



**Grow, Learn, Achieve, believe**

## **Special Educational Needs (SEN) Information Report**

**2020 / 21**

This report should be read in conjunction with the school's Special Educational Needs and Disability policy (Feb 2020)

### **SEN Team:**

SENCO: Mrs K Blake-Morris senco@higham.kent.sch.uk Tel: 01474 822535	ASENCO: Mrs J Smith asenco@higham.kent.sch.uk Tel: 01474 822535	SEN Governor: Mrs Justine Brown <a href="mailto:jbrown@higham.kent.sch.uk">jbrown@higham.kent.sch.uk</a> Tel: 01474 822535
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**Kent local offer** - <http://www.kent.gov.uk/education-and-children/special-educational-needs>

The new Children and Families Bill came into force in September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about all services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to provide choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision available to them in the local area. You can access this at the web address given above.

Updated: Sept 2020

1) Profile of pupils with SEN

a) Number of pupils on school's SEN record (or provide print out of most recent audit of SEN record)

	Whole school	Yr 6	Yr 5	Yr 4	Yr 3	Yr 2	Yr 1	Yr R
EHCP	3	1	2					
SEN SUPPORT	10	0	1	2	1	4		2
SEN MONITORING	20	4	5	4	3		4	

b) Areas of need (total numbers on school's SEN record)

Area of Need	General Learning Difficulties			Attention Deficit Hyperactivity Disorder (ADHD)			Speech, Language and communication			Autistic Spectrum Disorders (ASD)			Emotional, Behaviour and/or Social Difficulties (SEMH)			Moderate Learning Difficulty (MLD)			Hearing Impairment			Visual Impairment			Physical/Medical Difficulties			Early Years		
Register	Monitoring	SEN support	EHCP	Monitoring	SEN support	EHCP	Monitoring	SEN support	EHCP	Monitoring	SEN support	EHCP	Monitoring	SEN support	EHCP	Monitoring	SEN support	EHCP	Monitoring	SEN support	EHCP	Monitoring	SEN support	EHCP	Monitoring	SEN support	EHCP	Monitoring	SEN support	EHCP
Number of pupils	11	3	1	1	1	2	3	2	1			1	7	4			3	2								1	1		2	

c) Gender of pupils on school's SEN record

Total number of boys			Total number of girls		
Monitoring	SEN support	EHCP	Monitoring	SEN Support	EHCP
13	8	2	7	2	1

#### d) Ethnicity of pupils on school's SEN record

	White			Mixed e.g. White and Asian		Asian		Black		Chinese		Gypsy-Roma		Other	
Number of pupils	Monitoring	SEN support	EHCP	Monitoring	SEN support	Monitoring	SEN support	Monitoring	SEN support	Monitoring	SEN support	Monitoring	SEN support	Monitoring	SEN support
	20	9	3		1										

## 2) Staff Skills

As a school we look at whole school and individual staff training needs.

Academic year 2019-20

As a school we look at whole school and individual staff training needs. Staff attend relevant training linked to their specific area, performance management targets and children's needs within the school. All teaching staff have taken part in 'Talk Less Teaching' training, enabling them to look at different ways of teaching in supporting their pupils in their learning. Teachers have used strategies from this training to help them to be creative in the planning and delivery of their lessons. All staff involved with vulnerable pupils have attended positive handling training to ensure they correctly use the taught strategies when positively handling pupils (this training is updated when required). Working to develop speech sound, improving pupils Speech, Language and Communication Needs (SLCN) are two areas that teaching assistants have attended courses to support their work with identified pupils. This has helped them in their expertise and choice of strategies when working with pupils with speech and language difficulties. Since January 2016 we have been delivering daily sensory circuits sessions. We developed our strategies through consultation with another school. In November 2016 the Assistant SENCO attended training and as a result of this we identified a need for daily sensory circuits sessions, so from January 2017 we have implemented sensory circuits sessions 5 mornings a week for 14 children, by adults who have all attended relevant training. Assistant SENCO is also an 'Autism Champion'.

### (2020-21) :

- Quality First Teaching as the first wave of effective SEN teaching, using the EEF report on 'SEND in Mainstream schools' to support this.
- Wave 2 intervention and how this can be implemented successfully ensuring we are following Covid guidelines.
- Planned: *Attachment training for all teaching and support staff, focusing on any children who have long term attachment issues (such as Previously Looked After) and also any who are particularly vulnerable at this current time due to the global pandemic.*

The SENCO attends monthly LIFT meetings, termly SEN forums and AEN updates to discuss pupils needs, strategies within school and ways outside agencies can be used to support our pupils. We work closely with the Specialist Teaching and Learning Service, based at the SMILE centre at Ifield School, who come in regularly to support our more vulnerable children.

Teachers are given time to look at class provision from the previous academic year and transition meetings were held in July 2020 to ensure a smooth handover between classes ready for Sept 2020.

Pupil Progress Meetings are held half termly where any children who are not progressing as expected are discussed and relevant support / interventions are put in place as a result. Teachers write class provision maps half termly to demonstrate what interventions are in place and also Personalised Provision Plans for children on the SEN Support, or who have an EHCP, to show what additional support they receive.

Training needs are reviewed regularly with the Headteacher.

### 3) Accessibility

Accessibility of the school buildings, curriculum and printed materials and plans to extend this, as required by the SEN and Disability Act 2001, Disability Equality Scheme.

Information to be provided in Annual Governors' Report to Parents	Where information may be found
A description of the admissions arrangements for pupils with disabilities Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils	School's <a href="#">SEN policy</a> <a href="#">SEN policy</a> Accessibility plan

#### a) Pupil and parental involvement in annual review meetings for pupils with EHCP

Percentage of pupils attending/involved in their annual review meeting	Percentage of parents/carers attending/ involved in their child's annual review meeting
100%	100%

#### b) Attendance of pupils with SEN – authorised and non -authorised

	Whole school including pupils with SEN		Pupils with SEN	
	2019-20	2020-21	2019-20	2020-21
Attendance – Average attendance rate (%)	92%		94%	
Non-attendance – Average authorised (%)	7%		6%	
Non-attendance – Average unauthorised (%)	1%			

## **Introduction**

The purpose of this information report is to give clear guidance on the management and organisation of Special Educational Needs and Disabilities (SEND) at Higham Primary School. The SEN Disability Discrimination Act (2001), recently updated to become the Equality Act (2010) strengthened parent's rights to have their child educated in a mainstream school. This school is supportive of inclusive education strategies and agrees with the principle that most children's educational needs will be met in mainstream schools. We believe that, with appropriate training, strategies and support, we can successfully include most pupils. We will therefore work closely with parents and outside agencies to agree the best possible outcome for every child. The strategies outlined in this policy adhere closely to the Special Educational Needs and Disability Code of Practice (January 2015).

### **SEN Co-ordinator (SENCO)**

The SENCO at Higham Primary School is Mrs Blake-Morris who is a qualified teacher and will be acquiring the national award for SEN co-ordination.

Mrs K Blake-Morris is available on 01474 822535 or via email: [senco@higham.kent.sch.uk](mailto:senco@higham.kent.sch.uk)

### **SEN Teaching Assistant (ASENCO)**

The ASENCO at Higham Primary is Mrs Julie Smith. Mrs Smith works closely with Mrs Blake-Morris and together they are the SEN team.

Mrs Smith is available on 01474 822535 or via email: [asenco@higham.kent.sch.uk](mailto:asenco@higham.kent.sch.uk)

### **Definition of SEN – as defined by the SEND Code of Practice 2015**

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEND code of practice (2015 p15-16)

### **Definition of Disability – as defined by the SEND Code of Practice 2015 (p16)**

Many children and young people who have SEN 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 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 SEN, but there is a significant overlap between disabled children and young people, and those with SEN. Where a disabled child or young person requires special education provision they will also be covered by the SEN definition.

## **Identification:**

The SEN code of practice identifies four broad areas of need. These four broad areas give an overview of the range of needs and are taken from the SEND code of practice 2015 (p97-98).

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

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

***Cognition and Learning*** – Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils mental health and behaviour difficulties in schools.

***Sensory and/or physical needs*** – Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the social care for Deafblind children and Adults guidance published by the department of health.

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

*At Higham Primary, we acknowledge that the four categories of need defined above, broadly identify the 'primary areas' of need, we also consider carefully the needs of the whole child. This will include not just their special educational needs but also their social and emotional wellbeing.*

**Other areas *not* SEN, that may/do impact on progress and attainment:**

- Medical conditions
- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a looked-after child, subsequently adopted.
- Being a child of serviceman / woman

**Aims**

At Higham Primary we aim to develop the potential of all of our pupils regardless of their SEN status. We have high expectations of all of our pupils and believe in inclusion for all, as all pupils are unique and every child matters. We aim to maximise the potential of all pupils through support to overcome any barriers to learning that they may have.

**Objectives**

We aim to:

- offer the best possible provision from the resources allocated ensuring that all children have an equal opportunity to engage in the curriculum.
- meet the individual needs of all children when planning the curriculum.
- offer additional support to ensure access to the whole curriculum.
- identify and assess individual needs as early as possible to provide appropriate support strategies and review these regularly.
- seek specialist advice and support if necessary and maintain close and effective working relationships including the involvement of parents and carers at all stages ensuring that effective and appropriate means of communication are used.
- where appropriate and possible involve children in setting and evaluating targets
- Ensure staff are adequately trained and supported to enable them to meet each pupil's individual needs
- Take account of parent and child's views when deciding on appropriate provision
- Actively seek to remove barriers to learning and participation
- Have high expectations and set suitable targets.

## Roles and Responsibilities

### Governing Body:

- To be involved in developing and monitoring the schools [SEN policy](#) and provision
- To ensure appropriate staffing and funding
- To appoint a Governor to have specific oversight of the school's arrangements and provision
- To consult with the LA and other Governing bodies over wider SEND issues
- To make budget provision to ensure that children with SEN can be educated alongside other pupils in a way that meets the learning needs of both groups
- To consider SEN when carrying out School's Self Review
- To establish mechanisms to ensure that the Governing body is fully informed
- To ensure they have up to date knowledge about the school's SEN provision, funding, equipment, personnel and resources

### Headteacher (Mrs Catherine Grattan):

- To be responsible for all aspects of SEN provision
- To keep the Governing body fully informed
- To work closely with the Special Educational Needs Coordinator

### Special Educational Needs Coordinator (Mrs A Dunn):

- To be closely involved in the strategic development of [SEND policy](#) and provision
- To take responsibility of the day to day operation of the school's [SEND policy](#)
- To coordinate provision and support class teachers in providing for children with SEN in their class
- To organise and attend pupil progress meetings in order to identify vulnerable groups or children not making progress in each class
- To oversee the review and update of personalised provision plans for pupil on the SEN support register.
- To carry out the responsibilities detailed in the SENCO job description
- To be qualified in 'The National Award for SEN Co-ordination' (2.11.17)
- To lead Educational Health Care Plan (EHCP) annual and review meetings for children who have an EHCP.

### Class Teachers:

- To be involved in the development of the school's [SEND policy](#)
- To be aware of procedures for identifying and assessing children with SEN and notify the SENCO any changes they deem necessary to the SEN register at pupil progress meetings
- To plan, write and review their class provision mapping, ensuring review takes place [following the](#) pupil progress meeting.
- To make appropriate provision and resources available for all children in their class so that they are able to make progress, as identified in their class provision map.
- To oversee intervention groups involving pupils from their class
- To write, review and update personal provision plans for pupils in their class who are on the SEN support register.
- To be involved in writing Educational Health Care Plans for children in their class and review their Plan progress towards outcomes following professional conversations with the TA delivering the intervention.
- To take part in Educational Health Care Plan (EHCP) review meetings for children in their class who have an EHCP.



Teaching Assistants:

- To work with children on specific targets identified by the class teacher and detailed in the personalised provision plan and the class provision mapping.
- To regularly evaluate and assess pupils progress against targets in personalised provision plans and class provision mapping if they work with the pupil as part of their intervention or support programme.
- To carry out regular professional conversations with the class teacher with regard to the progress of their intervention group.
- To review the children's overall progress towards targets with class teacher

ASENCO (Mrs Julie Smith):

Maintain individual and whole school records relating to SEN and Pastoral needs

- Work alongside the SENCO offering support and advice.
- Arrange appointments relating to SEN
- Efficient distribution of documents before and after all meetings relating to SEN
- Maintain SEN resources and ensure that the space provided for children with SEN is well organized and a positive learning environment.
- Work alongside the SENCO to write and update personalised provision plans and EHC plans.

### **Identification**

We promote early identification by having a termly cycle of assessment and review. Pupil progress meetings provide an opportunity to discuss all children in the class and give teachers the opportunity to raise children who may need to be included or removed from the SEN register.

We:

- Establish the child's level of attainment in relation to their peers and monitor progress
- Respond to expressions of concern by parents
- Take account of information acquired through planning, teaching and assessment
- Use information acquired from pre-school, transfer school, home or outside agencies
- Seek and respond to observations, views and opinions of agencies involved with the child
- Make judgements about children's learning and emotional characteristics
- Carry out observations of pupils where concerns have been raised.

### **Provision Mapping**

Class teachers must ensure provision mapping is up to date and relevant. Provision mapping outlines how every child's needs are provided for through Quality First Teaching Strategies and Interventions, including those children on the SEN register. Provision mapping will be reviewed following Pupil Progress Meetings.

**Quality First Teaching:** This details the entitlement for every child in the class. The requirements of Quality First teaching differs from class to class and may be subject to change throughout the year depending on the needs and routines of the particular children in that class.

**Interventions:** This details any provision or resources in place for particular groups or individual children within the class who are identified as not making sufficient progress, or who remain significantly behind their peers in terms of attainment in spite of making progress. It may also include children who require additional provision even though they have made good progress and have at least expected attainment, e.g. in order to provide additional challenge for highest attaining pupils.

**Personalised Provision Plans:** This details a personalised programme of support for any pupil on the SEN register. This includes children who receive small group or 1:1 support as part of their learning plan. Class teacher's write targets linked to outcomes for specific areas of the curriculum. Teachers and teaching assistants work with pupils on identified targets and then assess pupils at the end of each term according to their progress in relation to specific individual targets. These targets are then reviewed at least 3 times per year at pupil progress meetings and then shared with parents.

**Provision for pupils with an Educational Health Care Plan (EHCP):** The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an Educational Health Care (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC Plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person.
- Provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

EHC plans should be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions.

SEND code of practice 2015 (p142 and p143)

#### **EHCP process:**

- An EHCP needs assessment by the local authority, can be requested by the school or parents.
- A panel of professionals from the local authority will look at the child's needs and determine whether they seem complex enough to require a statutory assessment. They will take into account the wishes, feelings and views of parents/carers and the child, as well as evidence of progress in school and the support already in place.
- If the local authority decides to conduct an assessment, they will ensure that parents/carers are included from the start. They will request a report from the school, professional involved with the child and parents/carers to complete a report outlining the child's needs.

- Once all reports have been received the panel will meet to decide whether an EHCP is required and whether the child's needs can continue to be met at the child's current school. The plan will include identified outcomes for the child delivered either 1:1 or through small group interventions.
- The whole EHCP process must take no more than 20 weeks from initial request to the final plan being issued (excludes exceptional circumstances).

### **Supporting SEN pupils with a Personalised Provision Plan.**

Class teachers use provision mapping to support pupils with additional difficulties and identify interventions that can support their development and learning. Some pupils need specific more frequent interventions that may mean that they are taught out of class for Maths and English. For pupils with a differentiated timetable we have identified key outcomes that they need to achieve by the end of the year / Key Stage. To ensure all staff who work with these pupils are aware of their needs and SMART targets towards their learning outcomes, each pupil has a personalised provision plan that is reviewed termly or more frequently if required. These personalised plans are shared with parents to ensure all stakeholders have a clear understanding of outcomes and next steps to meet those identified outcomes. Pupils with an EHC Plan will also have a personalised provision plan linked to outcomes identified in their EHC Plan.

### **Arrangements for supporting pupils with SEN in transferring between phases of education**

We work closely with educational settings used by pupils prior to commencing their education at Higham Primary School. We seek as much information as possible to make the transfer as seamless as possible. Where possible we will visit the child's existing setting where it is deemed appropriate. This may include, SENCO, ASENCO, class teacher and support staff. We also encourage the parents and the child to come and visit us before their start date to familiarise themselves with the school environment and working school day.

We also provide relevant information to a pupil's onward setting by providing relevant information. We welcome and actively encourage the pupil's onward setting to visit us to discuss the needs of the pupil and to observe / meet with the pupil in school. Where required we may visit the child's onward setting and meet with the SENCO / class teacher to make them aware of their needs and successful strategies used with the pupil.

### **Arrangements for supporting pupils with Social and Emotional, Mental Health (SEMH) needs.**

Some pupils during their time at primary school can experience social and emotional difficulties which can become evident in a variety of ways and situations. As a school we employ the services of project Salus on an annual agreement. Our Project Salus worker is in school one afternoon per week to work with identified children who have been referred to the SENCO for emotional support. Project Salus workers are not counsellors but they offer pupils a time to talk and suggest strategies to deal with a range of issues. Confidence building, Self-esteem, restorative justice, anger management and bereavement are some of the areas they address. Children usually undertake 10 sessions with the Project Salus worker, however this is regularly reviewed with the SENCO so time is allocated due to need. Parents are consulted and need to give permission for their child to take part in these sessions.

Where a pupils needs are more specific and need additional support, mainly due to external circumstances or issues, with parental permission we can make a referral to early help. They work with children and their families to improve areas of difficulty and have the facility to refer to other outside agencies once the child / family is on their caseload. We work closely with Early help liaising with the early help team at least three times a year and with individual early help workers linked to families where required. We regularly facilitate

space for early help and other workers to meet with pupils in school as it is a neutral place where children can feel comfortable and secure.

### **Pupil Progress Meetings / SEN Meetings**

Regular meetings are held between teachers and TAs, SENCO and the Head to facilitate the implementation of this policy. Monitoring pupil progress always begins with a review of strategies currently being used and the way in which these might be developed. The class teacher provides evidence to show that they have taken steps to manage the child's needs and that current rates of progress are inadequate before seeking additional support. Where progress is not adequate additional or different action is taken to enable the pupil to learn more effectively.

Pupil progress meetings take place termly where possible. Children who have not met targets or are working below age expectations are discussed. The impact of current interventions are evaluated and next steps are agreed

The progress of children on the SEN register will be monitored by the SENCO. SEN pupil progress meetings take place regularly, where the SEN team and the Headteacher review the progress of children on the SEN register and discuss any children referred from class pupil progress meetings.

### **Planning, Record keeping and monitoring**

Provision mapping is planned and updated by class teachers following termly pupil progress meetings and shared with parents at consultation evenings. Parents of pupils on the SEN register will be invited into school at least 3 times a year to discuss their child's progress and provision in place. Pupils on SEN support will have a Personalised Provision Plan and these will be reviewed and shared with parents at least 3 times per year. Provision mapping will be monitored by the SENCO. Children with an Educational Health Care Plan have outcomes which are flexible and adapted as appropriate. Evidence to show progress towards targets/outcomes are submitted by the class teacher and teaching assistant at Pupil progress meetings, and this evidence may be requested at intervening times. Children and their parents are involved in the process of reviewing their child's progress. Parents are encouraged to share the knowledge and understanding they have of their child and to raise any concerns about the current provision. Additional records may include a Pastoral Support Plan (PSP), a PEP (Personal Education Plan for children in public care), a Health Care Plan (HCP) a risk assessment or an Educational Health Care Plan (EHCP).

### **Outside Agencies**

Children may require the school to work in partnership with other professionals if they are to achieve their educational objectives. Where the class teacher and the SEN team feel they have made full use of all available in-school resources and strategies but there is still inadequate progress for a particular child, referral will be made to the Local Inclusion Forum (LIFT) which takes place in one of the groups schools each term. The LIFT is attended by other professionals and following discussion a child may be referred to a number of outside agencies or the school may be advised to apply for an Educational Health Care plan

### **Concerns and Complaints**

Any queries relating to the progress of SEN children should be discussed in the first instance with the class teacher.

Any queries relating to provision for SEN children should be addressed to the SENCO.

For complaints refer to Higham Primary School's Complaints Policy.

### **Resources**

The school has a wide range of resources, software and assessments which are used with whole class, groups or individual children on a needs led basis.

Where particular resources and equipment or adaptations are required the school will consider whether the request can be reasonably met.

We can access and gain advice from a range of services and specialist support. If support and guidance is required parents and carers can be directed to the appropriate services via the SENCO.

Date completed.....JAN 2021

Signed on behalf of the Governing Body.....

Signed Head Teacher.....

Review Date.....JAN 2022.....