



# Special Educational Needs and Disabilities Policy

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# SEND Policy

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Please note: the acronyms SEND and SEN have been used interchangeably in this document, as have SENCO and SENCo. SEND refers to Special Educational Needs and Disabilities, whilst SEN refers to Special Educational Needs and both are considered to have the same meaning in the context of this policy.



## **SEND Policy**

### **1. Aims**

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

In providing for those defined as having SEND at Higham Primary School, we seek to:

- Ensure that all pupils are appropriately challenged and motivated to achieve their potential. Children with Special Educational Needs and Disabilities are provided with the support and guidance they need to be successful and have access to a broad and balanced curriculum.
- Treat each child as a valued individual, with an equal emphasis on their academic progress and their emotional well-being. All of our teachers and teaching assistants have a wealth of experience in supporting Special Educational Needs and know the children they work with extremely well.
- We work in close partnership with all members of staff to ensure the individual needs of each pupil are met. We liaise with parents, carers and external professionals to ensure appropriate strategies and quality first teaching takes place within the school, enabling each child to become a happy, motivated and successful individual.

### **2. Philosophy – Grow, Learn, Believe, Achieve,**

Higham Primary School has a dedicated SENCO who is passionate about supporting the needs of all our pupils, especially those who find school life particularly challenging. We recognise that our children are individuals who may require personalised and specific support in order for them to thrive. Through our school values of perseverance, kindness, creativity, respect, responsibility, and teamwork, we help our pupils to appreciate their worth and celebrate their individuality, fostering a love of learning, understanding and resilience. As a small village primary school, we support not just our pupils, but their parents, families and the wider community with our friendly and supportive approach.

#### **2.1 National Nurturing Schools Programme**

We follow the 6 principles of nurture in our daily practise and ethos, with these principles being:

- ✓ Safety – the classroom offers a safe base
- ✓ Wellbeing – the importance of wellbeing for the development of nurture
- ✓ Language – language is a vital means of communication
- ✓ Transitions – transitions are important in children’s lives
- ✓ Learning – learning is understood developmentally
- ✓ Behaviour – all behaviour is communication

Collectively, these six nurture principles support our inclusive approach to special educational needs and disabilities by recognising that pupils with SEN may require additional emotional, social, communication, or sensory support in order to engage fully in learning. By embedding nurture-led practice across the school, we aim to reduce barriers to learning, promote positive relationships, and ensure that all pupils feel safe, understood, and supported.



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### 3. Legal Framework

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCP), SEN co-ordinators (SENCOs) and the SEND information report
- Equality Act 2010: guidance - GOV.UK ([www.gov.uk](http://www.gov.uk)), applies to all aspects of school life in terms of how the school treats pupils, including school policies, to ensure individuals or groups of people are not put at a disadvantage under several protective factors under the Act, which are: their disability, race, sex, gender reassignment, sexual orientation, pregnancy and maternity, religion or belief. **Equality\_Act\_Advice\_Final.pdf ([publishing.service.gov.uk](http://publishing.service.gov.uk))**

### 4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 5. Roles and Responsibilities

#### 5.1 The SENCO

The SENCO at Higham is Mrs A Dunn, who is working towards the National Professional Qualification for SENCOs (NPQSEN)

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services



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- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

### 5.2 The SEND Governor

The SEND governor is Mrs J Brown, who will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### 5.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### 5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

### 5.5 Parents and Carers

At Higham Primary School, we value ~~and accept~~ the positive role and contribution parents and carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly, and met as early as possible.

Parents/carers are encouraged to contact the SENCO directly with any SEN concerns regarding their child ([senco@higham.kent.sch.uk](mailto:senco@higham.kent.sch.uk)).

## 6. SEND Provision at our school - the kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)



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- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, sensory difficulties

### **6.1 Identifying pupils with SEND and assessing their needs**

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored. This includes when a child's progress:

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

This may include progress in areas other than attainment, for example, social, emotional and mental health needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning, strengths and possible difficulties.

The child's class teacher will take steps to provide adapted 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.

The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

### **6.2 SEN Monitoring**

A pupil may be recorded by the school as being under observation on the Monitoring Register (or SEN Monitoring) if a significant or persistent concern by their parent or teacher is raised but this does not automatically place the child on the school's SEND register. Being placed on the Monitoring Register is not the same as being on the SEN Register (where more personalised support would be offered). We will continue to review a child's progress and will update parents if a move to the SEN Register is a more appropriate level of support. Any concerns will be discussed with parents informally or during parents' evenings.

### **6.3 SEN Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil's name will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a 4-part process: Assess ➤ Plan, ➤ Do ➤ Review. This is an ongoing cycle to enable the provision to be refined and revised as understanding of the needs of the pupil



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

### **6.4 Specialist SEND provision**

Through SEND provision, the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through ~~differentiation~~ adaptation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss this with the SENCO.

The SENCO will gather information from the pupil, parents, class teacher and subject teachers. The information gathered will help the school decide what help may be needed.

The help will be recorded in a Personalised Provision Plan (PPP). This will only record that which is additional to, or different from, the adapted curriculum and will focus on individual targets that match the pupil's needs. These will be reviewed at least 3 times per year, although certain children might benefit from more frequent reviews.

### **6.5 Referral for an Education, Health and Care Plan (EHCP)**

If a child has significant difficulties which are not improving even with the support given, they may undergo a Statutory Assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

### **6.6 Education, Health and Care Plans (EHCP)**

Following Statutory Assessment, if an EHC Plan is approved this will be provided by Kent County Council. The school and the child's parents will be involved developing and producing the plan. Once the EHCP 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 at an annual review. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place. Parents and pupils will be given the opportunity to voice their opinions and concerns and will be encouraged to participate fully in shaping the EHCP.

### **6.7 Consulting and involving pupils and parents**

Teachers consult with all parents 3 times a year, through parents' evenings and end of year reports.

We will have an early discussion, sometimes via telephone conversation or email if appropriate with parents when identifying whether their child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support via a written letter sent home via the pupil or school office.

All children on SEND Support will receive a Personalised Provision Plan (PPP) which is updated every other term and shared with parents.



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The school will not routinely contact parents if an intervention is planned, carried out, or changed. This includes small group support for Maths or English. The exceptions to this are:

- if the intervention is provided by an outside agency;
- if the intervention occurs outside of school hours;
- the intervention is a screener which may potentially indicate signs of neurodiversity;
- if the intervention programme itself requires parental consent.

Parents will be formally made aware of interventions and their outcomes via their child's Personalised Provision Plan (PPP), 3 times each year and during parent consultations. Teachers will share Pupil Provision Plans (PPPs) with parents and carers during parents' evenings. Parents and carers will be required to sign the feedback sheet to confirm that they have seen the plan, understand the current provision in place, and have had the opportunity to discuss it. Teachers will make best efforts to share PPPs with parents who do not attend parents' evenings. PPPs may be shared with parents via email if teachers are unable to share them in person.

### **6.8 Assessing and reviewing pupils' progress towards outcomes**

We follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil. Assessment includes on-going assessment for learning during lessons, and also in Pupil Progress Meetings which are held at least 3 times a year with the Headteacher, Deputy Headteacher, SENCO. SEN Pupil Progress Meetings which are held at least 3 times a year with the SENCO.
- Their previous progress and attainment, or behaviour
- Other teachers' assessments, where relevant (including from previous schools or settings as necessary)
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **6.9 Supporting pupils moving between phases, preparing for adulthood**

Teachers and TAs meet towards the end of the school year to pass information on to the next teacher to ensure a smooth transition to the subsequent class/year group. Relevant records are passed onto the receiving class teacher, as well as any identified aids or resources which are detailed in a pupil's PPP.

We will share information with the school, college, or other setting the pupil is moving to.

The SENCO can support parents when considering potential schools and arranging a transition meeting once a school has been chosen, in order to ensure all information in regard to the pupil is shared and an effective transition plan is put in place.



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### **6.10 Access Arrangements for Key Stage 2 Statutory Assessments**

Pupils with specific needs may require additional arrangements so they can take part in the KS2 SATs. Access arrangements are adjustments that can be put in place to support those pupils. Access arrangements may be appropriate for pupils with an EHCP; for whom provision is being made in school using the SEN Support system; whose learning difficulty or disability significantly affects their ability to access the tests or those who have behavioural, emotional or social difficulties. Headteachers and teachers must decide whether any of their pupils will need access arrangements before they administer the tests. More information can be found at 2026 Key Stage 2 Access Arrangements Guidance - GOV.UK ([www.gov.uk](http://www.gov.uk))

## **7. Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class regardless of their SEND status.

Quality First Teaching (QFT), as outlined in the Mainstream Core Standards, is our first step in responding to pupils who have SEND. Teaching is adapted for groups and/or individual pupils accordingly.

Higham Primary School offers the following interventions:

- Emotional Regulation support – The Incredible 5-point scale
- Social skills support
- Self Esteem / anxiety support
- Emotional well-being check ins
- Sensory Circuits
- Sensory Breaks
- Speech and Language Support
- Clever Fingers
- Nesy Reading and Spelling
- Boxall Profile
- Number Stacks

### **7.1 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, and use of appropriate and/or adapted resources.
- Using recommended aids, such as laptops, task management boards, visual timetables, use of larger fonts and tinted whiteboards.
- Adapting our teaching, for example, giving longer processing time, pre-teaching of key vocabulary and reading instructions.

### **7.2 Additional support for learning**

Every class/year group has access to a classroom Teaching Assistant (TA) at some point throughout the day. In EYFS there is a TA in the classroom all day every day.

The school have access to the Specialist Teaching and Learning Service (STLS) who give the school advice and further strategies to support the children in school.



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### **7.3 Expertise and training of staff**

Our SENCO is allocated 3 days a week to manage SEND provision (Tuesday, Wednesday and Friday).

We have a team of 9 teaching assistants, including 4 Higher Level Teaching Assistants (HLTA).

Teachers meet weekly to keep up-to-date with current issues, including SEND and staff have had training in a number of SEN-related areas including: Attachment/ACEs (Adverse Childhood Experiences), Sensory Breaks, Mainstream Core Standards including Quality First Teaching, Autism Education Trust, and Emotionally-Based School Avoidance (EBSA) training.

HLTAs and TAs meet with the SENCO twice each term at the TA Forum, where issues and good practice are raised and discussed. They also receive training during development days as required.

## **8. Resources and Provision**

### **8.1 Securing equipment and facilities**

SEND has an annual budget overseen by the SENCO, which is shared with the Governors. This can be used for resources and CPD (Continuing Professional Development). If staff need additional equipment, they liaise with the SENCO.

‘Schools are not expected to meet the full cost of more expensive special educational provision from their core funding. The local authority should provide additional top up funding where the cost of the SEND provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold (£6,000).’ (SEND Code of Practice, para. 6.99). The SENCO will bid for such funding via Community of Schools if the school spends more than £6000 on a child’s provision.

### **8.2 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Formally reviewing pupils’ individual progress towards their targets 3 times per year
- Reviewing the impact of interventions after 2 terms.
- Using pupil questionnaires
- Monitoring by the SENCO and Senior Leadership Team
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Discussion with parents and pupils
- Discussion with external agencies, where involved.
- Holding regular Pupil Progress Meetings
- Use of the Insights tracking programme.

## **9. Inclusion and Participation**

### **9.1 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

At Higham Primary School, we ensure there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips and care is taken to ensure all pupil needs will continue to be met whilst offsite. Where there is a safety risk, discussions with staff and a risk assessment will be carried out before a decision to exclude a pupil from an activity is made. All pupils are encouraged to take part in



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sports day, school plays, special workshops or visits and no pupil is ever excluded from taking part in these activities because of their SEND or disability.

Pupils with disabilities are supported in many ways at Higham, to ensure they can access the curriculum and extra-curricular activities through:

- Clear policies and procedures in regard to children with a disability (E.g. Accessibility Policy – available on the school website).
- A risk assessment/medical care plan written when appropriate in liaison with parents and any relevant external agencies.
- Regular meeting with parents and child to review and adapt any plans/policies.
- Liaison with external agencies when needed to seek additional advice.

### **10. Emotional and Social Development**

#### **10.1 Support for improving emotional and social development**

Higham Primary School believe that a child's well-being is paramount in order for effective learning to take place and we have a zero-tolerance approach to bullying.

We provide support for pupils to improve their emotional and social development in the following ways:

- Well-being check-ins by a designated staff member for pupils who need it.
- A whole school sensory approach to encourage brain breaks when needed. Each phase (EYFS, KS1, Lower KS2, Upper KS) have a Sensory Box for children to take a break if needed.
- An open-door policy for any parent who has concerns about their child.
- Social skills support for children who need help to form effective relationships with their peers.
- The SENCO has begun training with NurtureUK on the National Nurturing Schools Programme (NNSP) and are embedding the principles of nurture across the school.
- School Stress Surveys to gauge areas of stress during the school day and Boxall Profiling to access emotional development.
- The Headteacher is the trained Senior Mental Health and Wellbeing lead for the school.

### **11. Working with other agencies**

Higham Primary School works effectively with a range of agencies and external support networks, such as Early Help, Social Services, Specialist Teaching and Learning Service (STLS), KCC, NHS services such as speech and language and occupational therapy, Virtual School Kent (VSK), and Single Point of Access (SPA).

### **12. Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services



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- Making reasonable adjustments, including the provision of auxiliary aids and services

### **13. Support Services for Parents**

#### **13.1 Contact details of support services for parents of pupils with SEND**

There is a range of support and services available in the local area to parents/carers of children with SEND, including:

- Information Advice and Support Kent (IASK):
  - IASK offer confidential and impartial information, advice and support to children and young people with special educational needs and disabilities and their parents: Helpline 03000 413000 Email [iask@kent.gov.uk](mailto:iask@kent.gov.uk)
- Kent Community Health NHS:
  - Autism information and support services | Kent Community Health NHS Foundation Trust ([kentcht.nhs.uk](http://kentcht.nhs.uk))
  - ADHD information and support services | Kent Community Health NHS Foundation Trust ([kentcht.nhs.uk](http://kentcht.nhs.uk))
  - Kent Children & Young People's Mental Health Service CYPMHS | NELFT NHS Foundation Trust
- Children's Therapies - The Pod | Kent Community Health NHS Foundation Trust ([kentcht.nhs.uk](http://kentcht.nhs.uk)) helpline: 0300 790 6235 for parents and professionals to discuss concerns around speech and language, physiotherapy and occupational therapy.
- Kent County Council:
  - Types of special educational needs - Kent County Council
  - Support for parents with SEND children - Kent County Council support for parents
  - Kent SEND Signups ([mailchi.mp](http://mailchi.mp)) (sign up to receive free email updates to the Local Offer)

#### **13.2 Contact details for raising concerns**

Contact details for key people at Higham Primary School:

- Mrs A Dunn, SENCO: [senco@higham.kent.sch.uk](mailto:senco@higham.kent.sch.uk) or 01474 822535
- Mrs C Grattan, Headteacher: [headteacher@higham.kent.sch.uk](mailto:headteacher@higham.kent.sch.uk) or 01474 822535
- Mr B Maynard, Chair of Governors: [BMaynard@higham.kent.sch.uk](mailto:BMaynard@higham.kent.sch.uk)

### **14. The Local Authority Local Offer**

The Government has asked all Local Authorities in the UK to publish information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the local offer. Further information about the Local Offer can be found on the Kent County Council website:

[About the SEND local offer - Kent County Council](#)

### **15. Monitoring arrangements**

This policy and the information report will be reviewed and audited by the SENCO at least **every year**. It will be approved by the Governing Board.

### **16. Links with other policies and documents**

This policy links to our policies on:



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- Accessibility plan
- Admissions
- Anti-Bullying
- Assessment
- Behaviour
- Child Protection
- Code of Conduct
- Early Years Child Protection
- Equality information and objectives
- Intimate Care
- Looked after children
- Physical Intervention
- SEN Annual Information Report
- Social Emotional and Mental Health
- Supporting Children with Health Needs who cannot attend school
- Supporting pupils with medical conditions
- Suspensions and Exclusions
- Teaching and Learning

### **17. Accessibility to the policy**

The school makes this policy available in the following ways;

- on the school's webpage
- paper copies, available from the school office
- email copies, available upon request
- large print copies, available upon request from the office

#### **17.1 How is this implemented?**

The Policies and Procedures at Higham Primary School are documents and guidelines which explain how HPS Staff, Pupils, Parents and Governors will undertake or manage a specific matter to achieve compliance, providing clarity on dealing with issues and establishing the expected behaviours and standards.

- Policies are a statement of intent and assist in both subjective and objective decision making, providing clarity on dealing with issues and establishing the expected behaviours and standards.
- Procedures are the instructions on how a policy is followed.