

# Special Educational Needs and Disability (SEND) Policy

**SENDCo: Mrs Madeline Poote**

**Named Governor: Mrs Sophie Penrose**

- Policy date: Summer 2021 (*Currently being ratified by LCS Governing body*)
- Review date: Summer 2024

## Introduction

Here at Long Crendon school we are passionate about each and every child thriving and reaching their full potential. We are a values based school and we are committed to being inclusive and believe that education is about the whole child. We strive to develop self belief in all the children and we celebrate our differences. We desire to see all children shine regardless of their academic ability and to feel positive about who they are.

Long Crendon School has a Special Educational Needs and Disability Coordinator (SENDCo), Madeline Poote, who has achieved the National SENCO Award. The SENDCo is part of the senior leadership team (SLT) and works in collaboration with the Headteacher, Teachers, Children, Parents and Governors. This policy reflects the National Special Educational Needs and Disability (SEND) Code of Practice 2015.

We provide a broad and balanced creative curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special educational needs (SEN) and require particular action by us here at school. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. We believe that every teacher is a teacher of every child including those with SEN and the SENDCo supports class teachers in meeting the needs of these children.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

**The Equality Act 2010** identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

## 1. Aims and Objectives

### Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

“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 him or her.

A child of compulsory school age has a learning difficulty or disability if he or she: Has a significantly greater difficulty in learning than the majority of others of the same age; or Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions”

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”. This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014).”

### **Aims**

At Long Crendon School, we believe that every pupil has individual and unique needs. It is our aim to provide a stimulating and inclusive learning experience for all of our pupils in line with Buckinghamshire Council’s Ordinarily Available Provision. Some children will require support throughout their school life whilst others may require support for a short period of time to overcome a temporary need. If these children are to achieve their full potential, we must recognise this and plan accordingly. At Long Crendon School, we aim to provide all children with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the national Curriculum and adhere to the five areas of the ‘Every Child Matters’ (2003) document.

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Economic well-being

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

It is also our aim to:

- Enable every pupil to experience success.
- Promote individual confidence, self-esteem, positive attitudes and opportunities to discuss their special educational needs.
- Ensure that all pupils receive appropriate educational provision that is broad and balanced being relevant and differentiated and that demonstrates coherence and progression in learning.
- Give pupils with SEND equal opportunities to take part in all aspects of the school’s provision, as far as is appropriate.
- To remove their barriers to learning wherever possible ‘Removing Barriers to Learning’ 2004.
- Identify, assess, record, and regularly review pupils’ progress and needs.
- Involve parents/ carers in planning and supporting at all stages of their child’s development.
- Work collaboratively with parents, other professionals and support services including the Educational Psychology Service where appropriate.
- Facilitate and support children/families through the Common Assessment Framework process.
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.
- Safeguard and promote the welfare of all children and young people.

### **Objectives**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEN code of Practice, 2015.
- To operate a whole pupil, whole school approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs & Disability Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.
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Based upon these beliefs, our goal here at Long Crendon School is to provide a curriculum:

- Which welcomes children of all abilities equally through which all children can experience challenge and success.
- Which is differentiated in order to make the new learning accessible to all children.
- Where a broad range of strategies are used.
- By a mixed approach to group work within class, sometimes including a mixed ability approach for particular tasks.
- By open ended/structured/graduated task design.
- By the use of questioning.

- Providing individualised methods of recording to include verbal, pictorial and the use of computers and other technical support where appropriate.
- Through the use of outside agency support.
- Through the use of teaching assistant support.
- Where early identification of SEN takes place and relevant in-class or out of class interventions are put into place.
- Where provision is made to ensure the curriculum is accessible to those children with disabilities.

## 2. Roles and Responsibilities

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

### The role of the governing body

The governing body in cooperation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative governor (the SEND governor, Sophie Penrose) who takes particular interest in this aspect of the school's work.

Governors have responsibility for ensuring:

- That SEN provision is an integral part of the school development plan.
- That the necessary provision is made for any pupil with SEN.
- All staff are aware of the need to identify and provide for pupils with SEN.
- Pupils with SEN are fully included in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2014), Removing Barriers to Achievement (2004) and Every Child Matters Agenda (2005).
- Parents are notified if the school decides to make SEND provision for their pupil and they are fully informed about local and national SEN issues.
- They set up appropriate staffing and funding arrangements, and monitor the school's work for pupils with SEND.
- They report to parents on the implementation of the school's SEND Policy to inform them of how the SEND Policy is implemented and how funding is allocated to provide for SEND pupils through the publication of the 'School's SEN Information' report on the school website.

The governing body has due regard to the SEND Code of Practice 2015 when carrying out its duties toward all pupils with special educational needs & disabilities. The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body has identified Sophie Penrose to have specific oversight of the school's provision for pupils with special educational needs.

### The Role of the Headteacher

The Headteacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENDCo.
- The deployment of all special educational needs personnel within the school.
- The Head Teacher has overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as whole.

The SEND governor/headteacher ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

### The Role of the SENDCo

At Long Crendon School the role of the SENDCo is to :

The SENDCo has a very hands on approach to managing the day-to-day operation of the SEND policy by;

- Working closely with teachers to discuss any concerns about a pupil
- Observing children in their class setting and provide suggestions and support for next steps
- Working with pupils individually or in groups to gain first hand experience and understanding of the children's needs
- Drop-in to classes to make informal observations and monitor the provision in place for children on the SEN register
- Coordinate the provision for and manage the responses to children's special need
- With the Headteacher, oversee the assessment records of all children with special educational needs
- Meet with parents and provide a link between school and home
- Act as the link with external agencies by making referrals and coordinate the support they provide
- Monitor and evaluate the special educational needs provision with support from the Headteacher and SEND Governor and report to the governing body
- Manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- Contribute to the professional development of all staff.

## The Role of the Class Teacher

Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum that they can access.
- Liaising with the SENDCo for advice on assessment and strategies to support inclusion, including the use of the graduated approach.
- Making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND.
- Creating SEN Support Plans for children on the SEN register, ensuring that the children and parents are involved in this process.
- Tracking all children receiving additional support.
- Giving feedback to parents of pupils with SEN through the arrangement of SEN review meetings at least 3 a year
- Attending meetings with outside agencies.
- Taking part in training to support a pupil who may have a specific need.

## The Role of the Teaching Assistant

Teaching Assistants (TAs) work as part of a team with the Headteacher, SENDCo and the teachers in supporting pupils' individual needs ensuring inclusion of pupils with SEN within the class. They play an important role in implementing anticipated outcomes on SEND Support plans supporting assessments and monitoring progress. They contribute to review meetings and help pupils with SEN gain access to a broad and balanced curriculum. In addition, TAs may sensitively withdraw pupils to work in small groups or individually to deliver interventions and support children achieving their anticipated outcomes. The class teachers, in liaison with the SENDCo, set the work and oversee timetables and records of progress.

TAs are responsible for:

- Supporting children with SEND following guidance from the class teacher.
- Using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Liaising with the SENDCo to report progress made by pupils taking part in interventions.
- Supporting individual children or groups within the class setting as required.
- Taking part in training in order to support a pupil with a specific need.

## 3. Identifying Special Educational Needs

**The Code of Practice 2015 suggests that pupils are only identified as SEND if they do not make adequate progress once they have received quality first teaching – teaching that is personalised to meet the needs of each learner.**

Long Crendon school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2015. Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child. A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SENDCo in order to decide whether additional or different provision is necessary.

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Many of the children who join us have already been in early education. In many cases children join us with their needs already assessed and we build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

As referenced in the SEND Code of Practice 2015 there are four broad areas of need that will be planned for:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of the identification is to work out what action the school needs to take, not to fit a pupil into a category. At Long Crendon School we identify the needs of pupils by considering the needs of the whole child.

The following may impact on progress and attainment but are not SEN:

- Some forms of disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium grant
- Being a Looked After Child
- Being a child of a Serviceman/women

#### **Four Categories of SEN**

The Department for Education recognises that children's needs fall into four broad categories. Individual children's needs may fall into one or more of these categories:

##### **1. Communication and Interaction**

- Autistic Spectrum Disorder (ASD)
- Speech Language and Communication (SLCN)

##### **2. Cognition and learning**

- Moderate Learning Difficulties (MLD)
- Profound and Multiple Learning (PMLD)
- Severe Learning Difficulty (SLD)
- Specific Learning Difficulty (SpLD)

##### **3. Social, emotional and mental health difficulties (SEMH)**

##### **4. Sensory and/or physical needs**

- Multi Sensory Impairment (MSI)
- Physical Disability (PD)
- Hearing Impairment (HI)
- Visual Impairment (VI)

For very young children it is often difficult to unpick the presenting need. In these cases Global Delay (GDD) may be an appropriate category.

#### **Curriculum Access**

**High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. (COP 2014)**

Pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is differentiated and/or the child will work within a supported group, with the aim to overcome their barriers to learning.

Sometimes it may be appropriate to withdraw a pupil sensitively, to work as part of a small group or individually, with a TA or the SENDCo in order to acquire, reinforce or extend skills more effectively. Children may also work with a specialist teacher from an outside agency.

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

### **Early Identification**

At Long Crendon School, the child's class teacher is responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching that is differentiated for individual pupils is the first step in responding to pupils who may have SEN, early identification is vital. If a teacher is concerned about a child in their class they inform the SENDCo. The SENDCo and teacher complete a 'school concern' form for that child where the concern is identified, actions put in place and monitoring of progress takes place by both the teacher and SENDCo.

### **SEN Support**

The SENDCo will place the child on the Special Educational Needs register if, despite additional time and support being provided for the child, an expected level of progress is still not being made. An SEN Support Plan will be created in collaboration with parents to record the strategies used to further support the child, with support from the SENDCo. The SEN Support Plan will show the anticipated outcomes for the child, and the teaching strategies to be used using the APDR (Assess, Plan do, review) process. It will also state the date for the plan to be reviewed. In most cases, this review will take place at least three times a year (October, March and July).

Teachers will offer support that may be different from or additional to those provided as part of the school's usual working practices. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENDCo assess and monitor the child's progress in line with existing school practices. The class teacher and the SENDCo can break down the assessment into smaller, achievable steps in order to aid progress and provide detailed and accurate indicators. This is an ongoing process.

The SEN Support plan will be reviewed at an 'SEN Review' meeting with the class teacher and parents. If the review identifies that further support is needed the SENDCo will be involved in observing the child in class, screening the child for dyslexia for example or coordinating support from outside services. Parents will be consulted prior to any support being actioned from outside professionals.. In most cases, children will be seen in school by external support services within the school day. External support services will provide information and recommendations for the child's new SEN Support Plan. The new strategies in the SEN Support Plan will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, the SENDCo/Head and Educational Psychologist or other outside professional work together to make a request for statutory assessment to the Local Authority. A range of written evidence about the child will support the request. The outcome may be an Education Health Care Plan (EHCP), which secures additional funding to the school for meeting the needs of the child.

### **Education, Health Care Plans (EHCP)**

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an Education Health Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHCP.

The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and as they get older, prepare them for adulthood.

If, after input it is evident little or no progress has been made it is then that the decision may be made, in agreement with parents, to put the child on the SEN register and move them to SEN Support. The SEN register is fluid and children move on and off as deemed appropriate.

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In our school we aim to offer excellence and opportunity to all, whatever their ability or needs and we have high expectations of all our children. We aim to achieve this by identifying barriers to learning and by doing our best to remove these. Our desire is that all our children know that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

Teachers, with the support of relevant agencies, respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all their senses and of varied experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## 5. Allocation of resources

Schools are allocated a proportion of their annual budget to meet the needs of the children identified as SEN. The Head Teacher, SENCo and the governors of the school regularly monitor the needs of these children and school resources are allocated according to the needs of the individuals. Any funding allocated as a result of an Education Healthcare Plan is allocated according to the terms of the plan.

**Additional High Needs Block Funding** may be requested from the LA if a child at Special Educational Needs Support, still gives cause for concern and fails to make adequate progress, despite appropriate levels of additional support. This may lead to the issuing of Additional High Needs Block Funding to address the shorter term (up to two years) needs of a child.

If a child has **complex and long-term high-level needs**, an application may be made for Education, Health and Care Needs assessment. This may lead to the issuing of an **EHCP** and additional funding / specialist provision for the child

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs. The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

### Local Offer

Long Crendon School's Local Offer illustrates how the school provides for children with identified SEN needs. This information can be found on the school website and the County's Local Offer can be found on the Buckinghamshire County Council Website. [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer).

## 6. Partnership with parents/carers

We are passionate about working in collaboration with families of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents/carers. The home-school agreement is central to this. Parents/carers have much to contribute to our support for children with Special Educational Needs.

Our policy for special educational needs can be viewed on our school website or alternatively, a hard copy can be obtained from the school office. The parents/carers are kept informed of the success of the policy via a governor newsletter home. A named governor takes a particular interest in special needs and liaises with staff.

We have regular meetings each term to share the progress of special needs children with their parents/carers. We request from the parents/carers permission to involve any outside intervention that we think will be beneficial. We share the process of decision-making by providing clear information relating to the education of children with special educational needs.

### Transition and links with other schools

Long Crendon School maintains good links with Health Services and Specialist Teachers to liaise about a child entering the school in any year group. The school also endeavours to liaise with local nursery providers to ensure that children with SEN make the transition into

school as smoothly as possible. When children are transferring from another primary school, when possible, familiarisation visits are put into place and the SENDCo will meet with the parents to discuss provision. The SENDCo will make contact with the previous school and arrange the transfer of SEN records.

**Transfer to Secondary School:** SEN records are transferred following county procedures and the SENCOs from both schools meet to discuss the needs of children with SEN who will be transferring. There are opportunities for all pupils to visit their prospective Secondary School. The SENDCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with an EHC plan for whom the particular school has been named.

**Transfer within school:** Teachers liaise closely when pupils transfer to another class within the school. The SENDCo oversees this process and meets the new teacher to discuss the needs of children with special educational needs at the beginning of or prior to the new academic year.

- For pupils with an EHC plan the new class teacher will be invited to attend the review in the summer term.
- Meetings are arranged wherever possible between all the staff involved in monitoring the pupil's progress.
- SEN children or those who are vulnerable will take part in a transition programme, including producing a booklet to refer to during the school holiday.

**Transfer to specialist provision:**

- The SENDCo will liaise with the parents and the new school to discuss the transfer process
- Where appropriate the new teaching assistant will meet the child at Long Crendon School
- All familiarisation visits will be supported by Long Crendon School
- All SEN records will be transferred to the new provision. Long Crendon School will support the pupil and his/her family to ensure a smooth transition.

### **Exam arrangements**

During the Summer Term in Year 6, pupils will be part of a formal assessment process (SATs). For some children with SEN it may be possible for the school to apply for extra time, a reader or, in some cases, an amanuensis. The DfE issues strict guidelines as to how pupils should be assessed for eligibility.

### **Admission arrangements**

Our school's admission policy ensures that we will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs. At Long Crendon School we will not directly or indirectly discriminate against any children or young people. We will make reasonable adjustments to ensure that disabled children or young people are not at a substantial disadvantage compared to their peers. The admission arrangements for children with SEN, but without an EHCP, are no different than for other children. However, careful attention is paid to identifying the individual needs of children on entry using the graduated approach. Links with feeder schools facilitate continuity of provision for children who have previously been identified as having SEN. The school building is accessible for children with physical disabilities and those using wheelchairs.

### **Support pupils with medical conditions**

Long Crendon School is an inclusive community that supports and welcomes pupils with medical conditions.

- This school is welcoming and supportive of pupils with medical conditions. It provides children with medical conditions with the same opportunities and access to activities (both school-based and out-of-school) as other pupils. No child will be denied admission or prevented from taking up a place in this school because arrangements for their medical condition have not been made.
- This school understands that all children with the same medical condition will not have the same needs. Our school will focus on the needs of each individual child.
- The school recognises its duties as detailed in Section 100 of the Children and Families Act 2014. (Other related legislation is referenced in DfE guidance p21). Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Where this is the case, this school complies with their duties under that Act. Some may also have special educational needs (SEN) and may have a statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

## **7. Evaluating Success**

The success of the school's SEN policy and provision is evaluated through:

- The early and accurate identification of children's learning difficulties needs.
- Monitoring of Individual Pupil Profiles by the SENDCo.

- Monitoring of inclusive classroom practice by the SENDCo, Head Teacher, Deputy Head and/ or Senior Leadership Team.
- Analysis of pupil tracking data and test results for individual pupils, for cohorts, value-added data for pupils on the SEN list.
- Monitoring of procedures and practice by the SEN governor.
- School self-evaluation.
- The Governors' Annual Report, which contains the required information about the implementation and success of the SEN Policy.
- The School's Development Plan, which is used for monitoring provision in the school.
- Visits from LEA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision.
- Frequent meetings of parents and staff, both formal and informal, to plan targets, and provision.
- Monitoring and evaluation of the whole school Provision Map.

## 8. Training and Resources

- The school is committed to gain a good range of knowledge in all areas of SEN.
- The school arranges regular training sessions for TAs both internally and through outside providers.
- The SENDCo attends the partnership SENDCo support meetings on a regular basis.
- Whole school staff INSET training sessions are arranged in response to a particular need across the whole school identified through the school's self evaluation process.
- The SENDCo receives and reads documentation regarding new initiatives.
- The SENDCo and/or school staff will meet with other professionals to become more informed about an individual pupil's needs.
- Newly appointed teaching staff and support staff meet the SENDCo to discuss SEN procedures in the school.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

## 9. Storing and managing information

All children on the SEN register have a paper folder kept centrally in the small office so that the SENDCo and appropriate members of staff are able to access information. This contains reports from outside agencies, SEN support plans and other relevant information. Each class teacher also has an SEN paper file for their class which is stored in a locked cupboard in their classroom. SEN Support plans for all children on the SEN register are stored electronically in a secure file for all teachers to access.

## 10. Reviewing the Policy

The SEN Policy is a working document which is reviewed every 3 years unless there are changes to the statutory guidance, in which case review would be sooner. The policy is available via the school website or a paper copy can be obtained from the school office should this be required.

## 11. Accessibility

### Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty in all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual schools and LAs are under duty to prepare an accessibility strategy covering the maintained schools in their area.

Please refer to the school's accessibility plan for full details.

### Date Approved by Governing Body:

*Currently being ratified by the Governing body 20.7.21*