

Aston Clinton School

Together we Aspire, Care and Succeed



Special Educational Needs and Disabilities Policy



Date agreed by Full Governing Body	Spring 2025
Date to be reviewed	Spring 2026
Committee accountable for review	Curriculum

This policy is based on the Children and Families Act 2014 and the SEN code of practice plus accompanying regulations 2014. The plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It also draws on guidance set out in the DfE document 'Accessible Schools' issued in 2002

1. Key Personnel

- **SENDCo and Inclusion Lead:** Melissa Garraway
- **ARP Manager and SaLT Co-ordinator:** Claire Giles
- **Headteacher:** Carol Macdonald
- **SEN Governor:** Rebecca Taylor

2. General Statement

Aston Clinton School is committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), achieve highly and fulfil their potential. We foster a fully inclusive culture that values diversity and provides an ambitious, broad and balanced curriculum for all. Pupils with SEND access the same curriculum as their peers, with carefully considered adaptations that support access without reducing ambition or challenge. Staff maintain high expectations for every pupil and deliver high-quality teaching that is carefully adapted to remove barriers to learning and enable pupils with SEND to succeed. High-quality, adaptive teaching is the first response to SEND and forms the foundation of our inclusive practice.

Inclusion at Aston Clinton School ensures that pupils with SEND are fully integrated into all aspects of school life. They actively participate in lessons, the wider curriculum and social opportunities. Needs are identified early and addressed promptly through responsive, evidence-informed practice. We recognise and value individual differences in learning, ensuring all pupils can access the curriculum, make strong progress from their starting points and develop increasing independence.

Our core values underpin all aspects of school life:

- **Aspire** – Encouraging all pupils to aim high and achieve their best
- **Care** – Promoting respect, kindness and positive relationships
- **Succeed** – Building confidence, resilience and pride in achievement

Inclusion is a shared responsibility. Teachers, teaching assistants, leaders, governors, pupils and parents work collaboratively to create a culture where diversity is respected, barriers are minimised and every pupil feels valued. Parents and pupils are active partners in decision-making, contributing to a co-produced approach to support and provision.

This SEND policy sets out how Aston Clinton School ensures that appropriate provision is in place for all pupils with SEND. It supports staff in delivering a consistent, whole-school approach that promotes high-quality learning, strong progress and positive outcomes, including improved independence, engagement and wellbeing.

Full inclusion means meaningful participation in learning, social opportunities and all aspects of school life, with reasonable adjustments made where necessary. All teachers are responsible and accountable for the progress and development of every pupil in their class, including those with SEND, regardless of where or by whom support is delivered.

Support is purposeful, targeted and time-limited, promoting independence and preparing pupils for future learning and life. Provision aligns with the Local Authority's ordinarily available provision and is informed by a graduated approach. Leaders regularly evaluate the effectiveness of SEND provision through a range of evidence, including progress from starting points, attainment, attendance, engagement and pupil voice.

Effective support for pupils with SEND is underpinned by strong collaboration between school staff, parents and carers, pupils, the local authority, health services and other external agencies. This partnership ensures a consistent approach and enables families to play a central role in decision-making.

3. Aims

Aston Clinton School is committed to ensuring that all pupils, including those with SEND, achieve their full potential by:

- Ensuring early identification and appropriate support for SEND pupils.
- Maintaining clear, consistent record-keeping and communication practices.
- Collaborating with parents/carers to guide them through the SEND process.
- Creating an inclusive classroom environment that promotes involvement and engagement for SEND pupils.
- Ensuring effective transition planning for continuity of support.
- Implementing Government and Local Authority SEND recommendations.
- Ensuring the school's SEND policy is effectively applied by all staff.

- Identifying and addressing barriers to learning and participation.
- Providing an appropriately adjusted curriculum that meets individual needs.
- Valuing and celebrating pupils' achievements, no matter how small.
- Working in partnership with parents, carers, teachers, and governors to support each child's education.
- Providing guidance and support for staff, governors, and parents on SEND matters.
- Meeting individual needs irrespective of physical, sensory, emotional, behavioural, or learning challenges.
- Ensuring pupils are actively involved in their own identification, assessment, and provision process.
- Building a home-school partnership that supports each child's development.
- Promoting belonging and engagement
- Valuing pupil voice and lived experience
- Ensuring equality of opportunity

To achieve these aims, Aston Clinton School will:

- Maintain a confidential register of all pupils with SEND.
- Require teachers to create and manage SEN timetables outlining support provided.
- Ensure class teachers maintain responsibility for pupils with SEND, developing and monitoring SEN plans.
- Provide appropriate resources to support SEND pupils.
- Collaborate with external agencies to secure additional support for pupils where required.
- Prioritise staff development to enhance their ability to meet SEND needs effectively.
- Ensure SEND pupils are included in classroom activities with reasonable adjustments where necessary.
- Implement carefully planned transitions at each stage of education.
- Ensure pupils with SEND access the full curriculum
- Monitor participation and inclusion in lessons and wider activities
- Evaluate impact on progress and wellbeing

4. Legislation and Guidance

This SEND policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation and guidance

- Part 3 of the Children and Families Act (2014)
- Section 175 of the Education Act (2002)
- Sections 88-94 of the Education and Inspections Act (2006)
- Equalities Act (2010)
- Behaviour in Schools (2024)
- School Suspensions and Exclusions (2024)
- Mental Health and Behaviour in Schools (2018)
- Working Together to Improve School Attendance (2024)
- Statutory guidance on Supporting Pupils with Medical Conditions (2015)
- This policy also reflects the principles of equality and inclusion embedded in SEND legislation and Ofsted expectations for an ambitious curriculum accessible to all learners.

5. Definition of Special Educational Needs (SEN)

A child is defined as having **special educational needs** if he/she has a disability or long-term learning difficulty which is acting as a barrier to learning, calling for special educational provision to be made for them.

A child requires SEN provision to be made for them if he/she:

- Has a disability, which hinders or prevents them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools within the area of the Local Authority.
- Has significantly greater difficulty in learning than the majority of children of the same age.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to require "special educational provision" when of compulsory school age (or would be likely, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he /she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

"Special educational provision", for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in:

- (a) mainstream schools in England,
 - (b) maintained nursery schools in England,
 - (c) mainstream post-16 institutions in England, or
 - (d) places in England at which relevant early years education is provided.
- (Children and Families Act 2014, paras 20, 21)

6. Aston Clinton School Additionally Resourced Provision for Speech and Language Needs (ARP for SLCN/DLD)

Aston Clinton School has an Additionally Resourced Provision (ARP) for Speech, Language, and Communication Needs, offering places for up to 10 children with an Education Health Care Plan (EHCP) that identifies specific speech and/or language needs as their primary need.

The ARP accepts children on the recommendation of the Local Authority, supporting pupils aged 5 to 11 years. ARP pupils are members of mainstream classes and are integrated as fully as possible into their classes to promote social inclusion and educational development.

Aims of the ARP

The ARP is designed to provide specialist education for children with specific speech and language needs. It creates a supportive environment within a mainstream school that fosters the development of language and communication skills.

The ARP aims to help each child develop their full potential in using their communication skills effectively and build confidence in engaging with their mainstream learning environment.

Organisation of the ARP

- The ARP Manager and Speech and Language Therapists assess the individual needs of children, as outlined in their EHCP, and design tailored programmes of support that include speech and language therapy and specialist language teaching.
- Children spend the majority of their day in mainstream classes, with Teaching Assistant support provided as necessary to aid inclusion.
- Each child's curriculum is carefully differentiated to suit their specific needs, ensuring access to a broad and balanced curriculum. The class teacher, supported by the ARP Manager and Speech and Language Therapists, is responsible for ensuring effective inclusion.
- The ARP has a dedicated teaching space within the mainstream school, equipped with specialist resources and materials. Children may be withdrawn to this room for individual or small group interventions based on their assessed needs.

7. Admission Arrangements

The admissions arrangements for pupils with SEND are consistent with those for all pupils. For children with an Education, Health and Care Plan (EHCP), placements are made by the Local Authority (LA) in consultation with the school. This process takes into account how effectively the school can meet the pupil's needs within its inclusive provision and secure strong educational outcomes.

Effective transition is a priority. The school maintains close links with feeder settings and ensures early, purposeful engagement with parents and carers where SEND has already been identified. This enables staff to build a clear understanding of each pupil's starting points, strengths and needs, so that appropriate provision is in place from the outset.

On admission, pupils are carefully assessed, and the graduated approach is used to identify and respond to need. Reasonable adjustments are made to transition and induction arrangements to ensure pupils with SEND can access the curriculum, the school environment and wider opportunities alongside their peers.

Where SEND is identified, support is implemented promptly and is firmly rooted in high-quality, adaptive teaching. Provision is reviewed regularly to ensure it is effective and has a positive impact on pupils' progress and independence. SEN Support Plans are used where appropriate to set clear, outcome-focused targets and to ensure that provision is well-matched to need.

Accessibility: The school building is accessible to children with physical disabilities and wheelchair users. Reasonable adjustments are made to ensure all pupils can access the school environment and curriculum effectively.

Criteria for Entry to the ARP Entry to the Additionally Resourced Provision (ARP) is monitored by the LA Placement Panel to ensure places are appropriately allocated. To be eligible for an ARP place, children must have:

- An EHCP of Special Educational Needs with Speech, Language, and Communication Needs (SLCN/DLD) as the primary need.
- No significant global learning difficulty or sensory impairment.
- Demonstrated cognitive strengths and a willingness to communicate.
- The ability to integrate into a mainstream class.
- No severe behavioural or emotional disorder that would prevent them from benefiting from an ARP place.

8. Identification, Assessment and Provision of Special Educational Needs

The Code of Practice (2014) defines a child or young person as having SEND if they have a learning difficulty or disability that requires special educational provision. This may be due to:

- Significantly greater difficulty in learning than the majority of others of the same age.
- A disability that prevents or hinders access to educational facilities provided for others of the same age.

The four broad areas of SEND are:

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

These broad areas help guide the identification process and ensure appropriate intervention strategies are applied. Pupils may have needs that span multiple areas.

At Aston Clinton School, a range of information sources are used to identify SEND. Concerns about a child's progress or difficulties may be raised by the class teacher, parents/carers, or external professionals. The views of the child, parents/carers, teachers, and the SENDCo are gathered to form a complete picture of the child's needs.

In determining whether a child has SEND, the school considers factors that may impact progress but are not in themselves indicators of SEND. These include:

- Disability
- Attendance and punctuality
- Health and welfare
- Behaviour
- A medical diagnosis
- English as an additional language (EAL)
- Disadvantage and inclusion factors such as eligibility for Pupil Premium funding
- Being a Child Looked After
- Being a child of a Serviceman/woman

Pupil Premium is recognised as an inclusion and disadvantage measure designed to support equality of opportunity and reduce barriers to learning. Receipt of Pupil Premium funding does not indicate SEND but informs our broader inclusion and support strategies.

We believe it is essential to look beyond behaviour alone and explore any underlying causes to provide appropriate support. Information regarding our behaviour approach can be found in our Behaviour Policy, available on the school website.

Identification Process/ SEND Support

The identification of SEND is a collaborative process involving the class teacher, SENDCo, ARP Manager and parents/carers. Concerns will be discussed, and appropriate next steps determined. Identification may involve:

- Teacher observations and assessments.
- Discussions with parents and carers.
- Input from external agencies where appropriate.

If a child is identified as requiring additional provision, the class teacher will liaise with the SENDCo and/or ARP Manager if the child:

- Makes little or no progress despite targeted teaching approaches.
- Experiences difficulty developing literacy or mathematics skills, resulting in poor attainment.
- Displays emotional, social or behavioural difficulties that impact engagement, learning or wellbeing.
- Has sensory or physical problems and continues to make little or no progress despite specialist support.
- Has communication and/or interaction difficulties and makes limited progress despite differentiated teaching.
- Demonstrates slow progress in literacy and mathematics development.
- Requires additional specialist equipment or regular advice from external services to access learning and participate fully in school life
- Has social communication difficulties that affect their ability to form relationships and act as a barrier to learning.

Once identified, the SENDCo will conduct further assessments, discuss support strategies with the class teacher, TA, and parents/carers, and implement appropriate interventions. A SEN Support Plan will be developed, reviewed, and shared with parents/carers termly to ensure progress is closely monitored.

Triggers for External Agency Support:

- Persistent lack of progress despite internal intervention.
- Consistently working at levels significantly below their peer group.
- Requirement for specialist advice on specific needs such as sensory, physical, or emotional challenges.

If a child shows significant improvement, their SEN Support Plan may be discontinued, with their progress monitored by the SENDCo/ARP Manager for a further term. After this, the class teacher will maintain responsibility for the child's ongoing support through quality-first teaching practices.

9. Roles and Responsibilities: Co-ordinating and Managing Provision

Provision for special needs is a whole-school responsibility. Key roles include:

We have an Additional Resourced Provision (ARP) for Speech, Language and Communication Needs.

The Governing Body

- Provides strategic oversight and ensures the SEND Policy is effectively implemented.
- Ensures relevant documents are published on the school website.
- A named governor (Rebecca Taylor) oversees SEND provision.
- Undertakes regular reviews and monitoring of the SEND Policy.

The SENDCo and Inclusion (Melissa Garraway)

- Manages day-to-day SEND provision in the mainstream school.
- Ensures the SEND policy is effectively applied.
- Reports to the Headteacher.
- Advises staff on the graduated approach to SEN support.
- Oversees SEN Support Plans and class SEND timetables.
- Liaises with parents of children with SEND.
- Provides staff training (INSET) and ensures CPD needs are met.
- Ensures compliance with the SEND Code of Practice (2014).
- Maintains the SEND register and ensures accurate record-keeping.
- Monitors child progress and outcomes.
- Ensures appropriate reviews (SEN Support Plan and Annual Reviews) are conducted.
- Liaises with the SEND Governor, external agencies, and next-stage educational providers.

The ARP Manager (Claire Giles)

- Manages the day-to-day operation of the ARP and provision for pupils with SLCN.
- Reports to the Headteacher.
- Advises staff on the graduated approach to SEN support.
- Oversees SEN Support Plans and ARP timetables.
- Liaises with parents of ARP pupils and those in mainstream with SLCN.
- Provides staff training (INSET) and ensures CPD needs are met.
- Ensures compliance with the SEND Code of Practice (2014).
- Maintains accurate records and facilitates appropriate reviews.
- Liaises with the SEND Governor, external agencies, and next-stage educational providers.
- Completes assessment of children for early identification of children with SLCN

Class Teachers

- Provide quality first teaching to ensure all pupils can access the curriculum.
- Develop differentiated work plans to support SEND pupils.
- Inform the SENDCo of any concerns, providing appropriate evidence.
- Set up and monitor SEN Support Plans in consultation with the SENDCo/ARP Manager.
- Utilise TA support effectively to meet child needs.
- Ensure parents are informed about their child's progress.
- Maintain accurate SEND records and ensure smooth handover of information during transitions.

All staff contribute to inclusion. Teaching assistants support learning but the class teacher remains responsible for outcomes and for ensuring that pupils with SEND are actively engaged in lessons.

10. Assessing and Reviewing Pupils' Progress

Graduated Approach to SEND Support

At ACS we follow the SEND Code of Practice: 0 – 25 years (DfE, 2014) graduated response.

Assess, Plan, Do and Review (APDR)

SEND support in school follows the four-step cycle of Assess, Plan, Do, and Review to ensure effective provision and positive outcomes.

Assess

Pupils identified with potential SEND are assessed using a range of evidence, including classroom observations, teacher assessment and standardised tools such as baseline assessments, statutory assessments and progress checklists. High-quality, adaptive teaching is the first response to emerging need, enabling staff to identify and remove barriers to learning at the earliest opportunity.

Progress is considered holistically. Academic attainment is important, alongside social development, independence, engagement and wellbeing. Concerns are recorded using the school's Cause for Concern and SENDCo referral processes, ensuring clear next steps. Assessment draws on a range of perspectives, including parental views, pupil voice and, where appropriate, advice from external professionals, to provide a well-rounded understanding of need.

Plan

If a pupil requires SEND support, an SEN Support Plan is developed collaboratively with the class teacher, SENDCo, parents and, where appropriate, the pupil. The plan outlines:

- The identified area(s) of need
- Specific strategies, adaptations and interventions
- Measurable, short-term targets
- Expected outcomes and clear success criteria
- A defined review date
- Planning is focused on removing barriers, supporting access to the curriculum and promoting independence.

Do

The class teacher is responsible for implementing agreed provision and remains accountable for the progress and development of the pupil, even where support is delivered by teaching assistants or specialist staff. Provision is delivered through high-quality, adaptive teaching, with additional targeted support where required.

The class teacher works closely with support staff to ensure consistency and effective monitoring. The SENDCo provides guidance, monitoring and professional support to ensure provision is evidence-informed and aligned with whole-school inclusive practice.

Review

Progress is reviewed regularly in collaboration with parents, pupils and relevant staff. Reviews evaluate the impact of provision against agreed outcomes, including progress from starting points and wider development such as independence and engagement.

Where provision is not having the intended impact, it is adapted promptly to better meet the pupil's needs. This cyclical process ensures support is responsive, effective and focused on securing the best possible outcomes.

Provision

Pupils receiving SEN Support or with an EHCP will have a personalised SEN Support Plan.

Provision is clearly recorded, regularly reviewed and aligned to the graduated approach (Assess–Plan–Do–Review).

Support is targeted, evidence-informed and time-limited, enabling pupils to develop independence.

Progress is closely monitored to ensure that provision is effective and appropriate to the pupil's needs.

11. Assessment and Monitoring

All children are assessed and monitored throughout their schooling and their progress is recorded. Several screening procedures are used. When appropriate, pre-key stage standards are used to make statutory teacher assessment judgements at the end of key stage one and key stage two for pupils who are working below the national curriculum teacher assessment frameworks.

The Voice of the Child

It is our intention to listen to and act upon the views of the child when considering support and provision.

Parent/Carer Partnership

SEN support plan reviews will be held three times a year. The school endeavours to work in partnership with parents/carers and takes their views into account in working for the best interests of their child. The knowledge, views and first-hand experience parents/carers have regarding their children are valued for the contribution it makes to their child's education.

All parents are welcome to contact their child's class teacher and/or the SENDCo/ ARP Manager if they have any concerns about the special educational provision for their child.

12. Statutory Assessment of SEND (EHCP)

In a small number of cases, a young person may continue to demonstrate significant cause for concern despite interventions at SEN support. If this is the case, a request may be made to the Local Authority (LA) for a statutory assessment to obtain an Education, Health, and Care Plan (EHCP). This assessment will determine the type and level of provision necessary to meet the child's SEND. If the required provision cannot reasonably be met by the school's resources alone, the LA may allocate additional resources.

The purpose of an EHCP is to outline the special educational provision required to meet the child's needs, secure the best possible outcomes across education, health, and social care, and prepare them for adulthood. To achieve this, local authorities use information from the statutory assessment to:

- Establish and record the views, interests, and aspirations of the parents and child or young person.
- Provide a comprehensive description of the child or young person's special educational needs, alongside any health and social care requirements.
- Set clear outcomes across education, health, and social care tailored to the child's needs and aspirations.
- Specify the required provision and how education, health, and care services will collaborate to support the child in achieving the agreed outcomes.

Applying for an EHCP

A request for an Education, Health, and Care Plan will be made only after targeted support has been implemented, reviewed, and external services have been engaged.

The decision to proceed with an EHC Plan referral will be agreed upon during a progress review meeting. The application will include information from a variety of sources, including:

- **Parents/carers**
- **Child**
- **Teachers**
- **SENDCo/ARP Manager**
- **Social Care**
- **Health Professionals**

The application will outline current support, actions taken, and outcomes achieved. The decision to issue an EHCP will be made by a multi-agency panel of professionals from education, health, and social care. Parents have the right to appeal if the LA decides not to initiate a statutory assessment or refuses to issue an EHCP.

Issuing an EHCP

Following statutory assessment, if it is determined that the child's needs cannot be met through the school's ordinarily available provision, an EHCP will be issued by Buckinghamshire County Council. The school and parents will collaborate in developing the plan to ensure it reflects the child's individual needs.

Parents have the right to appeal against the content of the EHCP, including the named school if it differs from their preferred choice.

Reviewing the EHCP

Once an EHCP has been issued, it will become part of the child's formal record and reviewed at least annually by the SENDCo, teachers, parents/carers, and the child. The review will evaluate the effectiveness of current provision, identify progress made, and consider adjustments to the level of support required.

13. Adaptations to The Curriculum

All pupils have an entitlement to a broad and balanced curriculum that is adapted to enable them to access learning activities and experience levels of understanding and progress that promote success.

The National Curriculum, Early Years Framework, and, where appropriate, the Engagement Model, are starting points for differentiated planning that meets the specific needs of individuals and groups of pupils. Teachers set appropriate learning challenges and respond to the diverse learning needs of pupils.

Generally, all pupils with SEND will join in all school activities with their peers. In exceptional cases, where part of the curriculum is deemed inappropriate, the Headteacher may give a special direction to modify or disapply the National Curriculum for a period of up to six months (Section 19 of the 1988 Educational Reform Act). Pupils may also receive additional support from staff or use learning aids.

The range of provision may include:

- In-class support for small groups with an additional teacher or Teaching Assistant
- Small group withdrawal with an Teaching Assistant or teacher.
- Individual class support or individual withdrawal.
- Further adaptation of resources.
- Targeted interventions.
- Provision of alternative learning materials or specialist equipment.
- Pastoral support sessions
- Mentoring sessions
- Speech and language intervention
- Access to Specialist Teaching and Educational Psychology Service (STEPS) or other support services for guidance on strategies, equipment, or staff training.

Monitoring Pupil Progress - Progress is the key factor in determining the need for additional support.

Indicators of progress may include:

- Narrowing the attainment gap between the pupil and their peers.
- Preventing the attainment gap from widening.
- Demonstrating progress within lessons.
- Improvement in self-help, social, or personal skills.
- Positive changes in behaviour.
- Increased independence.

14. Access Arrangements

In order to support pupils with SEND in assessments within school, such as National Curriculum Tests at the end of KS2, the SENDCo considers appropriate access arrangements in school in consultation with teachers and parents/ carers.

A small number of children may need additional arrangements so they can take part in formal assessments. The Head teacher, SENDCo, ARP Manager and class teacher must consider access arrangements before they administer the tests.

Access arrangements should be based primarily on normal classroom practice for children with particular needs. They must never provide an unfair advantage.

Access arrangements may be appropriate for a child:

- With an EHC Plan or a local equivalent such as an Individual Child Resourcing Agreement (IPRA)
- For whom provision is being made in school using the SEND Support system of the SEND code of practice and whose learning difficulty or disability significantly affects their ability to access the tests
- Who requires alternative access arrangements because of a disability (which may or may not give rise to a special educational need)
- Who is unable to sit and work for a long period because of a disability or because of social, emotional or mental health difficulties
- With EAL and who has limited fluency in English (Taken from: DFE, 2014 Key Stage 2, Assessment and Reporting Arrangements)

14. Transition

We have developed effective working relationships with our feeder pre-schools and meet regularly with them to discuss the needs of the children who will be making the transition into Reception. In the summer term a specific meeting is arranged to discuss children with SEND. If further transition opportunities are needed, an individual transition plan will be designed for pupils to meet their needs in conjunction with parents and pre-schools.

Similarly, with children who are moving to a new school or their secondary school, a full hand over of information including up-to-date records and evidence is given. All children with a statement or an EHC Plan will have a transfer review to ensure the placement in secondary school is best to meet their needs. Meetings are also arranged with the SENDCo from the secondary school to ensure best practice is shared and that schools are fully informed about the child's needs. Additional transition days are also offered by a number of secondary schools.

15. Accessibility and Inclusion

We aim to be an inclusive school. Inclusion means participation. The school actively seeks to remove barriers that prevent involvement in lessons, trips, clubs and social life. Reasonable adjustments are made so that pupils with SEND can engage alongside peers.

Aston Clinton School is accessible to wheelchair users.

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We create opportunities for all pupils to participate in sport, music, and drama. Out-of-school activities and school trips are planned to ensure that all children can participate wherever possible.

We value input from parents and pupils and welcome guidance from external agencies such as Specialist Teachers, Educational Psychologists, and Occupational Health to improve access and support.

Information normally provided in writing (e.g., lesson content, texts, library resources, and school event details) will be made available in alternative formats if required to ensure accessibility for all.

In RSHE lessons, we use age-appropriate resources that consider a child's SEND needs to ensure they understand the concepts being taught.

19. SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required should include:

- Identifying children and young people with SEND and assessing their needs.
- Assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.
- Supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

- Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology.
- Securing expertise among teachers, lecturers or other professionals to support children and young people with SEND.
- Assessing and evaluating the effectiveness of the provision they make for children and young people with SEND.
- Enabling children and young people with SEND to have access to facilities and extra-curricular activity available to all children in the setting.
- Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.
- Named contacts for parental concerns.



20. Evaluating the SEN policy

The SEN policy is reviewed annually. Policy evaluation focuses on how far the aims and objectives have been met and how effective the SEN provision has been in relation to the resources allocated.

21. Complaints about SEN Provision

Complaints can be made through the school's complaints procedures. Parents and carers who have concerns about SEND provision are encouraged to discuss their concerns initially with the class teacher or SENDCo. If the concern is unresolved, the school's formal complaints procedure can be followed. Full details are available on the school website.

22. Information and Support

	
SEND Resources and Support	Mental Health Support and resources

Updates to this policy:

25-26 – refinement to use wording contained within the new Ofsted framework