



## Carden Primary School

# Policy for Special Educational Needs & Disability (SEND)

Date Reviewed: June 2015

**Special Educational Needs and Disability (SEND) Policy**

Adopted: June 2015

Review date: September 2016

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## Overview of SEND Changes

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

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 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 coalition 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 13<sup>th</sup> March came into force from the 1<sup>st</sup> September 2014. A new SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. Another change is the removal of School Action and School Action Plus categories and their replacement by one single category of 'SEN Support'.

The 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 Brighton and Hove 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. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. See <http://www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer/carden-primary-school>

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents.

- Equality Act 2010: Advice for Schools DfE Feb 2013
- SEND Code of Practice Sept 2014
- Statutory Guidance on supporting children at school with medical conditions April 2014
- The National curriculum framework document Sept 2013
- Safeguarding policy
- Accessibility plan

This policy was written by the school's SENCO with the SEND governor, liaison with SLT, all staff and parent/carers of pupils with SEND.

## Values and Principles

Carden Primary School is a highly inclusive school where every child matters. Children at Carden Primary School enjoy a rich, diverse and stimulating curriculum, high quality teaching and excellent support for their individual needs. We value the contribution that all children make and aim to support and inspire them all to learn and develop socially to the very best of their abilities. We encourage our children to develop as caring and responsible citizens, with a sense of belonging to our school community. We make excellent provision for pupils' individual needs and recognise their talents and abilities. The Speech & Language Centre and I CAN Nursery are part of our school. Skills and resources are shared between Centre and mainstream staff to support SEN pupils throughout the school and improve staff development and training at all levels.

At Carden Primary School we are committed to making the best educational provision for children with special educational needs. We believe that it is the responsibility of teachers to identify and endeavour to meet the needs of every child in their classes as early as possible.

We recognise that the children with Special Educational Needs and Disabilities (SEND), including children with statements/ Education Health Care Plans, will require the greatest possible access to a broad and balanced curriculum and be educated alongside their peers in the understanding that children learn and achieve at different rates.

## Aims and Objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice (2014)*. Carden has high aspirations for children with SEND and we work to ensure inclusion across the whole school.

### Objectives

- **To identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parent/carers, education, health and care services and early years' settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Termly pupil progress reviews (PPRs) ensure this close monitoring and planning of support and intervention for all

children in the school. (PPRs are held for each class throughout the school at least once every term and are attended by the class teacher, year group colleague, SENCO, Deputy Head teacher, and Head teacher).

- **To provide support, advice and training for all school staff re Quality First teaching and SEND.** This will be reviewed on an annual basis and linked to planning for ongoing staff training/CPD.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Phase Leaders and will be carefully monitored and regularly reviewed at PPRs in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parent/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 and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Examples of these services include Educational Psychology Service, Speech and Language Team, Children and Adolescent Mental Health Service CAMHS. Literacy Support Service, Autistic Spectrum Condition Support Service, Sensory Needs service etc.

## Roles and Responsibilities

Provision for pupils with SEND is a matter for the whole school.

**The Governing Body** should:

- In co-operation with the Head Teacher, determine the school's general policy and provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- Establish a small sub-committee of governors / SEND Governor to meet with the SENCO regularly in order to monitor the school's work with SEND and, when necessary, report back to the full governors meeting.
  - Report annually to parent/carers on the policy for pupils with SEND.

(Our Current SEND Governor is John Hull)

The **Head Teacher** has responsibility for the day-to-day management of all aspects of the school's work including provision for children with SEND. The Head Teacher will keep the Governing Body fully informed and will work closely with the SENCO.

### **SENCo**

SEND Co-ordination is led by Lisa Perrins, SENCO. [lisperrins@carden.brighton-hove.sch.uk](mailto:lisperrins@carden.brighton-hove.sch.uk)  
0127329367, member of the school's senior leadership team.

Carden's designated person for safeguarding is Catriona Lane, Deputy Head teacher and Lisa Perrins, SENCO is the deputy designated person.

## Arrangements for Co-ordinating SEND Provision

The SENCO holds details of all SEND records for individual pupils. Teachers hold SEND records for identified children in their class who may currently be on the SEND register, or who have previously

been on the register. Records are kept in locked cabinets and information is only shared on a need to know basis. Students/trainees completing their SEND task will be able to read SEND records but not copy anything or take the information out of the SENCO's room or the teacher's classroom.

### **All staff can access:**

- The Carden Primary School SEND Policy;
- The Carden local offer
- A copy of the full SEND Register is held on SIMS and by SENCO.
- Guidance on identification of SEND in the Code of Practice
- SEND register
- Information on individual pupils' special educational needs, including pupil provision maps, targets set, progress reviews and copies of their previous provision maps.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Brighton and Hove's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. (This information will only be shared on a need to know basis i.e. teachers will only have information for the children in their class and their siblings where appropriate).

This policy is made accessible on the school website to all staff and parent/carers in order to aid the effective co-ordination of the school's SEND provision.

### **Admission Arrangements**

The admission arrangements for pupils with SEND, who do not have an EHC plan, do not differ from the arrangements for other pupils. The criteria for admission are the same for all children i.e. the consideration of the number of available spaces in the particular year group. Parent/carers/carers of children with an EHC plan can apply to their school of choice as per the local authority admissions policy.

### **Specialist SEND Provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary. Carden draws on the expertise of the Educational Psychologist, Language Support Service, Literacy Support Service, Hillside Special School Outreach Service, Brighton and Hove Speech and Language Services, Autistic Spectrum Disorder Support Service, Sensory Needs Service, EMAS, CAMHS, Seaside View Occupational Therapists and Physiotherapists, Specialist Health Visitors, School Nurses etc (see local offer). At Carden we have a Speech and Language Centre within the school and so school can access specialist knowledge for children with Speech, Language and Communication Needs. Places at the Centre are allocated by the Brighton and Hove Local Authority panel.

### **Facilities for Pupils with SEND**

In line with the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) Carden School, from September 2002, has duties not to discriminate against disabled pupils and prospective pupils in the provision of education and associated services or treat disabled pupils less favourably. In addition, we must not discriminate against disabled pupils in respect of admissions and exclusions. We must make reasonable adjustments to ensure that disabled pupils are not at substantial

disadvantage. At present, Carden School has several ramps, 2 disabled toilets and railings at appropriate sites throughout the school.

The school ensures, in so far as is reasonably practicable, that all children with SEND engage in the activities of the school together with children who do not have SEND. Classroom organisation, position of the children in the room, differentiation of the curriculum by the teachers and some in-class support from teaching assistants (TAs), enable the children to integrate with their peers.

The school's accessibility plan details this provision.

## **Allocation of Resources for Pupils with SEN**

All pupils with SEND will have access to the school's devolved SEND funding which equates to £6,000. The majority of pupils would be expected to be supported within this funding stream and it would normally pay for staff to run evidence-based interventions and/or provide some support in class. In submitting a case to the local authority for an EHC plan, the school needs to provide clear evidence that the above level of funding has been provided but is not sufficient to meet the needs of the child. An EHC plan would usually bring additional funding to support the needs of a child and the expenditure would be agreed by the school alongside the parent/carers/.

## **Identification of Pupils Needs**

See definition of Special Educational Needs on pg3.

**The 4 areas of need as outlined in the Code of Practice are:-**

### **I. Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use the social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. SpLD encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### 3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### 4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### Other circumstances that may impact on progress and attainment (not to be considered SEND):-

- Some children with disability/medical conditions
- Attendance and punctuality
- Health and welfare including emotional health and well-being
- EAL
- Being in receipt of the pupil premium grant
- Being a looked after child
- Being on the child protection register

### A Graduated Approach to Supporting SEND:

#### Quality First Teaching

- a) Every half term the school hold pupil progress reviews for each class and monitor the progress of each child. Any child falling below nationally expected levels and/or making slower than expected progress will be discussed and appropriate interventions/resources/ teaching tools will be considered.
- b) Once a pupil 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 child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's 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 pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parent/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 child is recorded by the school as being under monitoring due to concern by parent/carer or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parent/carers informally or during parent/carers evenings.

### **SEND Support**

Where it is determined that a pupil does have SEND, parent/carers will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil 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 as outlined in the SEND Code of practice:

- 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 pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parent/carers. Additional assessments and observations may be completed by trained school staff and/or external services. Any parent/carer concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. Wherever possible the child's views will also be obtained, according to age and ability.

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 parent/carers.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parent/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parent/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This will be recorded as an individual provision map (similar to an IEP). All those working with the pupil, 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 teacher remains responsible for working with the child 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 teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parent/carers. The class teacher, in conjunction with the Inclusion Manager will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parent/carers and the pupil as appropriate.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo an assessment of their education, health and care needs. The process is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Educational Health and Care Plans have now replaced statements. They aim to incorporate information from Education, Health and Social care in one plan with the aim of putting the child at the centre of the assessment process. The new EHC Plan will run from 0-25 for children with special educational needs. The review process is still held annually as for statements.

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

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

- Parent/carers
- Child / Young person
- Teachers
- SENCO
- Social Care
- Health professionals
- Other professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. Evidence of the expected £6000 being spent with unsatisfactory impact will be provided. The decision about whether or not the child is eligible for an EHC Plan will be made by the SEND panel in Brighton and Hove

local authority. Parent/carers have the right to appeal against a decision not to initiate an assessment leading to an EHC Plan. The panel follow eligibility criteria for an EHC plan.

Further information about EHC Plans can found at

<http://www.brighton-hove.gov.uk/content/children-and-education/special-educational-needs-sen/education-health-and-care-ehc-plans>

### **Access to the curriculum**

The school works to ensure that all pupils have access to a broad and balanced curriculum including the National Curriculum. It is the teachers' responsibility to ensure that all pupils achieve this access by meeting the needs of children with SEND in different ways. This includes appropriate differentiation and access to resources. The use of computers/specialised ICT programmes, tape recorders, scribing, visual prompts and timetables, modified work sheets, drawings with captions being just some of the methods used for recording curriculum work.

We set appropriate individual targets that motivate pupils to do their best alongside children accessing the Learning Journey skills throughout the whole school. Achievements are celebrated including Carden Achievement awards and Carden Commendations.

### **Interventions**

The school has a number of evidence-based interventions available to children with SEND/learning needs. The interventions are carefully planned after considering the needs of the individual child. The interventions are led by class teachers and teaching assistants and include:-

Fischer Family Trust Reading programme

Better Reading Partners

4 week reading

First Class at Number 2 for children at 2c in Maths in Year 3 and Year 4

School Start speech and language programme for reception aged children

Talk Boost speech and language programme for Y1/2

Narrative speech and language programme for Y1/2

1:1 / small group literacy, phonics for KS2, led by LSS service (Literacy Support Service)

Fine motor programme (Busy Hands) for Y1 and above

Fine motor programme (Busy Hands 2) for Y3 and above

Speed Up Handwriting Y3 – Y6

Gross motor group for children in Yrs1 to 6

1:1 speech and language programmes planned by Speech and language therapist

1:1 / Small group Inclusion Mentor support

1:1 Counselling provided by Dialogue Counselling Service

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school

encourages feedback from staff, parent/carers and pupils throughout the year. This is done in the form of an annual parent/carer and pupil questionnaire, discussion and through progress meetings with parent/carers.

Pupil progress will be monitored on a termly basis through pupil progress reviews in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual learning map, which is updated at termly or when the intervention is changed. These are updated by the class teacher. These interventions are monitored and evaluated regularly by the SENCO and information is fed back to the staff, parent/carers and governors. This helps to identify whether provision is effective and value for money.

### **Complaints Procedure**

If parent/carers have a complaint or concern in respect of the SEND provision at the school they may initially contact:-

- The class teacher
- The SENCO
- The Head Teacher

Parent/carers approaching governors directly should be referred to the class teacher, the SENCO or the Head Teacher.

If a problem is still not resolved, parent/carers may then contact:

- The governing body of the school to request a meeting.

This in turn could lead to:

- A formal complaint to the Local Authority
- A Disagreement Resolution meeting arranged through parent/carer support services.
- An appeal to the SEND tribunal.

The school will respond by:

- Class teacher and SENCO providing evidence of work undertaken and discussing further targets for the child.
- Referring the parent/carers to the Head Teacher.
- The governors holding a special meeting with the parent/carers to discuss the complaint.

Information about SEND provision at the school will be made available in the Special Educational Needs Policy. SEND records must be kept for all children at SEND support and with an EHC plan, and these can be discussed with the SENCO. Information for parent/carers about sources of support for their child will be made available through the class teacher, the SENCO, the Head Teacher, the Educational Psychologist and Pupil Support Services.

### **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

### **In School**

INSET days and staff meetings at Carden School may be on SEND related topics e.g. quality first teaching, differentiation, dyslexia, the new Code of Practice, ICT programmes, speech and language, behaviour

support. Advisory teachers, the SENCO and the learning support teachers give talks to the staff on these topics.

Newly qualified teachers will be introduced to their SEND responsibilities and procedures by the SENCO.

The SENCO, alongside external support agencies may deliver training for TAs throughout the school. Through pupil progress reviews, class teachers receive support and strategies from the SENCO and phase leaders for identified children.

### **Outside School**

Teachers and teaching assistants attend relevant training opportunities delivered through the teaching school alongside courses offered by external support services such as the speech and language team, educational psychologists etc.

### **Working in partnerships with parent/carers**

Carden Primary School believes that a close working relationship with parent/carers is vital in order to ensure:-

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parent/carers is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parent/carers of pupils with SEND to the local authority Parent/carer Partnership service (Amaze) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parent/carers and the pupil will always be consulted with regards to future provision. Parent/carers are invited through the SENCO to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up regarding the provision for their child.

The SENCO attends all parents' evenings and requests meetings with targeted parents/carers alongside being available to other parents/carers on an ad hoc basis for advice and signposting.

### **Links with other schools**

Carden school is part of the Preston and Patcham cluster of schools. The SENCOs of these schools meet regularly to share good practice and support developments.

The SENCO attends termly SENCO forum meetings led by the Local Authority as well as additional events such as conferences in order to understand and know about national and local developments.

### **Links with other agencies and voluntary organisations**

Carden Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Brighton and Hove Education Psychology Service
- School nurse team
- Behaviour Inclusion Learning Team
- Social Services, MASH (Multi-Agency Safeguarding Hub), Early Help Hub
- Speech and Language Service
- Literacy Support Service
- Sensory Needs Service
- Child and Adolescent Mental Health Services
- Family support worker
- Autistic Spectrum Condition Support Service
- Seaside View Development Centre – including Physiotherapists and Occupational Therapists and Paediatricians
- AMAZE (parent/carer support service)
- Hillside outreach support service
- EMAS service (English as an additional language).
- Health visitors

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

### **Private Reports**

Where parents/carers have obtained reports through private professionals, the school may use the information from the report as additional information to that gathered by the school. In isolation, a private report is not sufficient to lead to intervention planning or a child being placed on the SEND register but may trigger the need for further assessments of a child either by school staff or external services depending on the needs of the child and the concerns raised.

### **Reporting**

The SENCo will:-

- Provide SEND updates for the governing body at least annually and as required
- Publish the annual SEND information report / Local Offer on the school website
- Analyse SEND data and plan future provision/CPD accordingly
- Provide parent/carers with SEND information including action plans and provision maps on a termly basis through parent / consultation evenings or as required

**This policy will be reviewed annually.**