St Giles C.E. Primary School

Special Educational Needs Policy

Adopted: Autumn 2026 Review date: November 2027

Introduction

This policy has been reviewed to ensure the Rights of the Child are upheld. In 1989, governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The Convention sets out the civil, political, economic, social and cultural rights that everyone under 18 is entitled to. It says what countries must do to ensure that all children can enjoy their rights, regardless of who they are, or where they are from. The UN General Assembly adopted the Convention in 1989 and it was ratified by the UK in 1991. It is the most widely adopted international human rights treaty.

Article 2 (non-discrimination) **The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background**

Article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 23 (children with a disability) A child with disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

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19. Reviewing the Policy

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

- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act 2014
- Keeping Children Safe in Education 2026
- Medical Conditions at School: Statutory Guidance (2026)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Illustrative Regulations as a guide for schools completing SEN Information Report
- Statutory Guidance on Supporting pupils at school with medical conditions (September 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been produced to reflect the current reforms and has been updated by the School's SENCO, with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. This policy also seeks to be forward thinking in relation to the white paper 'Every Child Achieving and Thriving'.

SENCO: Simrat Mavi (NASENCo Award 2012 and Deputy Head teacher)

St Giles C.E. Primary School

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Inclusion Vision

We offer all our children including SEND, a rich, broad and balanced curriculum delivered with high expectations and aspirations for all. Learning is not limited for any child. We seek to ensure that our children have a strong sense of belonging and connection to our St Giles family so that they leave with the cultural capital required to be 21st century citizens. Every child is celebrated.
We are committed to the Seven Inclusion Principles:
1 Inclusion is a right
2 Everyone is valued
3 Diversity is celebrated
4 High expectations for all
5.Support is tailored to need
6 All voices are heard.
7 Belonging builds success

'You must love one another as I have loved you.' John 13 v 34.

Working together with love we will provide a happy and nurturing environment where all will, ***'learn to love and love to learn'***, making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos, we will celebrate and embrace the richness of our community.

Learn to Love - Love to Learn
'You must love one another as I have loved you.' John 13 v 34

At St. Giles Primary School, we support and value the abilities of all our pupils and capitalise upon these to ensure that they flourish from their unique starting point. We are committed to inclusion across all aspects of school life for children, their families, our staff and the wider community. Through our commitment to equal opportunities; we endeavour to make an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Since autumn 2017 the school has been on a journey to become a 'Right Respecting School' with UNICEF and has achieved the 'Bronze Committed' stage in summer 2018, Silver in 2019 and Gold in 2023. The principles of the UN Convention on the Rightsof the Child (CRC)complements and enhances our school vision and values so that over time all stakeholders will feel increasingly confident in articulating this.

St Giles Primary School recognises that all stakeholders are responsible for the education for children with special educational needs. Inclusion of all pupils is one of our non-negotiables. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes and are well prepared for the next stage in their life and educational journey. St Giles CE Primary School has taken a proactive approach to inclusion by investing in internal specialist capacity. The development of a school led **Speech and Language Inclusion Base** and **Nurture Hub** demonstrates a strategic commitment to identifying and meeting pupils' needs earlier, closer to home and within the mainstream school environment.

Simrat Mavi oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The SEND team is supported by a part-time experienced teachers-Mrs S Zollino, Mrs Kate Morris, Mrs Rachel Rudd, and Mrs Reena Sagoo (UQT).

The school curriculum is regularly reviewed by Simrat Mavi and Mark Dakin, to ensure that it promotes the inclusion of all pupils, is accessible and relevant to our pupils needs. We strive to ensure that it equips our pupils with the cultural capital to be successful in Modern Britain. This includes learning outside the classroom and school day.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

- Providing a broad balanced curriculum for all pupils both in and outside of the classroom, including incidental learning opportunities including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Practicing teaching methods that exactly match the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education with a strong focus on outcomes for children to reflect the impact of provision. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims are:

- To ensure that all pupils with SEND and or disability have their needs identified as early as possible to support early intervention to achieve academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a broad and balanced curriculum differentiated where appropriate through quality first teaching and carefully selected interventions.

Objectives

- Identify the needs of pupils with SEND and or disability or other vulnerabilities as early as possible via a robust early response system. We do this effectively by gathering and triangulating information from a range of sources and matching the provision to what we learn.
- Monitor the progress of all pupils to aid the identification of pupils with SEN and take action based on our findings. Continuous monitoring which provides an evidence base

for appropriate action of those pupils with SEN by their teachers and ensures that they are able to reach their full potential and close the learning gap.

- Use our best endeavours to secure and make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum and transfer learning from one situation to another. This will be co-ordinated by Simrat Mavi, the SENDCo and Mark Dakin the Head teacher and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.
- Build solid, trusting relationships with parents to ensure co-production and gain a thorough understanding of their child. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information regularly on the provisions for pupils within the school, and the effectiveness of the SEND policy and the school's SEND work.
- Work in partnership with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Honouring our pupils' preferred means of communication to create an empowering environment in which our pupils are confident to voice their own opinions.
  Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

2. Admission arrangements

- The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with statements of SEND and those without. Admission into St-Giles School is via the Local Authority
- Special arrangements will be made to ensure pupils with SEND can access statutory assessments e.g. an amanuensis, reader or prompter will be provided following the clear guidance set by the DFE.
- Additional meetings/visits will be put in place to support a pupil, and their family, during transition whether this is to a new school or class.

All SEN paperwork should be passed to Simrat Mavi, the SENDCo, by the previous school or setting/parents/local support service as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENDCo to aid the smooth transition of the pupil and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will its best endeavours to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. This could include additional home visits, additional visits to our setting and a tailor-made transition package. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

3. Identifying Special Educational Needs

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (Para: 6.15, Code of Practice 2014).

There are four broad areas of need:

- Communication and Interaction difficulties (C & I)
- Cognition and Learning difficulties (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical Difficulties (S &P)

All adults identifying a pupil's SEND will not try to 'fit' the child into a category but will consider the 'whole' child and how best to support them in achieving the best possible progress across the whole curriculum. Behaviour is not regarded as SEND but a 'method of communication' of underlying needs that will be identified and supported with appropriate resources. All staff are mindful that some pupils' progress, and achievement may be affected by a variety of long- and short-term factors. This does not mean the pupil has SEND.
Some of the factors are:

- Disability (the Code of Practice outlines the "**reasonable adjustment**" duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- Social, emotional and mental health
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Social/economic status
- Migration status

a) St Giles Senior Leadership and teachers regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, providing additional CPD.
b) The teacher and SENDCo considers all the information gathered from within the school about a pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials e.g. standardised spelling, maths and reading assessments.
c) For higher levels of need, a referral to a specialist external agency will be made where, through consultation with parents/carers, a more specialised assessment can be made. This assessment will provide clear strategies on how to best support the pupil.

4. Managing Pupils Needs on the SEND Register- A Graduated Approach to SEN Support

Following the SEN Reform (July 2014) there is now a single category of support, SEN Support (K), and this is reflected in the SEND register. However, at St Giles there is a **four-tiered graduated approach to SEND provision:**

St Giles Early Response Proforma via Universal Quality First Adapted Teaching.

St Giles Early Response Proforma

The first stage is the 'Early Response Proforma' which is reliant on the class teacher developing a hypothesis regarding the child's needs and testing this via differentiating the curriculum to support the pupil and gather the appropriate evidence for a pupil they are concerned about. All pupils are provided with high-quality adaptive teaching which is carefully targeted to match their individual need. When appropriate classroom teaching is differentiated to ensure maximum progress and achievement can be made by everyone.

a) Supported by the SENDCo, 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.
b) High-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.
c) Additional intervention and support cannot compensate for a lack of good quality teaching.
d) If concerns are raised regarding a pupil's progress an Early Response phase is triggered lasting six weeks. This involves modifying universal class teaching approaches to explore the pupil's needs in greater depth and gather further information from a range of sources to identify how we can support the pupil most effectively.
e) After six weeks' progress is reviewed. An evidence-based decision is made for the pupil to either return to universal provision or be placed on the SEND register to begin cycles of Assess, Plan, Do, Review.

***School Based Support (*Targeted Provision)**

This recognises pupils who are identified as requiring additional to and/or different from provision to meet their needs. Under School Based Support the school puts provision in place without resource to regular external advice or additional resources provided by the local authority.

a) Following a reviewed early response, a pupil will be placed on the SEND register by following the **ASSESS – PLAN – DO – REVIEW system. This will generate an Individual Education Plan (IEP)**
b) **ASSESS**: using the afore mentioned assessments to accurately identify the needs and provide a baseline to measure progress.
c) **PLAN**: skills are targeted and interventions matched that provide learning opportunities that are 'additional to and different from' a pupil's peers
DO: a pupil will receive their intervention in class or out of class if deemed appropriate
d) **REVIEW**: discussions with pupil, parents/carers and SENDCo to evaluate the effectiveness of the intervention and determine the next steps.

e) Monitoring of the interventions is recorded and ongoing. Interim reviews will take place every 3-4 weeks to ensure the interventions are promoting progress and the child is transferring the learning back into the classroom and across the curriculum. The decision to continue or amend the intervention will be discussed and recorded. The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
f) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

***School Based Consultation (*Targeted Plus Provision)**

a. When a child has been identified as having SEND and steps have been taken for provision under School Based Support, but the child has not progressed as expected, the school will consider taking steps under School Based Consultation.
b. Following the school's previous assessment under School Based Support, external professionals will be called to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised assess, plan, do, review cycle.
c. The school will use its best endeavours to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

Education Health Care Plan (EHCP)
Request for an assessment for an EHCP

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur when the Local Authority believes that the school has taken every step possible to support of the child but is unable to provide the level of support needed through the school's Local Offer.

The decision to make a request for an EHCP will be taken at a progress review.

The application for an EHCP will combine information from a multi-disciplinary which could include:

- Child
- Parents
- Teachers
- The SENDCo, Simrat Mavi
- The Head teacher, Mark Dakin
- Health professionals
- Educational Psychologists
- Advisory Teachers
- Speech and Language Therapists

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

EHCP

a. Following Statutory Assessment if agreed, an Education Health Care Plan of Special Needs will be provided by Walsall Local Authority if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted at every stage of the process the decision is made.
b. Parents have the right to appeal against a decision either for or against an EHCP of special needs for their child.
c. Once the EHCP is completed it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5.The SEND Register

The SEN register records the pupil's name, date of birth, class, primary need of SEND, when the pupil was placed on the register and any external agency support. This is reviewed regularly.
Every term teachers are given specific time to meet with the SENDCo to discuss progress and any concerns with pupils on the SEND register. Provision maps provide a list of resources and intervention that each Year Group put in place. This ensures a graduated response to meet the needs of each pupil. Provision management time is provided every term (during Staff meeting time) to review the provision and amend, if necessary.

For all pupils on the SEND register, termly reviews are held. Between these reviews, staff regularly update 'Assess, Plan, Do, Review' documentation to capture small step progress and move learning on.

- Individual learning targets are captured using an 'assess, plan, do, review 'document.
- Teachers are responsible for writing and reviewing these documents with pupils and parents.
- The SENDCo takes a strategic overview of these documents.
- The SENDCo will train teachers in both processes and support any teacher who is Early Career Teacher throughout their ECT year.
- Pupil Progress meetings will discuss pupils' progress, and this will then be followed by SEND (CPD-surgeries) to focus specifically on identifying any concerns relating to pupils with SEND.
- The SEND Information Report has been produced through consultation with a group of parents, Governors, SLT and SENDCo. This document explains the SEND process clearly for families and is published on our school web site.
- A pupil will only be referred to an external specialist teacher following discussions, and permission, from parents. A meeting will be arranged prior to any assessments/observations during which the parents and teacher can help provide an all-round picture of the pupil.
- If extra funding is needed to provide a higher level of support, the Local Authority (LA) have a process of application that will be followed. LA specialist teachers will support this process if requested.

- Any decisions that are made with regard to a pupil's SEND (identification or review of need) will not be made unless the SENDCo and parents/carers have been fully involved in the process.

6. Criteria for Exiting the SEN Register

- If the gap between a pupil with SEND and a pupil without SEND has closed (or greatly narrowed), a meeting will be held with the teacher, SENDCo and parent/carer to remove the pupil from the register. This decision is made based on the child's on-going need for in addition to or different from provision.
- Targets will be made and the pupil will be closely monitored by the teacher (and pupil progress meetings) to ensure the learning gap does not increase.

7. Supporting Pupils and Families

- St Giles is committed to working in partnership with parents and carers of children with SEND. The school supports regular and open communication through a range of opportunities, including **regular newsletters, coffee mornings and parent workshops**. These provide parents and carers with information about their child's learning, wellbeing and development, as well as opportunities to ask questions, share experiences and access advice and support.
- The school also provides practical workshops to help parents develop strategies and skills to support their children at home. These may include **Makaton communication workshops** and sessions focusing on areas such as **toileting and personal care**, with support and guidance from the **school health team** where appropriate.
- Through these opportunities, St Giles aims to ensure that parents feel listened to, informed and confident in supporting their child's needs. The school values parents' knowledge and expertise and encourages a collaborative approach between families, school staff and relevant professionals.

8. Supporting Pupils at School with Medical Conditions

- A policy for supporting pupils with medical conditions is in place reflecting the reforms.
- 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 (SEN) 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 (2014) is followed.
- If a care plan is needed, this will be written by the attached school nurse or medical specialist involved. The care plan will be shared with all key adults in school and a copy kept in the medical room for reference.

9. Monitoring and Evaluation of SEND

The quality of SEN provision is regularly, and carefully, monitored and evaluated by all staff. This is led by the SENDCo and Head teacher.

Monitoring and evaluation happens through sampling of pupils' work, assessment data, comparative data, pupil progress meetings, SEND surgeries, SEND Governor meetings, Lesson observations. These monitoring and evaluation arrangements promote an active process of continual review and improvement of provision for all pupils.

10. Training and Resources

Funding for children identified with SEND is detailed in the school's budget. The school chooses to use this funding in the following way:

- The school employs range of staff in line with the SEND budget to support the needs of our pupils. These are deployed based upon needs.

- Materials are provided which enable pupils to access the curriculum from their unique starting point.

Additional resources are purchased or individually created as appropriate. Resources are borrowed where practical from outside agencies for children on the SEND register.

Children with EHCP plans can have particular resources recommended, which may be both human and material. These resources are provided through funding from the Education Department and often include outside agencies.
Allocation of teaching assistant time is dependent on the child's needs and reflects a graduated approach that recognises the continuum of special need. This allocation is reviewed in accordance with the numbers of children on the SEND register and their needs again outlined in the School Improvement Plan.

11. Roles and Responsibilities

The SEND Governors: Joseph Green & Natasha Hylton

- Provide support and challenge regarding all aspects of SEND and or disability.
- In conjunction with the SLT, deciding the school's policy and approach to meeting the needs of pupils.
- Ensuring that provision for SEND pupils is made and that it promotes high standards.
- Ensuring that objectives are set for SEND as part of performance management framework.
- Ensuring that pupils with SEND are fully involved in the school's activities
- Reporting to parents on the success of the school's SEND policy and provision including deployment of additional funds.
- Having regard to the Code of Practice when carrying out responsibilities towards SEND pupils.
- Making sure that parents of SEND pupils are notified of the provision for their child.
- Being fully involved in the development of, and subsequent reviewing of, SEN policy.
- Ensuring that they possess up-to-date knowledge of the school's SEN provision, including funding and deployment of staff/resources.
- Ensuring that SEND provision is integrated into the School Improvement Plan.
- Ensuring that SEND provision is constantly monitored.

The Head Teacher: Mark Dakin

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work including provisions for children with special educational needs. The Head teacher keeps the governing body informed whilst working closely with the school's SENCO.

The SEND Team

The Deputy Head is the SENDCo and has responsibility for managing the day-to-day operation of the schools SEND policy and for co-ordinating provision for pupils with Special Educational Needs. The SENDCo is also responsible for monitoring and reporting the successes and any concerns to the Head teacher. Whole-school or individual training needs will be identified and provided when necessary. The SEND team is supported by one part-time experienced teachers-Mrs S Zollino, Mrs Kate Morris, Mrs Rachel Rudd and (UQT) Mrs Reena Sagoo.

The Class Teacher

The class teacher has responsibility for identifying, assessing and making provision for pupils with special educational needs, liaising with the SENDCO as and when appropriate to the needs of the child.

The Teaching Assistants

The Teaching Assistants work with class teachers and the SENDCO to support the learning needs of the children. Teaching Assistants undergo continued Professional Development, enabling them to take part in or run intervention programmes for pupil with additional needs.
The SENDCo is the TA line manager.

12. Storing and Managing Information

In line with GDPR requirements, all information relating to pupils on the SEN register secured stored. All class teachers have necessary information relevant to a pupil's teaching and learning in a central file for all key adults to access for monitoring purposes. All relevant information is securely shared with the next teacher or school to ensure consistency in their provision.

13. Accessibility

The Accessibility Plan is published on our website and available on request via the office staff, SENDCo or Head teacher. Equality objectives are included within our Equality policy which is also published on our website.
The school already has a range of specialist SEN facilities already in place and is working towards having all of the following:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to different amplification systems

- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

14. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school actively seek feedback from staff, parents, pupils and wider community throughout the year. St Giles Primary School holds independent reviews, pupil questionnaires, and data analysis and parent feedback. Evidence collected will help inform school development and improvement planning.

15. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher who will be able to advise on formal procedures for complaint. As far as possible these concerns would be addressed by the Inclusion team within the school. When concerns cannot be resolved within this existing framework, the parents may appeal (via the LA complaints procedure) to the governors of the school. A copy of our 'Complaints Procedure' is available from the school's website.

16. Bullying

The school's Bullying Policy can be found on the school website. Specific monitoring of any bullying incident takes account of the child's SEND status.

17. Links with other schools

Links with other schools, including special schools are promoted. It is recognised that transition phases can be particularly difficult and therefore every effort will be made to ensure these are made.

- Receiving Pupils – meetings with parents and new pupil. Contacting previous school for SEND information such as EHCPs, LA reports academic level, provision mapping and IEPs (If coming from another school). Liaising with LA for a pupil with an EHCP. All SEN information received between schools is available to parents. If necessary, the SENDCo works with the schools to ease the transition of the pupil who will soon be attending our school. St-Giles will work in partnership with the child's current setting to tailor-make a transition package if required.

- Transferring Pupils – copies of all APDRs, EHCPs' and local authority reports will be sent to next school. Pupils with an EHCP will have their new secondary school invited to their last Annual Review. Parents would have copies of all these. St-Giles will work in partnership with the receiving school to tailor-make a transition package if required. All academic levels, intervention strategies and provision mapping will be transferred.

18. Links with other agencies and voluntary organisations

St Giles Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for; SEND. Simrat Mavi is the designated person responsible for liaising with the following if necessary:

- Education Psychology Service
- Social Services
- Speech and Language Service
- Language and Learning Support
- Teacher of the deaf
- Teacher of visually impaired
- Schools and family Support Service
- Autism specialist
- Occupational therapist
- Physiotherapist

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to and informed about any meetings held concerning their child.

19. Reviewing the policy

This policy will be amended, if necessary, to reflect any changes to provision and reviewed annually. It will be reviewed at the end of each academic year to ensure it is still relevant to current practice and legislation. The policy will be presented to Governors prior to being published on the school website.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Please note: Should online learning be required in the event of a school closure (Lockdown) related to Covid-19, the school is fully committed to providing additional to and/or different from provision via carefully differentiated curriculum offers, additional scaffolds, use of specific technology, and will use our best endeavours to keep interventions going to reduce learning loss. The SEND reviews would go ahead although they will be virtual on School Cloud platform.