
- Specialist equipment and support is sought where required e.g. rise and fall tables; specialist seating; physical aids for standing and walking; wheel chair ramps; visual aids; fine motor aids; specialist communication aids; this list is not exhaustive; the appropriate equipment will be sought to meet need wherever reasonably possible within a mainstream provision.
- Making sure that individual or group tuition is available where it is felt that students would benefit from this provision.

- Any decision to provide group teaching outside the classroom will involve the SENCo in providing a rationale and focus on flexible teaching. Parents/Carers will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate students to do their best and celebrating achievements at all levels.
- Ensuring Exam Access Arrangements are trialled and applied for to ensure equality of access to Key Stage 4/5 examinations.

10. Inclusion of students with SEN

The Governing Body, Head Teacher and SENCo will oversee this policy and are responsible for ensuring that it is implemented effectively throughout the schools.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all students. This includes learning outside the classroom and all extra-curricular activities such as clubs and trips. Parent/carers will be included to ensure provision whilst off site continues to meet the needs of the child.

11. Evaluating the success of provision

The Governing Body will report annually on the success of the SEND policy and to facilitate this, we have identified specific objectives which are given at the beginning of this policy. The success of the SEND policy will be analysed through the careful monitoring of the impact of interventions and whether adequate progress has been made. Where sufficient progress has not been made, settings should consider increasing the intensity and frequency of the support and review the need for increased expertise. Where sufficient progress has been made they should consider tailoring support to reflect the progress made and review whether additional SEND support for the child or young person should be continued.

In evaluating the success of this policy and in order to make consistent continuous progress in relation to SEND provision, our school encourage feedback from staff, parents/carers and students throughout the year.

12. Complaints procedure

Kirk Hallam Community Academy is dedicated to ensuring that every child and young person benefits from the best possible education. In the first instance contact should be made to the

subject teacher or your child's Form Tutor who may refer your concerns to a more senior member of staff if needed. The school's complaint procedure is available on the website.

13. In service training (CPD)

At Kirk Hallam, we aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND. Training for staff is provided in various ways according to the needs of the school and its students.

14. Links to support services

At Kirk Hallam Community Academy we continue to build strong working relationships and links with external support services in order to fully support our students and students with SEND and aid school inclusion.

Our schools may involve specialists at any point to advise them on early identification of SEND and effective support, or often when a student continues to make little or no progress, or continue to work at levels substantially below those expected of students of a similar age, despite well-founded SEND support that is matched to the young person's area of need.

Expertise, advice and support can be accessed from:

- Behaviour Support Services (BSS)
- Educational Psychology Service (EPS)
- Schools and Families Specialist Service (SFSS)
- Speech and Language Therapy Service (SALT)
- Physical Disability Support Service (PDSS)
- GPs and Paediatricians, or specialist nurses
- Primary Mental Health Team and Child and Adolescent Mental Health Services (CAMHS)
- The Early Help Unit and Family Service
- Multi-Agency Safeguarding Hub
- Children's Social Care Services
- Local Children's Centres

Parents/carers 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 parent/carer and teaching staff supporting the student in the same way as other SEND support. When the involvement of specialists has been agreed by all stakeholders, the SENCo will write a referral with the help of the class/subject teacher. The class/subject teacher and SENCo, together with the specialists, may consider a range of well-founded and effective teaching approaches, appropriate

equipment, strategies and interventions in order to support the student's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. Support can be adapted or replaced depending on how effective it has been in achieving the expected outcomes.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the Head Teacher or SENCo who will then inform the young person's parents/carers.

Derbyshire County Council: www.localoffer.derbyshire.gov.uk

Parent Partnership: www.derbyshireiass.co.uk

School Nurse: www.derbyshireschoolnurses.org.uk

15. Working in partnerships with parents/carers

At Kirk Hallam Community Academy we believe that a close working relationship with parents/carers is vital in order to ensure:

- 1) Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- 2) Continuing social and academic progress of children with SEND.
- 3) Personal and academic targets are set and met effectively.

At Kirk Hallam parents/carers are regularly informed about their child's progress by the class or subject teachers in a range of ways, student progress meetings and reviews, meetings with external agencies, parent/carer consultation evenings and end of year reports.

Parents/Carers may request to speak to the SENCo in conjunction with the class or subject teacher should the need arise. In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual student's needs.

All communications between home and school should be regular, informative and centred around the needs of the child or young person.

16. Links with other schools

Kirk Hallam Community Academy is part of a Multi-Academy Trust promoting additional links from The Nova Education Trust. All links with other schools, Trusts and services enables our schools to build a bank of joint resources and to share advice, training and development activities and expertise. We ensure that all transitions between our schools and beyond are carefully planned and considered as outlined in this policy under the Admission arrangements section.

This SEND report was reviewed by the SENCo, Mandy Weatherall, and agreed by the Head of School:

Signed _____ [Name] (Head of School)

Date _____

Signed _____ [Name] (SEnCo)

Date _____

Signed _____ [Name] (SEN Governor)

Date _____

This policy will be reviewed annually.