



SEND Policy

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1. Aims and objectives

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND) including:
 - Creating an environment that meets the Special Educational Needs/ disabilities of each child
 - Identify, assess, support pupils of concern as early as possible
 - Involve & inform parents/carers of their child's changing needs and subsequent provision
 - Advise parents/carers of organisations or services which can provide additional support
 - Ensure all members of staff recognise and accept responsibility for meeting a child's individual needs
 - Work closely with outside agencies where relevant
 - Provide an adapted curriculum appropriate the child's needs.
 - Ensure all pupils have access to a broad and balanced curriculum
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Provide a SEND team who will work within the SEND policy
- Provide support & advice for all staff working within the school and specifically for those working with children with additional needs.
- Develop and maintain high levels of engagement with parents
- Eliminate any barriers that may prevent pupils from participating fully in the life of the school
- Support the principles underpinning the SEND code of practice
 - The participation of children, their parents/carers in decision making
 - The early identification of children & young people's needs and early intervention to support them
 - Greater choice and control for young people and parents/carers
 - Collaboration between education, health & social care services to provide support
 - High quality provision to meet the needs of children & young people with SEND
 - A focus on inclusive practices & removing barriers to learning and engaging in the activities of the school (including physical activities) together with children who do not have special educational needs
 - Ensure that pupils with SEND can be involved in every aspect of school life and feel respected and valued as individuals

- A whole school approach to understanding emotional wellbeing and mental health
- Successful preparation for adulthood, including independent living and employment

All children at Thomas A' Becket Infant School are entitled to a broad and balanced curriculum and high quality teaching that is adapted and personalised to meet their individual needs, including children with Special Educational Needs and/or disabilities, and those who show exceptional talents and academic ability. We will use our best endeavours to meet the needs of all children within our school.

2. Visions and Values

At Thomas A' Becket Infant School, we are committed to ensuring that all pupils, including those with additional needs have access to a broad, balanced and ambitious curriculum. We believe that every child has the right to thrive, achieve their full potential and feel a strong sense of belonging. Our vision is to create an inclusive environment where individual needs are understood, respected and supported through high-quality teaching, tailored provision and positive relationships.

In practice, this means we work proactively to identify needs early, adapt teaching and learning approaches, and remove barriers so pupils can participate fully in all aspects of school life. We collaborate closely with families, pupils and external professionals to provide personalised support that promotes progress academically, socially and emotionally. Our aim is to nurture confident, independent learners who feel valued, empowered and prepared for the next steps in their education and beyond.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools/academy trusts](#) which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas:

- Cognition & Learning
- Communication & Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	POTENTIAL BARRIERS TO LEARNING
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO at our school is Teresa Bourne

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The SEND Governor

The SEND Governor provides strategic oversight to ensure the school delivers high-quality, inclusive provision for pupils with Special Educational Needs and Disabilities (SEND), including those with medical conditions.

Key responsibilities include:

- Ensuring the school has appropriate, effective provision for pupils with additional needs and that leaders are meeting their responsibilities under the SEND Code of Practice and relevant medical needs guidance.
- Monitoring that all required SEND information is published and regularly updated on the school website, including the SEND Information Report, local offer links, and accessibility documentation.
- Meeting with the Inclusion Lead and inclusion team to develop an understanding of the school's SEND systems, processes, and support structures, and to gain insight into how pupils' needs are identified and met.
- Reviewing the school's compliance with accessibility duties, including the Accessibility Plan, ensuring the school environment, curriculum, and information provision are accessible to all pupils.
- Evaluating how funding, staffing, and resources for SEND are allocated and ensuring they are used effectively to meet the needs of all pupils

6.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

7. SEN Information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, and class teachers will make regular assessments of progress for all pupils and identify those whose 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 or communication needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

Class teachers will use a combination of observation, screening, standardised testing, and termly work to identify SEND and monitor progress. These assessments are an integral part of the whole school assessment policy and where necessary other diagnostic testing may be undertaken.

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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. The plan will be documented on the child's ILP (Individual Learning Plan).

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, CPOMS, and will be made accessible to staff in an Individual Learning Plan.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Supporting pupils moving to another educational setting

We will share information with the new school or other setting. Transition meetings will be held with the school and visits arranged for the pupils where this is appropriate. Parents will be consulted and their views taken into account when transferring pupils.

8.5 Adaptations to the curriculum and learning environment

We use the West Sussex OAIP and 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, expected outcomes).
- Adapting our resources and staffing
- Using recommended aids which link specifically to the individual pupil's needs (for example laptops, coloured overlays, visual timetables, larger font).
- Adapting our teaching (for example, writing scaffolds, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud)
- See also our Accessibility Policy

8.6 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils based on the child's ILP or EHCP.

We work with many external agencies to provide support for pupils with SEND including:

- Learning and Behaviour Team
- Autism and Social Communication Team
- Speech and Language Service
- School Nurse
- Educational Psychology Service
- Occupational Therapy
- Sensory and Disability Team
- Virtual School

8.7 Enabling pupils with SEND to engage in all activities in the 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 take part in sports day/school plays/special workshops, etc

SEND or disability does not exclude children from taking part in school based activities

The accessibility and equality policies are available on the school website.

8.8 Support for improving emotional and social development

The school has a strong ethos linked to values which form part of our everyday teaching and PSHE is an integral and important part of our curriculum. We also have a number of interventions to support emotional and social development eg learning mentor sessions, nurture group. The school has a zero tolerance attitude to bullying which is detailed in our Anti Bullying Policy.

8.9 Working with other agencies

We fully support inter agency working and liaise regularly and work closely with West Sussex Early Help Team, social services, local family centres, and charities such as Aspens, West Sussex Parent Carer Forum & Reaching Families. Information from other agencies is regularly shared on our website and in our fortnightly newsletter.

8.10 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, Health and Care Plan (EHCP)

Where a pupil remains a significant cause for concern despite an individualised programme of sustained intervention an EHCP will be requested. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

Parents/carers, the headteacher or an outside agency may also request an EHCP.

- The guidelines from WSCC will be followed with regard to information collected.
- Parents/carers will be informed by WSCC and a draft plan provided

An annual review will take place with the school and parents/carers together with any additional representation required by WSCC

- School & Local Authority guidelines for these reviews will be followed.

On the census these pupils will be marked with the code E.

8.11 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Our highly experienced Inclusion Lead / SENDCo attends locality meetings and training to ensure our school's information and practices are based on current research and DFE guidelines.

The headteacher and the Inclusion Lead / SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. When necessary training is cascaded to all staff based on the relevance and importance to their teaching roles.

Support agencies are regularly invited to staff training sessions to further develop knowledge and skills across the school.

12. Links with external professional agencies

Whenever necessary, we will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to Teresa Bourne (SENDCo) tbourne@tabinfant.org.uk and/or Becky Lindford (Head Teacher) blindford@tabinfant.org.uk They will be handled in line with 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
- Making reasonable adjustments, including the provision of auxiliary aids and services

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

14. Monitoring and evaluating arrangements

14.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

14.2 Monitoring the policy

This policy will be reviewed by Teresa Bourne **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Governing Body.

15. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour / Relationship Policy
- Single Equalities and Inclusion Policy
- Supporting pupils with medical conditions
- Anti- Bullying Policy
- Intimate Care Policy
- Prevent Risk Assessment
- Complaints Policy

15.1 Contact details of support services for parents of pupils with SEND

We fully support our parents to seek advice from parent support agencies. Information for parents is available from SENDIAS (SEND Information and Advice Service) on 03302 228 555 or sendias@westsussex.gov.uk

15.2 The local authority local offer

Our local authority's local offer can be found at: www.westsussex.local-offer.org

A school information report is available on our school website at: www.tabinfant.org.uk

Owner: Teresa Bourne – Inclusion Lead / SENDCo	Signed by:	Date: Autumn Term 26
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Review Date Autumn Term 27
