



Ralph Sadleir School

Special Educational Needs and Disabilities (SEND) Policy

2021 – 2022

Ralph Sadleir School values the contribution that every child and young person can make and welcomes diversity in all of its forms. Ralph Sadleir School seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All pupils and SEND staff are valued, respected and equal members of our school.

This policy is in-keeping with the school's aims, its Teaching and Learning Policy and its focus on inclusion. The Governing Body and staff at the school will ensure that all pupils enjoy a broad, balanced and relevant curriculum, which will be differentiated to meet individual needs. The objectives of the governing body relating to ensuring adequate SEND provision include:

- To raise the aspirations and expectations for all pupils, including those with SEND.
- To develop individualised provision as necessary that supports pupils in overcoming barriers to learning whilst providing appropriate challenge.
- To develop and maintain partnerships and high levels of engagement with parents/carers, and to ensure that their views are heard and acted upon as appropriate.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To enable pupils with SEND to maximise their achievements.
- To ensure that the needs of pupils with SEND are met through the graduated approach, Assess, Plan, Do and Review.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum.
- To ensure a successful transition to Ralph Sadleir and throughout their time at Ralph Sadleir for pupils with SEND, and to ensure that they are well prepared to move onto their next phase of education.
- To take the views and wishes of pupils and parents/carers into account.
- To work within the guidance provided in the SEND (Special Educational Needs and Disability) Code of Practice 0 – 25 Guidance January 2014, along with the Children's and Families Act and the Disability Regulations 2014.
- To provide a SENDCo who will work with pupils with SEND, their parents/carers, and relevant agencies.
- To provide support and advice for all staff working with pupils with additional needs and disabilities.
- To develop a culture of support for families of children with SEND.



Roles and Responsibilities:

The SEND Department is overseen by the Headteacher Mr R Fuller, SENDCo Miss Wood (maternity cover for Mrs V Wilson) and the school governors. There is one governor accountable for SEND provision, Mrs S Forbes. Mrs Forbes is also the Equality Link governor and ensures that the guidelines given in the Disability Regulation Act of 2014 are implemented. Mrs Forbes can be contacted via admin@ralphsadleir.herts.sch.uk

All pupils with SEND are valued, respected and equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND, and are responsible for providing 'Quality First Teaching' within their lessons. The SENDCo is responsible for providing resources and support for all pupils with SEND in the school, and for monitoring their progress.

1. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A pupil 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;
- 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, September 2014).

Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age (Education Act, 1996), with the exception of interventions which Ralph Sadleir includes as part of its Quality First Teaching Provision. .

2. OUR PHILOSOPHY

We believe that:

- Every pupil has individual and unique needs, however some require more support than others.
- Every pupil is entitled to a broad and balanced curriculum that is relevant and differentiated depending on their needs, which must be recognised and planned for accordingly.
- All pupils should be encouraged, valued and respected whatever their individual need.
- Every teacher is a teacher of pupils with Special Educational Needs and Disabilities and the classroom teacher has the primary responsibility for providing access to the National Curriculum.
- Parents/carers have a valuable contribution to make towards their child's development and learning.
- Every pupil has an equal opportunity to study the subjects in which they will achieve success.

3. OUR AIMS

- To value inclusion.
- To enable access to a broad and balanced curriculum by providing appropriate learning experiences which meet the needs of individual pupils.



- To value and nurture different strengths (e.g. linguistic, visual, mathematical, physical, musical, social, personal, and scientific).
- To promote the self-esteem and confidence of all pupils and encourage independence and a positive attitude towards learning and themselves.
- To identify and respond as early as possible to a pupil's special educational needs and/or disabilities.
- To work collaboratively with parents/carers, other professionals and services.
- To involve pupils and parents/carers, as well as teachers and support staff, in the setting and reviewing of relevant, realistic targets on individual support plans and working with the Local Authority (LA) on EHCPs.
- To identify, assess, record and regularly review pupils' progress and needs.
- To facilitate an ethos of communication and cooperation between all those involved in supporting the pupil.
- To help the pupil develop ways of overcoming barriers to their learning and respond to individual styles of learning (e.g. visual, aural, and kinaesthetic).
- To support staff in the provision of an accessible curriculum through varied differentiation and support, and to share effective practice.

4. ROLES AND RESPONSIBILITIES OF THE HEADTEACHER, OTHER STAFF AND GOVERNORS

Provision for children with special educational needs and disabilities is a matter for the whole school. Each teacher has a responsibility to provide for the needs of the pupils in their classes and to be aware that these needs may vary depending on the learning situation. All staff have a responsibility for helping to meet an individual's needs and for following the agreed school procedures for identifying, assessing and making provision to meet those needs.

The Headteacher and governing body have a legal responsibility for setting, and annually reviewing the policy and provision for pupils with SEND. The governing body maintains a general overview and has appointed a representative governor (the SEND governor), who takes a particular interest in this aspect of the work of the school. The SEND governor works closely with the SENDCo and senior leadership team to ensure that all pupils who need support receive an appropriate programme.

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND.
- Keeping the governing body informed about SEND issues.
- Working closely with the school's SEND team and supporting the SENDCo.



The **Governing Body** will ensure that:

- SEND provision is an integral part of the school improvement plan.
- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, with adjustments, as far as is reasonably practical, compatible with their needs and ensures the efficient education of other pupils.
- They have regard to the requirements of the SEND Code of Practice (September 2014) and the Children and Families Act (2014) along with The Disability Regulations Act (2014).
- Parents/carers are notified if the school decides to make special educational provision for their child.
- They are fully informed about SEND issues, so that they can play a key part in the school self-review.
- Appropriate staffing and funding arrangements are in place.
- They oversee the school's work for pupils with SEND.
- The quality of SEND provision is regularly monitored.
- That the building is assessed regularly to ensure that it is in line with the Equality Act, it meets all expectations for accessibility, health and safety and all risks are identified

The Role of the Special Educational Needs and Disabilities Coordinator (SENDCo)

The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for:

- Overseeing the day-to-day operation of this policy and maintaining up to date knowledge of national and local initiatives, which may impact on SEND policy and practice.
 - Ensuring that an agreed, consistent approach is adopted.
 - Liaising with and advising staff.
 - Helping staff to identify and support pupils with SEND, and to act upon this.
 - Carrying out detailed assessments and observations of pupils with specific learning needs.
 - Coordinating the provision for pupils with SEND.
 - Supporting class teachers in devising strategies, drawing up Individual Support Plans/Pupil Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom.
 - Liaising closely with parents/carers of children with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
 - Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers.
 - Ensuring that annual reviews are held for pupils with an Educational, Health and Care Plan (EHCP) and meetings are arranged on a regular basis ensuring input is taken from parents/carers and passed to the Local Authority (LA) to ensure plans are kept up to date.
 - Maintaining the school's provision map and records and ensuring that it is up-to-date.
 - Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments / records, and SATs.
 - Contributing to the continuing professional development of staff.
 - Managing interventions run by Teaching Assistants.
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- Ensuring that midday supervisors are provided with relevant information and supporting them with managing emerging needs at lunch times.
 - Ensuring a smooth transition from other schools are in place for pupils with SEND.
 - Ensuring that staff and parents/carers are aware of the level of need that their child has and that all stakeholders are aware of what provision is in place.
 - Holding EHCP meetings annually, and SEND / SSP meetings three times a year.



Class teachers are responsible for:

- Including pupils with SEND in the classroom by using reasonable adjustments and identifying suitable differentiated methods of access to the curriculum, in conjunction with the SEND Team.
- Making themselves aware of this policy and contributing to the identification, monitoring and supporting of pupils with SEND.
- Raising concerns to the SENDCo.
- Giving feedback, when appropriate, to parents/carers of pupils with SEND and to assist the SENDCO with providing parents/carers with up-to-date information.

Teaching Assistants should:

- Be fully aware of this policy and the procedures for identification, monitoring and supporting pupils with SEND.
- Plan and deliver individualised/small group programmes where appropriate, and to be responsible for the progress during these sessions.
- Use the school's procedures for giving feedback to teachers.
- Jointly plan with teachers, where appropriate.

5. TEACHING AND LEARNING

Teachers, with the support of teaching assistants where appropriate, set suitable learning objectives and targets and respond to pupils' diverse needs through Quality First Teaching and differentiation. Every effort is made to provide a broad and balanced curriculum and to value the efforts and progress made across the curriculum by all pupils. External professionals can also be involved in developing school practice and supporting staff through INSET sessions.

6. PARTNERSHIP

In School

- The SENDCo liaises closely with teachers, Pupil Progress Co-ordinators (PPC's), the senior leadership team (SLT) and teaching assistants. Information and concerns are discussed with the appropriate members of staff.

Parents/carers

Ralph Sadleir actively seeks to work with parents/carers and values the contributions they make.

- Parents/carers are encouraged to attend parents' evenings and SSP / SEN review days, where their child's progress is discussed.
- The views of parents/carers are recorded as part of the Annual Review procedures, SSP meetings and Pupil Profiles.
- Parents/carers are actively encouraged to help their child in many ways, for example: listening to them read and helping them to learn spellings.
- Effective communication is achieved through regular contact with home either through letters, face to face meetings, virtual meetings, telephone calls, the pupil's planner or email.
- New parents/carers can attend the Open Evening/Open Day events in the Autumn/Spring term prior to



transfer. Pupils with SEND are initially identified through our transition arrangements.

- Where possible, the PPC for KS2 visits all feeder schools to talk to new pupils and their teachers. At such time, information about the pupils identified as having SEND is gathered. The views of parents/carers regarding their child's needs are also sought and individual meetings held with parents/carers to gain as clear a picture of the pupil as possible, which is used in the drawing up of the Pupil Profile. The SENDCO attends the annual reviews of pupils with an EHCP plan in Year 4 prior to transfer from first/primary school. In exceptional cases a specific transition programme is established, which involves additional visits by the SENDCO to the first/primary school and extra visits by the pupil to Ralph Sadleir School.
- All Year 4 pupils attend an induction day in July. Parents/carers are invited to share any concerns with the SENDCO during the parents' evening following this day. Additional transition visits and transition packs can be arranged for any pupils who are particularly anxious about transition.
- The SEND team invite parents/carers of pupils with SEND from our feeder schools to come to an SEND networking tea-party in the Summer Term.
- All teachers are given information about pupils prior to the beginning of the new school year. This includes Key Stage 1 SATs results, details of any learning difficulties plus advice and strategies to use with individual pupils in the classroom. Pupil Profiles and EHCP summaries are made available for pupils with SEND.
- On entry to year 5 all pupils are given individual tests to ascertain any areas where specific support may be needed.

Pupils

Ralph Sadleir acknowledges the pupil's role as a partner in his/her own education

- Pupils are actively encouraged to be involved in decision making by attending all reviews and to be involved in setting and evaluating their targets.
- Pupils' views are recorded both as part of the SSP / SEND review process and through the Pupil Attitude to School Survey (PASS) within the GL assessments.

In addition to the statutory curriculum, the school provides a wide range of additional activities.

These include:

- Sports activities and teams.
- A range of clubs at lunchtimes and after school.
- School productions and theatre trips.
- Choir, orchestra and instrumental lessons.
- Field trips to enhance learning.
- Educational and cultural visits.
- Staff strive to ensure equal access to these activities for all pupils, including making reasonable adjustments for those with physical disabilities.
- Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.
- Pupils have the opportunity to participate in a variety of additional activities.

7. EXTERNAL SUPPORT

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the pupil. The SENDCO maintains strong links with external agencies and calls upon them for advice or intervention as necessary.



Any advice or guidance from the above is passed on to staff via emails, meetings and training. If any targets are set through intervention, these pupils would fall into the 'Targeted', or 'Specialist' categories of support.

Where needs are more severe, and support is needed in more areas than education, a Families First assessment may be suggested by the school. Families First Assessment is completed in conjunction with the parents/carers or family of the child and provides all stakeholders with an action plan, with the idea of moving the whole family forwards. Meetings are held every 6 weeks, and are known as Team Around the Family meetings (TAFs).

8. TRANSITION

The SENDCo liaises and maintains links with other SENDCo's regarding SEND pupils transferring both in and out of Ralph Sadleir. This will enhance the smooth transition of both SEND and vulnerable pupils by sharing information regarding these pupils. Additional transition visits are arranged as required.

9. CATEGORIES OF SEND

The SEND Code of Practice (January 2015) recognises four categories of need:

- Cognition and Learning Needs.
- Social Emotional and Mental Health Needs (SEMH).
- Communication and Interaction Needs.
- Sensory/Physical Needs.

Ralph Sadleir School has a Disabled Parking space and disabled access to all areas within the school. There are accessible toilets located within the school site.

Ralph Sadleir School gives consideration to the impact on progress and attainment of the following:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings provided under current disability equality legislation – this alone does not constitute SEND).
- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL).
- Being in receipt of the Pupil Premium Grant.
- Being a Looked-After Child or being Adopted From Care.
- Being a child of servicemen/women.
- Young Carers.
- Minority, ethnic, faith groups and travellers.

10. IDENTIFICATION, ASSESSMENT, MONITORING AND REVIEW

Procedures for the identification, assessment, monitoring and review of pupils' individual learning needs must be clearly detailed and understood.

Pupils with SEND fall into **one** of the following categories:

1. Universal (needs are met through Quality First teaching)



2. Universal + (needs are met through QFT and reasonable adjustments)
 3. Targeted (pupils may need certain interventions to ensure they make appropriate progress)
 4. Targeted + (pupils needs specific targets to ensure their progress. Pupils who have 'Targeted support' will be monitored through the use of B Squared targets, and will be given at least 2 targets that the interventions will aim to achieve 3 times a year. All pupils with an EHCP will fall into either Targeted + or Specialist)
 5. Specialist (pupils are likely to transition to specialist provision, and thus need a high level of support to meet their diverse needs)
- It is the responsibility of the SENDCo to oversee the maintenance of the Send Register and the Provision Map
 - The SEND register includes all pupils with Special Educational Needs and Disabilities who meet the criteria outlined in the Code of Practice for SEND support or EHCP.
 - The progress of all pupils is assessed and recorded by subject teachers.
 - Information from previous schools, parents/carers and outside agencies is stored on the school Provision Map.
 - As appropriate, the SEND team will issue advice to teachers regarding additional information and strategies for supporting pupils.
 - Staff and parents/carers may refer to the SENDCO any pupil whose learning is giving cause for concern.
 - Pupils who are identified as having potential additional needs will be assessed according to this need and dependent upon the outcome of assessment, a Support Plan may be put in place.
 - Support Plans will outline the child's needs; state what additional support is being given (who will provide help and frequency); what support can be provided by the parents/carers and how and when their progress will be checked.
 - Support plans should be reviewed termly and EHCPs at least once annually.
 - Teachers, TAs, pupils and parents/carers will be asked to evaluate targets and set new ones collaboratively.

11. SEND REGISTER

The SEND Register identifies any pupils who fall into one of the categories defined by the SEND Code of Practice. There are two levels of provision: SEN Support and EHCP. This information is held on the school's Management Information System. The SEND register is fluid. Pupils can be added and removed, as required, in consultation with parents/carers.

The progress of pupils on the SEND register is observed by the SENDCo and through:

- Analysis of attainment and achievement.
- Scrutiny of pupils' work by SLT, Faculty Leaders, Class Teachers, Pupil Progress Co-ordinators and the SENDCO.
- The views of parents/carers and the pupils.
- Regular monitoring by the SEND Governor.
- Maintenance of assessment records (e.g. reading and spelling ages) that illustrate progress over time.
- EHCP review meetings.

If, despite significant support and intervention, a pupil needs further support, we may seek advice and support from external professionals.

12. FUNDING AND RESOURCES

Resources are allocated to pupils according to need.



Additional funding may be procured through:

- Children on the SEND Register who are in receipt of the Pupil Premium Grant.
- Children with EHCP's are given money allocated as part of the review through the banding process.

As much support as possible is delivered on an inclusive basis within the classroom. In addition to this, Ralph Sadleir has a designated Learning Support Base; from which individual and personalised curriculum and emotional support can be provided.

13. STAFFING AND PROFESSIONAL DEVELOPMENT

Staff are made aware of courses relating to SEND through TA meetings and specific approaches from the SENDCo. TAs are encouraged to participate in INSET and professional development to keep up to date on effective ways of supporting children with diverse needs. Whole school INSET focusing on specific needs, is delivered where appropriate.

14. MONITORING OF THE SPECIAL EDUCATIONAL NEEDS POLICY

The success of the school's SEND policy and related provision is evaluated in a number of ways linked to the school's self-evaluation and reporting system:

15. COMPLAINTS PROCEDURE

If parents/carers need further advice or have concerns regarding the procedures within the school they may contact the SENDCO. The Headteacher will be made aware of the nature of their concerns if needed. Parents/carers can contact 'Parent Partnership' at Hertfordshire County Council for support.

The governing body has procedures for dealing with specific complaints and they are required by the SEND Code of Practice and in guidelines from Hertfordshire County Council to adopt certain procedures relating to SEND.

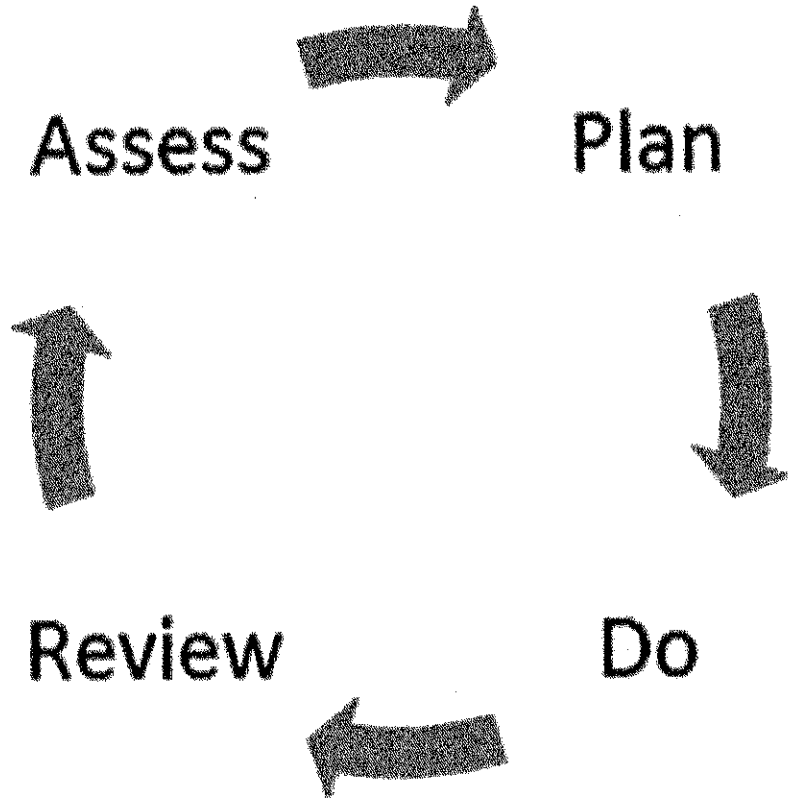
POLICY REVIEW

This policy is mandatory. It will be reviewed annually and/or in light of any changes in legislation by the Curriculum & Achievement Committee (a subcommittee of the Local Governing Body) and any changes recommended to the policy will be made to the Board of Directors for approval.

Governance		Committee Chair	Signature	Date
Board of Directors	Ratified	Mrs J Tye	<i>J Tye</i>	27/9/2021



Assess, Plan, Do, Review: The Graduated Response



Assess – Do we need to help?

We assess a pupil's baseline ability upon entry into Year 5. For pupils on the SEN register the SEND department will conduct their own assessments, as appropriate for the pupil's needs.

Plan – How can we help?

We plan interventions around the pupil's need, as appropriate. Whether, or which, interventions are run are dependent upon the pupil's need, and where they fall on the Support Ladder.

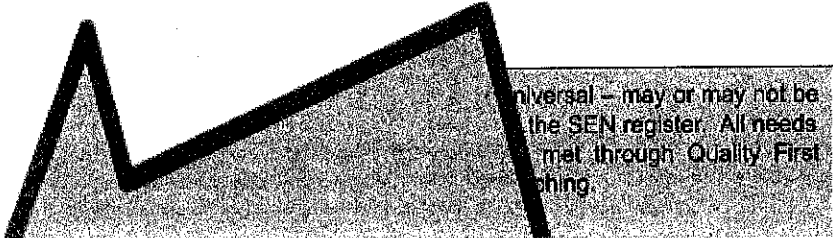
Do – Help

Quality First Teaching and / or interventions are provided. Interventions are designed to meet specific needs noted in the assessment and planning stage.

Review – have we helped?

Pupils on Targeted + or Specialist support have School Support plans which are reviewed 3 times a year. All other pupils on the SEND register are monitored through our School Provision Map, and parents/carers are offered 3 check-in's a year.

Flow chart of SEN support



universal – may or may not be on the SEN register. All needs met through Quality First Teaching



SEND Policy - Easy Reader Version

Introduction:

Ralph Sadleir School is proud of its diversity, and welcomes pupils with different:



- Backgrounds
- SEND needs
- Gender identities
- Religions

We want to improve outcomes for all pupils, and remove barriers to learning.

We will:

- Provide support appropriate to a pupil's needs
- Take parents'/carers' views into consideration
- Work in a 'child-centered' way
- Maintain good communication
- Provide a broad, balanced and relevant curriculum
- Work with feeder schools and upper schools to ensure that a strong transition is in place
- Support families

Definition of SEND¹:

A pupil has SEND if:

- They find it significantly harder to learn than their peers
- They have a physical disability for which they may need adaptations to the environment

- A pupil will be placed on the SEND register if additional resources are needed to support their learning. Parents/carers and pupils will be made aware of this. If a pupil no longer needs extra support, they will be taken off of the SEND register, and monitored.

CATEGORIES OF SEND

The SEND Code of Practice (January 2015) recognises four categories of need:



Official definition from Code of Practice 2014: A pupil 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;*
 - *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*
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- Cognition and Learning Needs
 - Social Emotional and Mental Health Needs (SEMH)
 - Communication and Interaction needs
 - Sensory/physical needs

At Ralph Sadleir School, pupils with SEND fall into one of the following categories:

1. Universal (needs are met through Quality First teaching (QFT))
2. Universal + (needs are met through QFT and reasonable adjustments)
3. Targeted (pupils may need certain interventions to ensure they make appropriate progress)

4. Targeted + (pupils need specific targets to ensure their progress. Pupils who have 'Targeted + support' will be monitored through the use of B Squared targets, and will be given at least 2 targets which will be reviewed 3 times a year. All pupils with an EHCP will fall into either Targeted + or Specialist)
5. Specialist (pupils are likely to transition to specialist provision, and thus need a high level of support to meet their diverse needs)

Roles and Responsibilities

"All teachers are teachers of pupils with SEND".



Mr Fuller (Headteacher), Miss Wood (maternity cover for Mrs Wilson) (SENDCO) and Mrs Forbes (SEND and Inclusion governor) lead the SEND provision within the school. Mr Fuller and Mrs Forbes ensure that the SEND department is providing good support for all pupils with SEND.

Class teachers are responsible for:

- The progress of pupils in their classes
- Planning appropriate classroom based support
- Deploying Teaching Assistants to improve outcomes for all pupils
- Seeking SENDCO support, when needed

The SENDCO ensures that:

- Teachers and Teaching Assistants have the necessary knowledge and provision to support all pupils, as much as possible
- Staff are provided with relevant training
- School Support plans, and annual reviews (for pupils with EHCPs) are completed
- External agencies provide extra support to pupils, if needed
- Specific assessments are completed, as appropriate
- The SEND register is updated regularly and parents/carers are kept informed.

Teaching and Learning:

Class teachers provide all pupils with Quality First Teaching and differentiated materials, as appropriate.

Teaching Assistants provide support for the whole class, however may have specific pupils they work more closely with. Teaching Assistants also lead a number of intervention sessions, to boost knowledge in a particular area of learning.

Working together:

We aim to keep parents/carers informed in all stages of their child's school life, and hear from the child directly. The SEND department seeks to gain parents'/carers' views through:

- The Pupil Profile - this is completed at the beginning of the year, and reviewed at pupil progress meetings



- Progress review meetings: parents/carers and pupils are invited to three progress review meetings a year, in addition to parents' evenings
- Coffee mornings: we aim to hold a coffee morning / afternoon once a term, to develop a school community
- Transition tea-party: we hold an annual tea party for new parents/carers of pupils with SEND, and the children themselves
- Questionnaires: the SEND department sends at least 2 questionnaires a year to gauge how successful the provision has been and this information goes towards the SEND department's development plan
- We complete the Pupil Attitude to School Survey (PASS) survey every year, which allows pupils to say how they feel regarding a range of school based questions

Funding and resources:

Most funding comes from the school's overall budget, and is used to support individual pupils on a needs-basis. This means that some pupils will have more support than others, if their needs are higher. Following some changes in 2020, pupils with an Education, Health and Care Plan

(EHCP) will be given a set amount of money from the Local Authority, to better meet their needs and targets set at each Annual Review. The amount given will be decided by their 'main presenting need' listed on their EHCP.

Complaints:

If parents/carers need further advice or have concerns regarding the procedures within the school they may contact the SENDCO. The Headteacher will be made aware of the nature of their concerns if needed. Parents/carers can contact 'Parent Partnership' at Hertfordshire County Council for support.

The Governing Body has procedures for dealing with specific complaints and is required by the SEND Code of Practice and guided by Hertfordshire County Council to adopt certain procedures relating to SEND. Further information with regard to the SEND complaints procedure can be obtained from the School Office.



Policy Review:

The main SEND policy is reviewed annually by the school governors. More information can be found on the main policy.

Helpful Links:

Guide to SEND Code of Practice for Parents/Carers:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Hertfordshire's Local

Offer: <https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

DPSL3 website: <http://dspl3.co.uk/>

