

# RAVENSCOTE JUNIOR SCHOOL

## SEND POLICY

2026-2027



Date of Approval		Date of Review	
March 2026		March 2027	
Signed	Amy Wells Headteacher	Signed	Emily Gibson Chair of Governors



## Ravenscote Junior School SEND Policy

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***“Every child and young person with Special Educational Needs or a disability (SEND) will be entitled to a high quality educational provision; they will be supported by a skilled and confident work force who work in effective partnerships and are committed to ensuring children and young people achieve their personal potential.”***

Surrey County Council

At Ravenscote Junior School we welcome the opportunity to fulfil our obligations towards children with SEND and play a full and active part in their achievement. At Ravenscote we respect the unique contribution which each and every individual can make to the school community and welcome individual differences in ability, aptitude and skill. Every teacher is a teacher of every child or young person including those with SEN.

We are proud that we deliver a broad range of support and interventions to ensure all children progress academically, personally, socially and emotionally. Our mission is to create a safe, happy and inclusive learning environment which challenges and motivates all our children.

### Introduction

This policy 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy was initially created in partnership with representatives from our parent body and children, teaching and support staff, the SEN Governor, Head Teacher and Inclusion AHT. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0 - 25 years (July 2015).

The policy is available to parents and carers in a number of ways:

- The school website under curriculum/SEND
- In the school's prospectus
- A hard copy on request from the school office (enlarged font if preferred)



## Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25yrs (July 2015) and has been written with reference to the following related guidance and documents;

- Equality Act 2010 (Advice for schools DfE Feb 2013)
- Schools SEN Information Report Regulations (2014)
- Part 3 of the Children and Families Act 2014
- The Public Sector Equality Duty (section 149 of the Equality Act 2010)
- The Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on supporting pupils at school with medical conditions (2014)
- The School Admissions Code
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

## Our Aims and Objectives

At Ravenscote Junior School all children, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress. In school we will work hard to make them feel a valued member of the community.

- We aim to have a curriculum that is accessible to and inclusive of **ALL** children, and which meets their needs
- We aim to identify and assess the children's needs and to act upon the results of such identification
- We expect that all children with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We aim to ensure that children with SEND receive a broad and balanced curriculum and join in all school activities as far as possible
- We aim to encourage parents and carers as partners in the learning process for their children
- We aim to celebrate the notable achievements made by all children
- We want all children to become confident individuals who will be able to make a successful transition to secondary school
- We will work within the guidance provided in the SEND Code of Practice, 2015.
- We will provide support and advice for all staff working with children with special educational needs.

## Definition of SEND

At Ravenscote we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

**SEN:** a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others at the same age**. Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.



## **Disability:**

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is “... **a physical or mental impairment which is long term and substantial adverse effect on their ability to carry out normal day-to-day activities**”.

## Key roles and responsibilities

### Inclusion AHT

The Inclusion AHT has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHC Plans. Part of the role of the Inclusion AHT is to coordinate arrangements with the class teacher and learning support assistants regarding those children with SEN and disabilities. The Inclusion AHT is the school SENCO.

Inclusion AHT Name: Miss Francesca Porta-Rios

Contact details: [inclusion@ravenscote.surrey.sch.uk](mailto:inclusion@ravenscote.surrey.sch.uk) 01276 709007

Miss Porta-Rios is a member of the school Senior Leadership Team

### Role of the Special Needs Coordinator (SENCO)

- Work with the headteacher and Inclusion governor to determine the strategic development of the SEN policy and provision in the school
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Work with the headteacher and governing board 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 SEN up to date
- Maintain links with feeder and secondary schools to ensure smooth transition of children with SEN
- Coordinate the work of the specialist teachers and LSAs, offering advice and training opportunities

### Role of the Inclusion Governor

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



### Role of the headteacher

Work with the Inclusion AHT and Inclusion governor to determine the strategic development of the SEN policy and provision in the school. Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### Role of class teachers

The progress and development of every child in their class

Working closely with any learning support 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 Inclusion AHT to review each child's progress and development and decide on any changes to provision

Ensuring they follow this SEN policy

### Staff with specific roles relating to SEND:

Inclusion Governor: Claire Masters

Specialist Teachers: Katherine Galloway and Carolyn Ledger; lead on reading interventions focusing on using strategies and interventions. These include but are not limited to Read, Write Inc and Literacy 4 All.

Learning Support Assistants (LSAs): 20 LSAs, including part time and full time, support either specific children or support in classes under the guidance of the class teacher or carry out interventions agreed with the class teacher and Inclusion AHT.

Higher Level Teaching Assistants (HLTAs): 2 HLTAs, under the direction of a teacher, HLTAs plan, prepare and deliver learning activities with individual children, groups and (in the short term) whole classes, and also assess, record and report on children's progress.

Management of pupil premium funding: Miss Francesca Porta-Rios

Management of safeguarding issues: Mrs Natalie Nicholson

Management of provision for Looked After Children and Previously Looked After Children: Miss Francesca Porta-Rios

Management of medical needs: School office / Miss Francesca Porta-Rios

### Identifying Special Educational Needs

Many children, at some time in their school career will have SEN of some kind. The difficulties that a child may experience can vary, and may involve challenges in one area or several areas. Early identification of children with a SEN is considered a priority and to facilitate this we have developed close links with our feeder schools. Some children will need help and support for all of their time at school, whilst others may need help for a short time.

The Code of Practice 2015 describes 4 broad categories of need:

**Communication and Interaction** including:

Speech, Language and Communication Needs, Autistic Spectrum Disorder

**Cognition and Learning** including:

MLD – Moderate Learning Difficulties

SLD – Severe Learning Difficulties where pupils are likely to need support in all areas of the curriculum



and associated difficulties with mobility and communication

PMLD – Profound and Multiple Learning Difficulties where children are likely to have severe and complex learning needs as well as physical disability or sensory impairment

SpLD – Specific Learning Difficulties where one or more specific aspects of a child's learning are affected. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

**Social, Emotional and Mental Health** including:

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder Attachment Disorder

A wide range of difficulties which manifest themselves in a variety of ways including becoming withdrawn and isolated, displaying challenging or disruptive behaviour

Underlying mental health conditions such as anxiety, depression, self-harming, substance misuse and eating disorders may be evident.

**Sensory and/or Physical** including:

VI – Visual impairment

HI – Hearing impairment

MSI – Multisensory impairment

PD – Physical disability

The four broad areas are not designed for children to fit into a category but to support the school in deciding what action will be taken to support them.

The following are not SEN but may impact on progress and attainment:

Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

Attendance and Punctuality

Health and Welfare

EAL

Being in receipt of Pupil Premium Grant

Being a Child who is Looked After

Being the child of a service member.

There are a range of different measures the school will take into account in order to identify if a child has a special educational need. For all children joining Ravenscote, discussions take place with the feeder school to ensure children who are already identified are flagged along with those on a monitoring list. We take account of KS1 data but do not use this alone. When the children join the school, we use baseline testing and informal testing to ensure needs are identified. Discussions with parents can also highlight needs along with observations conducted by the class teacher, support staff and/or Inclusion AHT. The Inclusion AHT also has a range of assessments – both informal and formal – which can be used to identify further needs. We take account of advice from professional bodies and use this advice to tailor the provision for the child in school. In order to identify if a child needs to be on the register, we use the Ordinarily Available Provision documentation which is written and produced by Surrey. This aims to support settings, practitioners, families, and carers to work together to ensure that children's additional needs are met at the earliest opportunity. With all of these measures, we are able to make



an informed decision as to whether a child has a SEN and what provision is needed to be in place. Regular monitoring throughout the school year in pupil progress meetings is quick to pick up lack of progress or specific difficulties.

### A Graduated Approach to SEN Support

All children in Ravenscote receive a differentiated learning experience through 'High Quality Teaching.' Class teachers are responsible for all children in their class, including those children who have additional needs and those who access support from learning support assistants or specialist staff.

The school follows the SEND Code of Practice 2015 0 to 25 years graduated response to identify, assess and review children's needs.

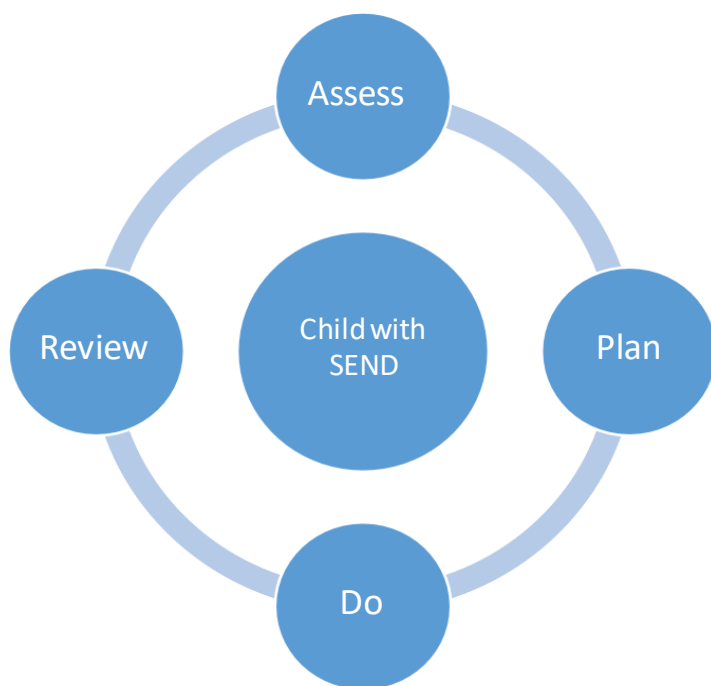
Regular assessments are undertaken by class teachers and these are monitored by the senior leadership team, including the Inclusion AHT. These assessments seek to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rates of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.
- The progress and attainment of all children is reviewed termly, pupil progress meetings are held with the Assistant Heads and children with SEN are discussed with the Inclusion AHT.
- We seek to involve the parents/carers of the children in the process and, where appropriate, the children themselves. Feedback at parents' evenings always includes discussion about additional support or interventions being carried out.

### Identification of needs and placing pupils on the Inclusion Register

When children are placed on the Inclusion Register, for a SEN need, following concerns raised by staff the school follows the cycle of Assess, Plan, Do and Review:





**Assess:** 'In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs' (6.45 COP). The class teacher (and when appropriate, Inclusion AHT), regularly assesses children's needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experiences of parents/carers and the pupil. In some cases, we will draw on the assessments and guidance from other educational professionals, for example, Outreach Teams and STIPs and from health and social services where appropriate.

**Plan:** Where SEND Support is required, the teacher and Inclusion AHT will agree a plan outlining the adjustments, interventions and support which will be put in place for the child as well as their expected outcomes. All staff who work with the child will be made aware of the contents of the child's personalised Inclusion Targets. Parents/ carers will be involved from an early stage and encourage to support progress through reading and supportive activities at home too.

**Do:** The class teacher is responsible for working with the child on a daily basis. She/he will also liaise closely with Learning Support Assistants and/ or specialist staff from external agencies who provide any support which is set out in the plan and monitor the progress being made. The Inclusion AHT will provide support, guidance and advice for the teacher.

**Review:** 'The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.' (6.53 COP). Where the interventions involve group or 1:1 teaching away from the main teacher, the class teacher will still retain responsibility for the child. She/he should also liaise with LSAs and outside agencies where appropriate to assess the impact of interventions and how they can be linked to classroom teaching. The Inclusion AHT continues to provide support, guidance and advice for the teacher. Children who are on the Inclusion Register have their provision recorded on their Inclusion Targets. These targets, as well as the impact of any interventions, will be reviewed each term by the teacher and Inclusion AHT. This will inform the planning of next steps for a further period or, where successful, the removal of the child from the Inclusion Register.



For each child on the Inclusion Register an Inclusion Targets document will be completed and shared with parents which will outline the targets and the provision in place. This will be reviewed termly and in these reviews it will be determined if the child still needs further intervention. A copy of the Inclusion Targets is in Appendix A.

<p><b>September:</b> new targets are set by the class teacher and Inclusion AHT. These are shared with the child and with parents/carers during Parents' Evening. The parents of 'higher need' SEN children are invited to a meeting with the Inclusion AHT.</p>	<p><b>December:</b> targets are reviewed, progress shared and new targets set. These are shared with the child and with parents/carers.</p>	<p><b>March:</b> targets are reviewed, progress shared and new targets set. These are shared with the child and with parents/carers.</p>	<p><b>July:</b> targets are reviewed. Progress is shared with the child. Parents and carers will receive a reviewed copy of the Inclusion Targets and will also have the opportunity to discuss the targets with the teacher.</p>
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For children with an Education, Health and Care Plan, (EHCP), the Local Authority must review the plan at least annually. Professionals working with the child will be invited to attend the annual review and will be asked for contributions.

#### Additional support

SEN Support can take many forms. These can include but are not limited to:

- a specific learning programme or intervention
- extra help from a teacher or a learning support assistant
- making or changing materials or equipment
- working with the child in a small group
- observing the child in class or at break times and keeping informative records
- helping the child to take part in class activities
- ensuring that the child has understood instructions or teaching points by encouraging them to ask questions and to try and have a go at things they may find difficult
- helping other children to work or play with the child
- supporting the child with physical or personal care difficulties

This list is not exclusive and varies depending upon the need of the children. Up-to-date provision can be found on the school provision map in the SEND area of the school website. The Ordinarily Available Provision documentation which is written and produced by Surrey, also provides a summary of additional support offered by schools.

#### Outside agencies

The school benefits from active involvement through a traded Specialist Teachers and Educational Psychology Service, advisory service for visual and hearing impairment, speech and language therapy, Mindworks Emotional Wellbeing and Mental Health Service etc. Links with local primary schools is maintained through a SENCO network where expertise can be shared. Outreach Services are also available.



## Managing children's needs on the SEND register

At Ravenscote each child is seen as an individual and we endeavor to develop a programme of support to meet each child's specific needs. The class teacher, together with the Inclusion AHT, monitors progress and targets are reviewed termly. At this stage a SEN may be identified.

Children are involved in setting their own targets of what they want to achieve.

The teachers maintain the records of progress for the children and whether the children have met their targets or are still working on them.

The process of Access, Plan, Do and Review links in with the Parents' Evenings although parents of children may request additional meetings with the Inclusion AHT and/or class teacher. An end of year report is written for all children during the summer term.

The Inclusion AHT maintains a costed provision map using an in-house system.

The intervention programmes used in the school are tailored for our children and several are created by experienced members of staff. All are monitored for effectiveness.

A few children on the SEND register are referred to outside agencies who offer support, guidance and assessment. The Inclusion AHT will refer the children to the relevant agency with parental permission. Opportunities for the parents/carers to meet with these agencies is encouraged.

The Inclusion Register is maintained and kept up-to-date by the Inclusion AHT. The class teachers and SLT retain a copy and the register is reviewed on a termly basis.

All children on the Inclusion Register are classified under the category of SEND Support unless they are in receipt of an Education, Health and Care Plan.

When a child has made significant progress and no longer needs to receive additional support it may be decided to remove that child from the Inclusion Register. After removal from the Inclusion Register the child is closely monitored by the class teacher and Inclusion AHT to ensure continued expected progress is made.

## Education, Health and Care Plans (EHCPs)

Where a child has a significantly greater level of need, even after putting in place a wide range of evidence-based interventions and support, the decision to request a formal assessment for an EHC Plan may be made with the parents/carers, the school and any relevant outside agencies. An application is usually made following at least three full cycles of Assess, Plan, Do and Review.

The SEN team at Surrey County Council, together with the input of an Education, Health and Care Plan Coordinator, will make the decision whether to issue an EHC Plan. This Plan will outline the outcomes being worked towards, and provision to be provided in order to meet the child's needs.

Where the school is considering making an application for an EHC Plan this will be discussed with parents/carers. For children with an EHC Plan the school will make the provision identified, involving external partners as required. The EHCP Plan is formally reviewed at least annually and the school will discuss this with parents/carers.

Parents are able to make a parental request for an EHCP to Surrey and details of how to do this can be found at <https://www.surreylocaloffer.org.uk/parents-and-carers>

## Safeguarding

Staff recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges, and that they may face additional barriers when recognising that they are being abused or neglected. It is also recognised that these children are more



prone to child on child abuse than other children. Furthermore, it is acknowledged that those children with SEND or certain health conditions may experience communication barriers and difficulties in managing or reporting these challenges.

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

(KCSIE 2025)

### Supporting children and their families

Parents can access the Surrey Local Offer on the county's website.

<https://www.surreylocaloffer.org.uk/> This provides information for parents/carers about what is available in the local area, including local agencies.

Ravenscote's SEND information can be found on the school's website under 'SEN'. This includes the:

SEN Policy

SEND Information Report

Frequently Asked Questions (also known as the '14 Questions' or 'School Local Offer')

Whole School Provision Map

The admissions policy is on the school website.

### Transition between phases

Transition can be a difficult time for children with SEND. At Ravenscote we support any key transitions that the children may make including:

Key Stage 1 to Key Stage 2

Key Stage 2 to Key Stage 3 (secondary)

We also support transitions between year groups e.g. Year 3 to Year 4. Children can be given opportunities to visit the new class teacher prior to moving up, learning support assistants can produce transition booklets with pictures of the new classroom, cloakroom and teacher etc.

### Accessing External Tests

Children who receive regular support as part of their provision will be assessed for extra time for SATs taking account of the DFE guidance. This assessment will help inform the application to Primary



Assessment Gateway who will determine if a child is eligible for extra time or a reader. All children in receipt of an EHCP will receive 25% extra time. Some children benefit from movement breaks and these will be administered in line with normal classroom practice.

### Supporting Pupils at school with medical conditions

Ravenscote recognises that children with medical conditions should be supported discreetly so that they have full access to education, including school trips and physical education as outlined in the statutory guidance 'Supporting pupils at school with medical conditions' DfE, December 2015.

Children who have medical conditions can be supported by:

individual healthcare plans

access to toilet facilities

trained staff

emotional support if necessary

Some children with medical conditions may be disabled and where this is the case the school will comply with the duties under the Equality Act 2010.

Other children may also have special educational needs and may have an Education, Health and Care Plan which encompasses health and social care needs as well as their special educational provision.

The school adheres to the SEND Code of Practice (2015) as well as the DfE document outlined above.

All staff are first aid trained- this is renewed on a regular basis. Many staff are Epi-Pen trained and some have had training in more specific areas e.g. epilepsy, asthma and diabetes.

### Monitoring and evaluating SEN

The monitoring and evaluating of provision is a continual process. The Inclusion AHT meets termly with the Inclusion Governor to discuss provision and current practice and she will then report back to the Full Governing Body. The Inclusion AHT is on the Senior Leadership Team who meet weekly. Interventions are closely tracked and observed in order to improve the quality of provision. The Inclusion AHT also carries out learning walks. Meetings and training between all the learning support assistants and the Inclusion AHT take place half termly.

### Training and development

We encourage all staff to continue to develop their quality of teaching and participate in regular training. This training can be through in-house INSET and staff meetings or via outside agencies including Surrey Specialist Teachers, Educational Psychologists and health professionals. Many useful training opportunities are offered through our network of local schools.

Individual staff members (teachers and LSAs) have recently received, or are receiving, training on mental health, dyslexia, autistic spectrum disorder, Speech and Language, social, emotional and mental wellbeing including behaviour and bereavement, specific medical conditions including epilepsy and diabetes and reading and maths interventions.

The Inclusion AHT is a member of the local SENCO Network group in order to keep up-to-date with local and national changes in SEND and has fostered partnerships with local schools in order to continue to develop best practice. Where there are specific training needs the school will source a provider to deliver this.



## Storing and managing information

Confidential information on children with SEND is stored in the Inclusion AHT's office in a locked cabinet. The teachers also have an Inclusion folder in their classrooms containing more general SEN information including targets and provision. All staff are aware of the importance of confidentiality. Electronic records are stored on the school's server and are password protected.

All relevant information is shared between appropriate teaching staff and LSAs. The lunchtime supervisors are informed of specific needs which may require special attention during lunch time break. Up to date information is also passed on to the next class teacher at the end of the academic year to ensure an effective transition takes place. When a child moves to another school all records are forwarded on to them.

## Reviewing the SEN Policy

This SEN policy will be reviewed annually.

## Bullying

Children who have a SEN may be more vulnerable and staff are aware of the children who are vulnerable. In team meetings, any vulnerable children who are at risk are discussed and steps are put in place. These in turn are discussed with the SLT. All children receive PSHE weekly and some may benefit from adapted lessons on specific topics. Social skill groups take place to support children in this area. At Ravenscote, we aim to build the resilience of all children through the teaching provided but some children need further support in this area and this is identified on their Inclusion Targets. The anti-bullying policy is found on the school website.

## Dealing with complaints

The school endeavours to work in partnership with parents and carers. We encourage parents/carers to approach the class teacher in the first instance, followed by the involvement of the Inclusion AHT if necessary.

All complaints are taken seriously and are dealt with in line with the school's complaints policy and procedure. (Details can be found on the school website under 'non-curriculum policies').

Further guidance can also be found on the Surrey County Council's website 'Responding to Parental Concerns':

<https://www.surreycc.gov.uk/schools-and-learning/schools/support-for-parents-and-carers>

[In accordance with SEN and disability duties: guidance for school governing boards – GOV.UK](#) the schools governors and trustees support children with special educational needs and disabilities by assuring that:

- the school promotes an inclusive culture
- there is effective communication and engagement between the school and parents of children with SEN and disabilities
- parents are involved closely in keeping the school's general SEN and disability policy and practice under review
- the pupil voice is central to decisions about support for those with SEN and disabilities, at both individual and school level



- funding, including SEN funding, is allocated and spent effectively
- the school works effectively with the local authority in reviewing the SEN and disability provision available locally and developing the SEN and disabilities Local Offer
- staff have the expertise needed to support those with SEN and disabilities and that the school has access to external specialist skills where required

The school's governors and trustees are satisfied with how the school:

- identifies a child with SEN or a disability and how it uses the 'graduated approach' to respond to that need
- monitors the progress and development of children with SEN and disabilities
- supports children in Preparing for Adulthood at each age and stage, and monitors outcomes and destinations

The school's Governors and trustees also ensure that a qualified teacher is designated as the SENCO and that they:

- achieve the relevant mandatory qualification within three years of appointment
- have sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school
- are empowered to support high quality outcomes for pupils with SEN and disabilities

Governors and trustees are familiar with the school's SEN and disability policy and ensure that it is reviewed regularly (working with parents and pupils) to reflect changing needs of the school community.

Governors and trustees are assured that these documents help the school to:

- understand the impact of its policies, practices and decisions on different groups of children
- identify areas of inequality that may need to be addressed
- help plan for the school to be increasingly inclusive over time

This policy should be read in conjunction with:

Children with Medical Conditions policy

Child Protection and Safeguarding policy

Equality policy

Behaviour policy

Anti-Bullying policy

Accessibility Plan

Single Equality scheme and Action Plan

SEND Information Report

Whole School Provision Map

The school's Local Offer (also called Frequently asked questions/ 14 Questions)



# Appendix A



## Inclusion Targets

Pupil Name:

Term:

Year Group:



Target – Communication and Interaction	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress
Target – Cognition and Learning	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

