

Oulder Hill

Community School



Special Educational Needs and Disabilities Policy September 2019

OULDER HILL COMMUNITY SCHOOL

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Headteacher – Mr J. P. Watson B.A. (Hons), Ad.Dip.Ed., M.Ed., N.P.Q.H

Special Educational Needs and Disablement Co-ordinator (SENDCO): Miss Carol Nedderman

Chair of Governors: Mr Z. Al-Hassani

SEND Governor: Mrs L Beckles

Designated Teacher for Looked After Children: Mr Ben Bramwell

Designated Child Protection Officer: Mr Ben Bramwell

Vision Statement :

'Working together for excellence through facilitating independence and building confidence.'

'The Inclusion team work alongside students, staff, parents/carers and outside agencies to ensure that all Oulder Hill students with additional needs are supported to become independent, confident, skilled and happy individuals who are equipped to achieve their personal goals in life'

At Oulder Hill, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Our educational aims for children with special educational needs and/or disabilities are the same as those for all children in the school.

Additional information may also be contained in the following related documents:

- Anti-Bullying Policy
- Assessment, marking and feedback
- Attendance and punctuality
- Behaviour Management
- CIAG Policy
- Charging and Remission Policy
- First Aid Policy
- Complaints Policy
- RMBC Corporate Safety Policy
- Sex and Relations Policy
- Student Exclusion Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Special Education and Needs Policy
- Supporting Children with Medical conditions in School Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework Document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the School's SENDCO and SEND Governor in cooperation with the Chair of governors, all staff and a working party of parents of pupils with SEND.

This policy is also available in the following formats on request: large print, audio and in a variety of languages. If you would prefer to talk to someone about this policy then please contact Carol Nedderman.

What are Special Educational Needs?

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Rochdale that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can access Rochdale's Local Offer at: <http://rochdale.fsd.org.uk/kb5/rochdale/fsd/family.page?familychannel=4>

Introduction

This policy sets out our approach to supporting children with special educational needs (SEND) and is formally reviewed every 3 years. Additional detailed information about our current provision for children with SEND is available in our SEND information report which is updated annually. This is available here - <http://www.oulderhill-school.com/wp-content/uploads/2014/12/SEND-POLICY-02-11-13.pdf>

1. Aims:

At Oulder Hill we aim to provide a safe, happy and well-ordered community in which children can be valued as individuals. We seek to provide an atmosphere in school where parents, staff governors and children can work safely together in a spirit of cooperation.

The Inclusion Faculty aims to support the school as a whole, departments in general and all teachers specifically in their work with all students, but particularly those with learning needs, behaviour and social emotional needs and those whose first language is not English. The Inclusion Faculty also aims to meet the individual needs of these students and support them in their inclusion in all aspects of school life. We help these students to become independent learners and to prepare them for adult life after school so that they can work towards achieving their full potential. We have a clear commitment to promoting greater inclusion for all students and aim to:

- provide ALL students, including those with SEND, differentiated work to support their learning needs.
- provide SEND students with increasing levels of intervention to support their individual needs.
- support SEND students through a system of target setting, monitoring, and reviewing.
- keep a SEND register for the purpose of monitoring, supporting and providing an appropriate level of support.
- monitor the achievement of SEND learners.

Our aims in teaching are that:

- all children are entitled to a broad and balanced curriculum.
- all children will have learning opportunities to extend their knowledge, understanding and skills
- these opportunities will promote independence and self-motivation, they will develop individual talents and raise self-esteem for all children. .

Principles of the SEND Policy:

There are 4 principles that are essential to developing a Special Needs Policy and providing an inclusive curriculum:

[a] setting suitable learning challenges - giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

[b] responding to pupils' diverse learning needs – planning approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

[c] overcoming potential barriers to learning and assessment for individuals and groups of children - ensuring that curriculum planning and assessment highlight the type and extent of difficulty experienced by the pupil, so that support can be given.

[d] having policies and procedures in place to ensure that all children , whatever their needs, are safe in school.

Therefore at Oulder Hill we believe that in pursuit of our aims we will:

- Ensure that any child's special educational needs are identified early through on going assessment. This is most effectively done by gathering information from parents, education, health and care services and early year's settings/feeder primary schools prior to the child's entry into our school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Regularly review this progress, taking into account the views of the child, parents and professionals involved
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENDCO and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Rochdale Additional Needs Service, SEND Assessment Team, Speech and Language Therapy and Healthy Young Minds (HYM)
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and visits to the local community.
- Raise staff awareness and expertise of SEND issues through ongoing training. Ensure all staff are regularly trained in safeguarding procedures and aware of the potential safeguarding issues relating to vulnerable children such as those with limited speech or social difficulties.

2. Roles and Responsibilities:

Governing Body:

In conjunction with the Head teacher:

- they will determine the school's general policy with approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- appoint an SEND link governor to take a particular interest in and closely monitor the school's work on behalf of children with special educational needs.

Head teacher:

The head teacher:

- has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs.
- will keep the governing body fully informed about the provision for children with special educational needs.
- will work closely with the school's SENDCO.
- will ensure that all staff are aware and suitably trained with regards the issues related to the safeguarding of vulnerable children, including those with special educational needs.

SENDCO and Assistant SENDCO:

The SENDCO (Carol Nedderman) and Assistant SENDCO (Fiona Evans) will:

- work closely with the Head teacher to help determine the strategic development of the SEND policy and provision.
- have responsibility for the day to day operation of the school's SEND policy.
- have responsibility for co-ordinating provision, (through the use of a provision map) for pupils with special educational needs.
- have responsibility for liaising with parents and external agencies, including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- advise and supporting other practitioners in the setting through practical advice, teaching strategies and information about types of special educational needs and disabilities.
- ensure that relevant information about individual children with special educational needs is regularly collected, recorded and updated.
- co-ordinate Annual Reviews for children with statement/EHC plans and termly reviews for children at SEN Support.
- raise staff awareness and expertise of SEND issues through INSET and CPD opportunities.
- ensure that there are adequate transition arrangements for children with specific needs between different schools and settings.

Inclusion Manager (Donna Bennet) and Resource Teaching Assistants (Louise Jeffery & John Shaw):

- have responsibility to liaise with outside agencies to provide support and guidance for Teaching Assistants and Teachers
- oversee and allocate Key Workers to SEND pupils
- help advise teaching staff of strategies to support SEND pupils
- provide ongoing training for Teaching Assistants
- have responsibility to oversee recreational activities before, after and during school time
- be responsible for the day to day recording information about any children in their care who are identified as having an SEND . Any contact they have had with outside agencies, information from parents or incidents in school that have caused concern should be recorded. These records should be regularly updated by staff and will be monitored by the SENDCO on a termly basis.
- ensure under the advice of the SENDCO, that there are adequate transition arrangements for children with specific needs made between staff and between class changes. □ assist in implementing and overseeing the work of TAs in class

SEND support (Andrea Walmsley):

- has responsibility of ensuring that records are kept up to date
- contacting parents to inform of assessments and meetings via email, mail and telephone
- organising meetings with multiple agencies
- recording meeting minutes as required
- liaising with primary schools to ensure records are exchanged and updated efficiently
- providing full administration support to the SENDCO and Inclusion Managers

Teaching and Non-teaching staff:

The teaching and non-teaching staff will:

- be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.
- be aware of their responsibility to children with special educational needs as defined in the Teacher's Conditions of Service.
- take into account the type and extent of difficulty experienced by the pupil when planning the curriculum [i.e. through differentiated activities] and assessment.
- take specific action to provide access to learning, for pupils with special educational needs, working closely with representatives of other agencies who may be supporting the pupil, by:

[a] providing for pupils who need help with communication, language and literacy

[b] planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences

[c] planning for pupils' full participation in learning and in physical and practical activities

[d] helping pupils to manage their behaviour, to take part in learning effectively and safely

[e] helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

[f] providing support for pupils in the form of personal passports to help with transition from 1 class teacher to the next

3. Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

4. Identification of Special Educational Needs:

At Oulder Hill we recognise that early identification and assessment of special educational needs is necessary to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an ongoing process throughout a school year.

We recognise that children have a special educational need if they:

- begin at Oulder Hill School with a Statement of Special Educational Needs and Disabilities or Educational Health Care Plan
- are in the process of being assessed with regard to a Statement of Special Educational Needs and Disabilities or Education Health Care Plan , when they begin at Oulder Hill at Oulder Hill.
- have been identified as having a special educational need in a previous school or early years setting.
- are experiencing learning difficulties significantly greater than the majority of children of the same age.
- are experiencing emotional difficulties that impact on their learning or behaviour within the school environment.
- are experiencing social difficulties that impact on their learning or behaviour within the school environment.
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age.
- have a serious medical problem which has implications for the learning process.

- are identified as having learning difficulties by previous assessments such as the Early Years Profile assessment.

To help identify children who may have special educational needs, Oulder Hill will measure progress by referring to:

- the child's performance monitored by the teacher as part of ongoing observation and assessment.
- the outcomes from a variety of assessment appropriate to the child's needs
- the child's performance against descriptors within the National Curriculum at the end of a key stage.
- standardised screening or assessment tools

At Oulder Hill, we will also be open and responsive to expressions of concern by parents, and take account of any information that parents provide about their child.

A Graduated approach:

In order to help all children who have special educational needs, Oulder Hill will adopt a graduated response that encompasses an array of strategies and recognises a continuum of special educational needs. The school will adopt and closely follow the SEND Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs.

The following principles, which are central to the Code shall be regarded:

- provision for a child with special educational needs should match the nature of their needs.
- there should be careful, regular recording of a child's special educational needs, the action taken and the outcomes.

Quality First Teaching:

At Oulder Hill, we believe that children learn by being provided with Quality First Teaching; high quality teaching that is differentiated and personalised to allow the child to make progress. The class teacher is responsible for the progress of all pupils within his/her class, including those with SEND.

All children will have the opportunity to experience high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Quality of teaching is regularly reviewed in school to ensure that all pupils make progress.

If, despite the above general provision, a teacher has concerns about a child's progress then that teacher shall seek support from the SENDCO. The SENDCO will then put in place any additional support deemed

necessary using tutorial or in class interventions. Parents will receive a letter stating the support their child is receiving and they will be closely monitored on the provision maps, with reports sent out to parents of their child's progress termly. If a child requires continual support for a period of two terms they may then be considered for SEN Support and added to the register.

SEN Support:

If it is determined that a child does have SEND, parents will be formally advised of this by letter and the child will be added to the SEND register at SEND Support. The class teacher will provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum and strategies.

The triggers for intervention through SEN Support could be the teachers or others concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in the child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of additional equipment.
- Has communication and/or interaction difficulties.

Children at this stage will be offered extra support from the schools resources, within the context of an SEN Support Plan.

The SEN Support Plan in the form of a 'pupil passport' will be drawn up through consultation with the child, their parents and/or teacher(s) and will contain:

- Information about the child – e.g. their strengths and difficulties, their opinions and aspirations.
- The short term outcomes sought for or by the child.
- The teaching strategies to be used.
- The support and provision to be put in place.
- Success criteria.
- Longer term outcomes sought for or by the child.
- When the plan is to be reviewed.

All those working with the child, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

The class teacher is responsible for evidencing the progress according to the outcomes described in the plan and is responsible for monitoring the child's progress on a termly basis.

External Support Services:

If deemed appropriate to the child's needs and with agreement from parents, we may request input from external support services such as Educational Psychology, Rochdale Additional Needs Service or Health Professionals such as Speech and Language Therapy, HYM, Occupational Therapy amongst others outlined in the SEND information document.

The triggers for this could be that the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

External support services will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on new support plans with fresh outcomes and accompanying strategies. Support from outside services is coordinated by the SENDCO, either through a single agency referral or a Common Assessment Framework referral. Parents and pupils (where appropriate) are actively involved in this referral process.

Referral for an Education, Health and Care Plan:

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment which is usually requested by the school but can be requested by a parent or other professional involved with the child. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan (known in Rochdale as a My Plan) will be taken at an SEND Support review.

The application for an Education, Health and Care Plans will combine information from a variety of sources appropriate to the child's needs including some or all of the following:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals
- Educational Psychologist
- other External Support Services

Information will be gathered relating to the current provision, actions that have been taken, and the preliminary review of outcomes set. A decision will be made by a group of people from education, health

and social care as to whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the Rochdale's Local Offer.

4. Education, Health and Care Plans [EHC Plan]

- a. Following an EHC Needs Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the child's needs cannot be met by the support that is ordinarily available within school. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5. Managing Pupils' Needs on the SEND register:

Once a child has been entered on the SEN Register, the most recent formal records are kept on SIMs on the child's SEND page.

More historic records are accessible to all teachers and professionals in consultation with the SENDCO.

Current SEND Support Plans are kept on SIMs and can be saved by teachers into a personal file for optimum security. SEN Support Plans from previous terms are kept in the Faculty of Student Support's folder.

Class teachers of children with a Statement of SEND or an EHC Plan have access to an up-to-date copy of the current Statement or Plan in their files.

The SENDCO will be responsible for maintaining the SEND Register. This will be kept in the whole school file and includes those children at SEN Support and who have a Statement of SEND or EHC Plan. Class teachers will be given an updated list of children at the start of each new academic year, however children can be added to or taken off the register any time during the year, in consultation with the SENDCO and with parents via a letter home.

Provision mapping is a process which is used to identify, plan and implement interventions specific to children's identified needs. These can be group or individual provision maps and detail the intervention, how often it is to take place, who leads the intervention and the outcomes achieved. These documents run both independently of and alongside SEN Support Plans for children and are monitored by the SENDCO on at least a termly basis.

Children in Oulder Hill, who have medical needs will not be placed on the SEND Register unless they have a Statement for their medical needs or their condition is significant enough to affect learning achievement or the health and safety of themselves or others. Parents should inform class teachers of any medical conditions either by a letter, telephone call or via a face to face meeting and the class teacher will then liaise with the SENDCO in order that a Care Plan can be written along with a healthcare professional. Please see our Managing Pupils with Medical Conditions in School Policy for further information.

6. Safeguarding:

At Oulder Hill, we recognise that children with special educational needs are more vulnerable to abuse and exploitation and if abuse is recognised we will follow the guidelines laid out in our Safeguarding Policy.

7. Working in partnership with parents:

At Oulder Hill we believe that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

The SENDCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service when independent advice, guidance and support is required or parents can access this service themselves via - <http://rochdale.fsd.org.uk/kb5/rochdale/fsd/organisation.page?id=gICb-bL0s9s>

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEN Governor may be contacted at any time in relation to SEN matters.

8. Involving children/young people/pupils

At Oulder Hill, we are committed to listening to the child's voice and involving children with SEN in decisions about their learning. Person centred planning and thinking will be used to:

- Ensure the views, wishes and feelings of children are at the forefront of all decisions.
- Provide children with the information and support necessary to enable full participation in decision making.
- Ensure that our work with children supports their development and helps them achieve the best possible educational and other outcomes, and prepares them effectively for adulthood.

9. Complaints Procedures:

If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. In the first instance, parents should ask to speak to the subject teacher or form tutor about their concerns or contact the SENDCO/Head teacher. Further information about how to make a complaint is held within the school's complaints procedure. Details about this are available from the school office or on the school website: <http://www.oulderhill-school.com/>

10. Monitoring and Evaluation:

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated and monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

This policy will be monitored yearly and updated as new legislation needs to be incorporated. Staff will regularly receive opportunities to discuss and evaluate the management of the procedures and protocols within the school.

11. Data Protection:

We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEND information report.

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents or the child, except for specified purposes or in the interests of the child.

See our Data Protection Policy for more information.

Accessibility:

At Oulder Hill Community School, we are committed to providing a fully accessible environment which values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Oulder Hill Community School plans, over time, to further increase the accessibility of provision for all students, staff and visitors to the School. The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Continue to increase access to the curriculum, incorporating after-school and out of school activities and including educational visits;
- Develop a more effective working relationship with our co-located SEND School, Redwood, so that facilities, resources and staff expertise may be shared to create an education campus at the forefront of accessibility in the borough;
- Ensure all forthcoming BSF construction work considers the needs of staff, students and visitors with disabilities and where possible incorporates improvements to the physical environment of the school with regards to access.

Actions relating to these three key aspects of accessibility will be reviewed and adjusted (where necessary) on an annual basis.

It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equal Opportunities
- Health & Safety
- Special Educational Needs
- Student Behaviour
- School Improvement Plan
- School Prospectus
- Educational Visits
- Teaching and Learning

12. Appendices

Record of Monitoring and Review of this Policy

This policy was developed by Carol Nedderman on

26th September 2015

Parental Consultation completed on:

This policy will be formally reviewed with all stakeholders at least every three years.

Policy History:

NAME OF POLICY	SPECIAL EDUCATIONAL NEEDS
DATE FIRST ADOPTED BY GOVERNORS	26 th September 2015
DATE REVIEWED	30 th September 2015
BY	C Nedderman
CHANGES MADE	Yes
DATE REVIEWED	12 September 2017
BY	C Nedderman
CHANGES MADE	12 September 2017
DATE REVIEWED	15 th November 2018
BY	C Nedderman
CHANGES MADE	Yes
DATE REVIEWED	21 st November 2019
BY	C Nedderman
CHANGES MADE	Yes