



Eskdale Junior School



Special Educational Needs and Disability Policy

Adopted: October 2026

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It is likely that the majority of children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning.

This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background or area of need.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The formal definitions of special educational needs (SEN) are taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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.

Although 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, due consideration should be given when assessing needs.

The framework for supporting children and young people with special education needs is contained within the SEND Code of Practice. A copy of which can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Nottinghamshire has developed a SEND Local Offer, which is a resource that 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 Nottinghamshire 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.

www.nottinghamshire.sendlocaloffer.org.uk

Mission Statement

Eskdale Junior School's Vision statement

At Eskdale Junior School we are committed to providing a happy, caring and stimulating environment where children recognise and achieve their potential, have opportunities to develop their independence and make a positive contribution to society. Underpinned by our core values, our School motto reinforces the message that with belief and perseverance you can achieve anything.

"Believe, Strive, Achieve"

We provide a broad and balanced curriculum for all children, using the National Curriculum as the starting point for our planning. We set suitable learning challenges and respond to the diverse learning needs of our pupils with special educational needs and/or disabilities, and all children are equally valued members of our school. We believe that all pupils should feel secure and supported, have opportunities to experience success and know that expectations of them are high.

Our school provides a secure and accessible environment in which all our children can flourish, and in which all contributions are valued. Inclusion is a thread that runs through all of the activities of the school. All pupils follow the National Curriculum at a level and pace that is appropriate to their abilities and, when it is appropriate, modifications to the curriculum are made.

In order to successfully match SEND pupil ability to the curriculum we will:

- Ensure that all pupils have access to the school curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of, and sensitive to, the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Make suitable provision for children with SEND in order to fully develop their abilities, interests and aptitudes and to allow them gain maximum access to the curriculum.
- Promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- Give every child the entitlement to a sense of achievement.
- Regularly review the policy and practice in order to achieve best practice.

Our aims are:

- **To identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services *[and feeder schools or early years settings – where applicable]* prior to the child's entry into the school.
- **To 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.
- **To make appropriate provision to overcome all barriers to learning.** This will be co-ordinated by the *SENDCo* and will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and that all pupils' needs are catered for.
- **To ensure that pupils with SEN and Disabilities have full access to the National curriculum and that they are equally valued members of the school.** This will be co-ordinated by the *SENDCo* and will be carefully monitored and regularly reviewed in order to ensure that all pupils' needs are catered for.
- **To work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. Engage in open and supportive discussions that encourage parental confidence to share information that would be helpful in supporting their child. This will include supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and providing information annually on the provision for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work. This forms part of the school's SEND Information Report.
- **To work with and in support of outside agencies** when the pupils' needs can not be met by the school alone.
- **To create a school environment where pupils feel safe to voice their opinions about their needs and the provision made to meet them.** This means *providing regular one to one meetings between pupils and their teacher/SENDCo* and is made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This is reflected in decision-making and also encouraged through wider opportunities for participation in school life.

Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEND is Mr Scruton [*Head Teacher*]
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Bennett [*SENDCo*]

Arrangements for coordinating SEND provision

The *SENDCo* will hold details of all SEND Support records such as provision menus, IEPs or structured conversations and targets for individual pupils.

All staff can access:

- The Eskdale SEND Policy and Information Report (found on the school website.)
- A copy of the full SEND Support Register.

- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans.)
- Information on individual pupils' special educational needs, including provision menus, targets set and copies of their IEP.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on current legislation and SEND provision.
- Information available through Nottinghamshire's SEND Local Offer.
- A copy of the school's Accessibility Plan.
- A copy of the school's Inclusion Strategy (From December 2026).

www.nottinghamshire.sendlocaloffer.org.uk

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. 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.

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 Education, Health and Care Plans and those without.

The school will never refuse to admit a child to school simply because s/he has special educational needs or a disability. The school will try its best, where possible, to make sure that arrangements are put in place to meet specific needs.

Eskdale has well established links with our feeder Infant School and with the Secondary Schools that our pupils join once they leave. The SENDCO will discuss the specific needs of your child with the SENDCO of their secondary school or feeder Infant school and will attend/arrange review meetings as appropriate.

Specialist SEND Provision

Eskdale employs a team of Teaching Assistants (TAs) to support the SENDCO and class teachers in delivering learning programmes to children with SEND throughout the school. Interventions are tailored to the needs of the individual child and we support pupils with a range of special needs including dyslexia, ASD, pupils with disabilities and emotional, social and behavioural needs.

We are committed to whole school inclusion. Inclusion covers more than special educational needs and would incorporate gender, sexual orientation, race, religion and culture. It is important to recognise that some of these additional barriers may exist for some children and young people with special educational needs and disabilities, so that we may promote understanding and ensure that support and provision is tailored to meet the individual needs of the child or young person. For more information on our provision for inclusion see section 10.

Our provision includes:

- **A commitment to high-quality adaptive teaching.** *High-quality adaptive teaching remains the first response to meeting SEND needs.*
- **Greater reference to evidence-informed practice.** *Teachers will use evidence-informed strategies including scaffolding, explicit instruction, and targeted support to enable pupils to access learning successfully*
- **A stronger focus on outcomes rather than provision.** *Our ambition is that pupils with SEND achieve outcomes that enable them to thrive. We measure success not only by the support provided, but by the difference it makes to pupils' learning, attendance, engagement, independence, wellbeing, and sense of belonging within the school community.*
- **A focus on attendance, engagement and belonging.** *The school monitors attendance, participation, wellbeing and attainment of pupils with SEND to ensure that barriers to learning and inclusion are effectively addressed.*
- **Effective deployment of teaching assistants.** *Teaching assistants are used to supplement high-quality classroom teaching and are trained to provide targeted, structured support. Our approach prioritises pupil independence, active participation, and successful inclusion, ensuring that support enables pupils to develop the skills and confidence needed to succeed.*
- **Strategic governance and accountability for inclusion.** *Governors play an active role in promoting inclusion by providing strategic challenge and support. They monitor the achievement, attendance, wellbeing and participation of pupils with SEND, ensuring that inclusion remains a key priority and that provision leads to positive outcomes for pupils.*

Adapting Facilities and Access for pupils' with SEN and Disabilities

The school has a range of specialist SEND facilities in place. These are to ensure that pupils with SEN and disabilities can access all aspects of school life. These adaptations include:

1. **Changes to physical environment.**
School has been adapted where appropriate, to meet the needs of individual pupils. For example, the school has a disabled toilet and shower.
2. **Assistive Technology and Adapted Resources.**
Where necessary we access assistive technology to ensure that pupils with SEN and Disabilities can access all the information that is available to their peers. Examples include the use of assistive technology such as hearing monitors for pupils with a hearing impairment and the use of larger/different coloured fonts for pupils with visual impairments or dyslexia.
3. **Additional Time/Assistance**
During the Key Stage 2 SATS and Year 4 MTC we can access additional time/assistance for those pupils who meet the criteria.
4. **School transport**
This can be arranged via the County Council systems.

Specialist facilities and support are accessed when they are appropriate for individual pupils. Parents can request a copy of the school's accessibility plan.

Allocation of resources for pupils with SEND

Eskdale utilises different elements of the local SEND funding to meet the provision for a range of special educational needs in school. All pupils with SEND will have access to Place Funding. This is used to support pupils within the classroom, small groups or in one-to-one sessions. These sessions are arranged as appropriate to the child's individual needs and are allocated by the SENDCo, Head Teacher and Senior Leadership Team.

Some pupils with SEND may access additional funding, (This is known as AFN – Additional Family Needs Funding) This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools).

For those with the most complex needs (HLN – High Level Needs,) additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Other sources of funding, such as Pupil Premium, may also be used to support pupils in school.

Once a need has been identified, the SENDCo will work in partnership with the Head Teacher, class teacher, parent and any appropriate outside agencies, to ensure that the child is receiving the necessary support in school.

Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND, they will be reviewed by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide adapted, meaningful 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 SENDCo 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 and any/or professional development that may be required by school staff.
- f) If a pupil has recently been removed from the SEND Support register, they may also fall into this category and continued oversight will be advisable.
- g) Parents will be informed fully of every stage of their child's development. Parents are encouraged to share information and knowledge that they feel would be useful in helping with

the school's understanding of the child and their broader needs. This information will be handled confidentially and sensitively.

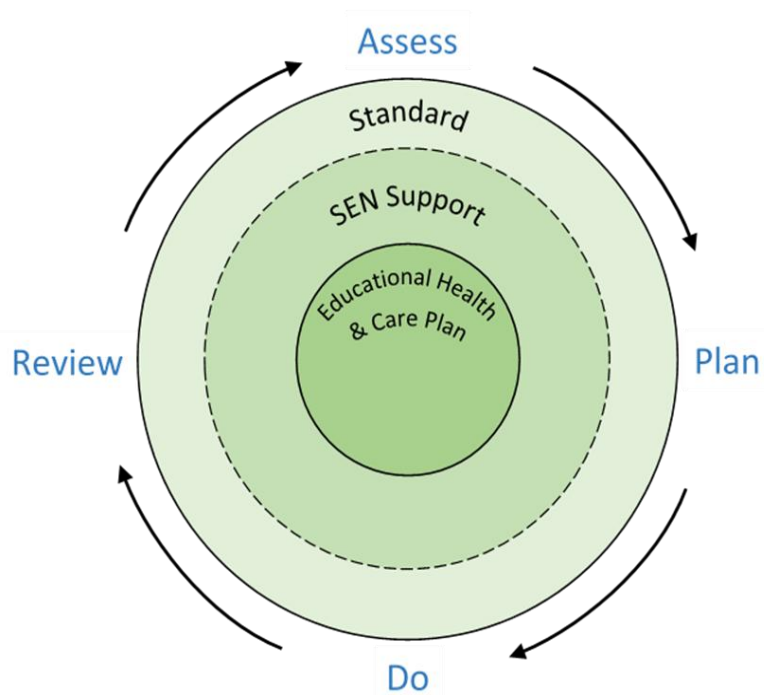
- h) The child is formally recorded by the school as needing closer review of their needs due to concern raised by the parent or teacher. At this stage the child may be placed on the school's SEND Support list and an IEP (Individual Education Plan) will be written, outlining targets and interventions that have been put in place in order to support the child. Not all pupils are placed on the on the school's SEND Support list at this point and further monitoring may be necessary. This may be recorded by the school as an aid to further progression and to ensure that support arrangements are tailored to needs.
- i) Pupil progress meetings are used to review the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and pattern of progress.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school record. 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:

- 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 parents. The pupil's views, and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

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 parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adaptations, adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

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, so that the pupil benefits from a consistent approach.

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 /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff 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 SENDCo.

Review

Reviews will be undertaken in line with agreed dates. 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 their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Request for an assessment Education, Health and Care (EHC) Plan

If a child has lifelong or significant difficulties, it may be appropriate to consider a Statutory Assessment, which is usually requested by the school, but can be requested by a parent or young person, or in some instances by professionals from health and social care. This should begin with a conversation with the SENDCo.

Further information about EHC Plans can be found via the SEND Local Offer:

<https://bit.ly/3j1vgv8>

or by speaking to the Integrated Children's Disability Service on:

0115 804 1275

or by contacting the Ask Us Nottinghamshire on:

0800 121 7772

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

- Parents
- Pupil
- Teachers
- SENDCo
- Educational Support Services
- Social Care
- Health professionals

Information will be gathered to inform a decision about whether an EHC Plan may be required. The request will be considered by a multi-agency panel. Parents have the right to mediation and ultimately can appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least 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.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

Eskdale reviews its provision of SEND and the curriculum annually. This is done via the school self-review cycle where teaching, provision and pupil's views are evaluated. The provision of specific SEND interventions are reviewed each year alongside an analysis of SEND pupils' progress and attainment. This is to ensure that pupils with SEN and Disabilities can participate in all aspects of the school curriculum.

Alongside this school self-review cycle Eskdale also gives consideration to;

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is adapted to address a range of different needs, as necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Ensuring that any decision to provide group teaching outside the classroom will involve the teacher and/or SENDCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.
- Ensuring that all pupils with SEND are happy and safe within school.

Adaptations to the Curriculum

We follow the formal requirements of the National Curriculum but we also provide a wide range of additional opportunities to enrich the experiences of our children. Where necessary, we adapt the curriculum to make it more accessible for pupils with SEN. We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. We use a range of strategies to support SEND pupils in accessing the curriculum.

Some of the actions we may take to achieve this are:

- Modify language presented to children by using visual prompts so instructions can be easily understood.
- Provide visual timetables to children so daily routines can be understood.
- Modify the curriculum/provision to meet individual needs, for example using additional resources to support joining in with group activities or quiet spaces to support listening and attention.
- Provide pupils with their own box of resources for example a sensory box to support sensory or emotional needs.

Our school website contains links to suggested adaptations for each subject taught in school.

Parents can request a copy of the school's Accessibility Plan and the Inclusion Strategy (from December 2026).

Inclusion of pupils with SEND

The inclusion of all pupils with SEND should be seen in the context of inclusion in its broadest sense, which will include the groups identified under the Equality Act 2010, namely those facing additional barriers due to race, gender, sexual orientation and religion. It is recognised that some pupils with SEND will also face additional barriers by virtue of the prejudices associated with belonging to these groups (whether conscious or unconscious). The SENDCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by Head Teacher together with Class Teachers and the SENDCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and all pupils have access to the same experiences whether that be trips off site, or accessing outside providers who come into school for extra-curricular clubs or in school provision. Inclusion is at the heart of our approach at Eskdale and all pupils have access to our school curriculum. Lessons and curriculum content are designed to tackle bias and promote inclusion through our every day delivery of lessons and resources. Our curriculum statement and SEND curriculum statement can be accessed by parents via the school website.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub (MASH.)

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

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

The effectiveness of the school SEND provision and policy is reviewed throughout the year via the School Self Review Cycle. The evaluation is carried out by the SENDCo, Head teacher and SEND governor and information is gathered from different sources such as IEP Reviews held with the parent and child/child and parent surveys/staff meetings/parent's evenings/feedback forms/school forums.

Evidence collected will help inform school development and improvement planning.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice. The school will maintain a strategic overview of training for its staff which will include training opportunities targeted at specific areas of SEND and inclusion, more widely.

This year our school has participated in the following SEND specific training programmes:

- Adapting the curriculum per area of need.
- Strategies for Dyslexic learners.
- Emotion Coaching
- SENDCo Update Webinars

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development.

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

Working in partnerships with parents

Eskdale Junior School believes that a close working relationship with parents is vital.

No pupil will be entered onto the school's SEND Support List/Register without prior discussion with parents.

The school endeavours to recognise and remove barriers for pupils with SEND through an ongoing discussion with parents to develop an evolving understanding of the pupil's strengths and needs. This will be informed by the:

- early and accurate identification and assessment of SEND leading to appropriate interventions and provision
- detailed tracking to ensure the continued social and academic progress of children with SEND
- reviewing and setting of outcomes to ensure that these remain tailored to the individual needs of the pupil.

Parents are kept up to date with their child's progress through *parent's evenings, IEP reviews, and reports at the end of each term. If a parent has a particular question or concern regarding their child they are encouraged to contact the class teacher and/ the SENDCo to discuss*

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority parent partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.

Parents will be consulted, and their consent sought before the school seeks to involve external education support services.

If a parent or carer has any concerns or complaints regarding the provision, care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to advise on formal procedures for complaint. *See the school's complaints procedure.*

The school's SEND governor can also be contacted in relation to SEND matters.

Parents can request a copy of the school's Accessibility Plan and the Inclusion Strategy (From December 2026).

Links with other schools

The school is a member of *the Alderman White Family of Schools and the White Hills Park Collaboration*. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

We recognise that ‘moving on’ can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- For pupils moving up from Year 2
 - The Eskdale SENDCo attends the IEP reviews at the feeder Infant School.
 - Additional visits are arranged for those pupils who would benefit from familiarising themselves with the building.
 - Any relevant training or facilities are arranged in preparation for the pupil starting in Year 3.
- If your child is moving to another school:
 - We will contact the new school’s SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
 - If your child would be helped by making a booklet on the features of their new classroom and timetable to support them in understand moving on then it will be made for them if suitable.
- In Year 6
 - The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school, as appropriate.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Links with other agencies and voluntary organisations

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

Examples include:

- Education Psychology Service (EPS)
- Inclusion Service
- Children’s Social Care
- Speech and Language Therapy Service (SALT)
- Social Emotional and Mental Health Team (SEMH) – primary phase or the Behaviour Partnerships
- Child and Adolescent Mental Health Services (CAMHS)

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

Parents will normally be invited to, and informed about, meetings held concerning their child unless there are over-riding safeguarding issues.

Signed Mr Scruton (Head Teacher)

Date October 2026

Signed Mrs Bennett (SENDCO)

Date October 2026

Signed (SEN Governor)

Date October 2026

This policy will be reviewed annually.