

St Nicolas' Church of England Voluntary Aided  
Combined School



***St Nicolas' Church of England Vision***

**Jesus said 'I am the vine and you are the branches'.**

**SEND Policy**

Our school is rooted in the Christian Faith. Nourished by God, we want to grow together drawing on His strength to live out our Christian values so that we can reach out to others in our community. We are all unique but together with God we want to be the best that we can be. As we learn together in a supportive and nurturing school, we will thrive and be ready to face the challenges of life.

**Members of staff responsible:**

**Head Teacher:** Ms Rebecca Holmes

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**Special Educational Needs Coordinator:** Mrs Jessica Russell

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**SEND Governor:** Mr Paul Tracey

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**Reviewed:** Autumn 2020

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**Date of review:** Autumn 2023

**Reviewed:** Spring 2024

**Date of Review:** Spring 2025

**PRINCIPLES**

The Head Teacher, SENDco, staff and Governors at St. Nicolas' CE Combined School are committed fully to the inclusion of children with special needs. We believe that all pupils should have the right of full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

**COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25, January 2015. 3.66:

It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25, January 2015
- Statutory Guidance on supporting pupils at school with medical conditions September 2014
- Schools SEND Information Report Regulations, July 2014
- The National Curriculum in England: July 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards July 2011 (introduction updated June 2013)
- The Buckinghamshire Local Offer
- The Oxford Diocesan Schools Trust Special Educational Needs Report

### **AIMS**

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- Identifying, at an early age, individuals who need extra help and attention.
- Enabling each pupil to reach his or her full potential, both curricular and extra- curricular.
- Make reasonable adjustments for those with disabilities to enable each pupil to partake in, and contribute fully, to school life.
- Endeavouring to meet the individual needs of each child.
- Developing a feeling of self-esteem within the individual.
- Fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children.
- Providing for children's individual needs by supporting them in various ways: whole class, small groups and individual.
- Monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements.
- Reduce barriers to progress and progression within the curriculum.
- Request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- Liaising with other agencies to provide support and opportunities for those children with SEND.
- Support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- Using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children.
- Assisting all staff in the delivery of educational entitlement with appropriate support and training and ensuring all staff are aware of a child's individual needs.
- Ensuring access to a range of resources to support staff in their teaching of children with SEND.

## OBJECTIVES

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provide in the SEND Code of Practice, 2015. Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy.
- Provide support and advice for all staff working with special educational needs pupils.

## TYPES OF SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

SEND is divided into 4 types:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

*Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.*

*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.*

*Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.*

## Disability

Many children and young people who have SEND 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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory

impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

## **IDENTIFICATION, ASSESSMENT AND REVIEW**

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

### **Identification**

The school are made aware that a pupil needs help if:

- Concerns are raised by parents / carers, external agencies, teachers, learning support assistants, or pupils themselves about a pupil's needs.
- Concerns relating to inadequate levels of progress or inclusion are identified.
- Screening assessments indicate lack of expected rate of progress.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of a pupil indicates that they have additional needs.

If a parent has concerns relating to their child's learning or inclusion, or if they have any information or concerns that they wish to discuss with the school, they should initially discuss these concerns with their child's class teacher. This may result in a referral to the SENDCo, Mrs Jessica Russell. Parents may also contact the SENDCo directly if they feel that this is more appropriate. The way to do this is to book an appointment through the school office, either by email, telephone or in person at the front desk. Parents may also communicate with their child's teacher through their child's school planner and should check this regularly for messages from the teacher or teaching assistant concerning their child.

When a child is first admitted to the school from another school, their previous school's SEND records will be requested and checked by the SENDCo and class teacher to identify any potential needs. If any needs are identified, a conversation may be required between the SENDCo and the previous school's SENDCo to ensure continuity of provision between schools. A consultation will then take place with the parent and child to ensure that the child's needs will be met in their new class.

The school uses SIMS to maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEND. Individual SEND pupil provision maps are used to record additional provision for pupils on the SEND register.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Any interventions in addition to whole class teaching that the child receives are documented in class planning. SEND provision maps detail SMART targets set specifically for the individual child, which are agreed between teachers, the SENDCo, parents and children and these are reviewed termly. These are kept on the

school system and include a clear review date. Copies are given to parents and the SENDCo.

### **A Graduated Approach to SEND Support**

At St Nicolas we adopt a "high quality teaching" approach. The key characteristics of high-quality teaching are:

- Highly focused lesson design with sharp objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. All pupils, including those on the SEND register, are set targets that promote ambition and high expectations for all. These are shared with parents during the first parents' evening of the year in the autumn.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

The first response to such progress should be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

### **Assess**

When identifying a child as needing SEND support, the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The parents of the child will be notified of any concerns that the school has identified and asked to contribute their views.

The school welcomes parents' views and will take seriously any concerns raised by a parent. These will be recorded and compared to the setting's own assessment and information on how the pupil is developing. Pupils will also be asked for their views on what helps them in school and how they feel about their learning.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should also liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo will endeavour contact them to seek advice and support for the child, subject to the parents' consent.

### **Plan**

Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

### **Do**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. This support should also consider parents' views and aspirations for their child.

### **Review**

Class teachers meet with the SENDCo a minimum of once every half term to discuss pupils who are receiving additional support to review their progress and evaluate interventions.

Formal reviews of pupils on the SEND register take place three times a year, during which parents and children are invited to discuss the child's progress and evaluate the effectiveness of interventions that have taken place. If the child is agreed to still require intervention, appropriate next steps are discussed and actioned to support the child.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

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

- Monitoring of classroom practice by the Head Teacher, Deputy Head and SENDCo and analysis of pupil tracking data.
- Monitoring of procedures and practice by the SEND governor.
- School self-evaluation document.
- Local authority moderation process and OFSTED inspection arrangements.
- Meetings of parents and staff, both formal and informal.

### **MANAGING PUPILS' NEEDS ON THE SEND REGISTER**

All children on the SEND Register will have an individual SEND Provision Map which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, the SENDCo, parents, pupils and other professional will all contribute to the provision map, and it is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the provision map. These are then shared with everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

### **Specialist Support**

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists and pupil views will also be considered.

The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

### **Education, Health and Care Needs Assessments**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

### **CRITERIA FOR EXITING THE SEND REGISTER/RECORD**

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be considered, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found under the "About Us, Key Information" tab on the school website.

### **WELLBEING SUPPORT FOR PUPILS**

All pupils have access to a wide variety of pastoral support. This includes:

- An evaluated PSHE curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing.
- A pupil message box in every classroom to allow pupils to communicate worries and concerns to their teacher discreetly and, if they wish, anonymously.

- Social skills groups for children who have difficulties with social skills, emotional resilience, and wellbeing.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' wellbeing and mental health.
- A play therapist is available in school for children who are struggling with emotional difficulties that cannot be addressed through group social skills interventions.
- Pupils are encouraged to speak to a member of staff if they are worried or upset.
- Parents are encouraged to speak to their child's teacher if they have any concerns about their child's mental health or wellbeing. The parent is also welcome to contact the SENDCo or headteacher to discuss concerns if this is more appropriate. Any concerns will be taken seriously by the school and teachers will work together with parents and children to put in place any support strategies that may be necessary to support the child's mental health and emotional needs.

## **MANAGING TRANSITIONS**

Several strategies are in place to enable effective pupils' transition. These include:

### **On entry:**

- A parents' evening is held in July for all parents of children coming into EYFS in September. Home visits are also carried out by the reception class teacher in the autumn term to allow parents and children the opportunity to meet their new teacher and discuss any questions or concerns.
- A transition day is delivered in the summer term to support transfer for all pupils moving up to their next class in September. New pupils to the school are invited to attend these transition days to meet their new teacher and classmates and be introduced to the school routines.
- Parents / carers are invited to a school tour and meeting with the headteacher and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately, and a meeting set up with parents to identify and reduce any concerns.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

### **Transition to secondary school:**

- There is a transition programme in place for all Year 6 pupils, which is overseen by the Deputy Headteacher.
- The transition programmes for local secondary schools provide opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.

- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choices.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- Children attend an induction day at their new school in the summer term or, in the case of some secondary schools, a day earlier than the rest of the pupils.

## **TRAINING AND RESOURCES**

To maintain and develop the quality of teaching and provision and respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SEND HUB has a wide range of resources that are all labelled clearly and audited annually. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

In addition to this, the SENDCo will keep fully up to date about special educational needs issues through attendance at training and cluster meetings and will take part in specialist training discussions with outside specialists to keep up with recent developments in SEND teaching and best practices.

## **ROLES AND RESPONSIBILITIES**

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

The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

**Governors** will ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join 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 (2001).
- Parents are notified if the school decides to make SEND provision for their child.
- They are fully informed about SEND issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements and oversee the schools' work for SEND.

The **Head Teacher** is responsible 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.
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school.

The **special educational needs co-ordinator** (SENDCo) is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating the provision for pupils with special educational needs.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.
- Helping staff to identify pupils with special educational needs.
- Carrying out assessments and observations of pupils with specific learning problems.
- Supporting class teachers in devising strategies, drawing up provision maps.
- Setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of pupils with SEND using existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc.
- Contributing to the in-service training of staff.
- Liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- Taking part in county SEND moderation

**Class teachers** are responsible for:

- Providing high quality teaching for all children.
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil).
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child daily.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising alongside the SENDCo with parents of children with SEND.

**Teaching Assistants (TAs)** should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.

- Use the school's procedure for giving feedback to teachers about pupils' progress.

TAs work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play a key role in implementing provision maps and monitoring progress.

## **STORING AND MANAGING INFORMATION**

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in the school office; these cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves St Nicolas.' The school has a confidentiality policy which applies to all written pupil records.

Documents are also stored securely on the SEN SharePoint which is only accessible to the head teacher, the special educational needs coordinator and the business manager. These files may be shared with the class teachers to allow them to understand the teaching recommendations, however they do not have direct access to these files to ensure pupil confidentiality.

## **ACCESSIBILITY**

The DDA, as amended by the SEND and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. St Nicolas' Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the "About Us, Key Information" tab.

## **COMPLAINTS**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher
- The SENDCo
- The Headteacher

The school also has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "About Us, Key Information" tab.

## **BULLYING:**

The school takes bullying very seriously with all pupils being treated equitably. An incident of bullying due to special educational needs will be addressed with an awareness of the need of the child(ren) or family involved. For further details of how we support children who are being bullied at school, please refer to our Anti-Bullying policy (available on the school website under Key Information, Policies).

## **SUPPORT SERVICES FOR PARENTS**

Information about the Buckinghamshire Local Offer and Special Educational Needs and Disabilities information can be found at the following website:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service:

<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network>

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here:

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

#### **LINKED POLICIES/DOCUMENTS**

- Accessibility plan.
- Anti-bullying policy.
- Behaviour policy.
- Complaints procedure.
- Confidentiality policy.
- Data Protection policy.
- Equality Plan and Procedure.
- Use of Force & Restraint policy.
- Managing Medical Conditions in School policy.

#### **REVIEWING THE POLICY**

This policy will be reviewed by governors in consultation with the Head teacher and SENDCo on an annual basis.