Head Teacher:
Mr James Julian

Special Educational Needs and Disability Policy

Formally adopted by the Governing Body of:	**Redcastle Family School**
On:	
Signed by Chair of Governors:	
Last updated:	**September 2026**
Review date:	**September 2027**

REDCASTLE FAMILY SCHOOL

POLICY FOR ASSESSMENT OF AND PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Introduction

The policy adheres to the Department for Education's Code of Practice (2014). The policy is in keeping with the school's aims, its teaching and learning policy, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs or disabilities (SEND). The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met, including those within Moonbeam Autism Specialist Resource Base and the Specialist Hub of Inclusive Practice (SHIP).

The Governing Body believes that all children, regardless of ability and behaviour, should be valued equally. Different children's needs are recognised and met through a varied, flexible provision throughout the curriculum. We recognise that education is a partnership. We therefore aim to involve staff, parents, children and governors in the creation of a happy and secure environment, where there is a shared sense of purpose, supported by mutual trust and respect.

Policy principles and objectives

- To ensure that quality first teaching, differentiated for individual pupils, is embedded in every class and that teachers are held accountable for the progress and attainment of all pupils in their class whether or not they have additional needs. Our responsibility is to make sure that staff are appropriately trained to enable them to respond to specialist needs within our school including the SRB.
- To ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum.
- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To help every child realise his or her full potential and optimise his or her self-esteem.
- To encourage all pupils, including those with SEND, to become independent and take positions of responsibility within the school.
- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To encourage and support children to participate in all decision-making processes that occur in their education, seeking their views and taking them into account.

Definition of SEND

A child has a Special Education Need if he or she has a learning difficulty or disability that means:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has 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.

Special educational provision will be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

In this school, a pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher-quality teaching normally available to the whole class reduces the number of pupils who require such support. The school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. 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 SEN.

As part of the graduated approach, the school uses a structured intervention model informed by end-of-term assessments and ongoing teacher assessment. Pupils are identified for support using the following wave system:

- **Wave 1:** Pupils who are just below the expected standard. Their needs are met through teacher-led actions and in-class support, tailored to address specific learning needs.
- **Wave 2:** Pupils working further below age-related expectations, including those who might have additional barriers to learning such as SEND or EAL. Their needs are met through ILP's and structured, small-group support delivered by the Intervention Lead/support staff, based on identified gaps.
- **Wave 3:** Pupils who are significantly behind their peers academically and present with clear SEND needs. These pupils are predominantly assessed using NAPs, as statutory assessments do not accurately capture their progress. Their needs are met through personalised provision using ILP's and small-group learning bubbles where teaching is closely matched to their developmental stage.

The majority of children with SEN or disabilities will have their needs met through high-quality teaching and reasonable adjustments within the classroom. Some children may require an Education, Health and Care (EHC) needs assessment in order for the local authority to determine whether an EHC plan is necessary. The purpose of an EHC plan is to make specific and/or additional provision to meet the child's special educational needs and to secure the best possible outcomes across education, health and social care. The school will maintain a record of pupils currently receiving SEND support or who have previously received support.

Working with parents

This school is committed to working with parents in the best interests of the child. Parents will be involved in the identification of SEND and informed when the school makes special education provision for the child. Thereafter, parents will be involved in any reviews of provision and the school will ensure that parents are kept regularly informed about their child's progress.

In line with the Code of Practice 2014, the school has produced a local offer that summarises the provision that it will make reasonable endeavours to offer to any pupil with SEND. It can be read on the school's website

or contact the school for further details.

Roles and Responsibilities:

- **Children:** the school values children's opinions and views. We seek children's own thoughts about their experiences of school on a regular basis including those for children with additional needs.
- **Parent:** the school recognises the role of the parent as the primary educator and carer of the child. Parents play a vital role in supporting the education of the child and have a responsibility to engage with the school when it consults with them on decisions affecting the child and to inform the school of any changes in circumstance that may affect the child.
- **Class teacher:** In the first instance, the class teacher will be responsible for delivering high quality teaching differentiated for individual pupils, identifying any possible SEN concerns and liaising with the parents and Special Educational Needs Coordinator. Our SRB and SHIP children will spend time integrating in their mainstream classes, all staff will be trained and aware of their needs and their responsibilities towards the children.

SEND Team:

Headteacher: James Julian
SENDCO: Emma Denty
SRB Lead: Tom Stansfield
SHIP Lead: Naomi Newton
EYFS Lead: Catherine Paynter
Intervention Lead: Sian Lewis

SHIP/SRB roles and responsibilities:

SHIP and SRB Lead teachers (Tom Stansfield & Naomi Newton):

- Create and monitor ILPs, ensuring targets and provision are regularly reviewed
- Lead and complete EHCP annual reviews within statutory timeframes
- Liaise with parents regarding SEN needs, provision and progress
- Attend and contribute to panels, observations, cohort reviews and Hub meetings
- Create and update risk assessments and care plans as required
- Attend relevant SEND training and keep practice up to date
- Teach intervention bubbles/groups for identified pupils
- Ensure SEN filing for SHIP and SRB is accurate and completed promptly

SENDCo (SHIP/SRB) Responsibilities (Emma Denty):

- Monitor ILPs and ensure targets/provision are reviewed regularly
- Monitor and maintain the annual review schedule, ensuring statutory deadlines are met
- Join cohort reviews to evaluate provision and identify emerging needs
- Review NAPs data termly to track SEND progress and inform interventions
- Provide regular management time for SHIP & SRB Lead Teachers
- Support lunchtime when staffing issues arise to maintain safety and inclusion
- Monitor SEN filing for SHIP & SRB and ensure all documentation is updated each term

EYFS roles and responsibilities:

EYFS Lead (Catherine Paynter) and Nursery teachers (Amy Beavis & Caitlin Thelwell):

- Identify emerging SEND needs through observation, assessment and liaison with staff
- Plan, implement and monitor targeted interventions for EYFS pupils
- Manage and submit SENIF funding applications and evidence
- Create and monitor ILPs, ensuring targets and provision are regularly reviewed
- Attend EYFS-specific SEND training, network meetings and professional development
- Ensure all EYFS SEN filing is accurate, organised and completed in a timely manner

SENDCo (EYFS) Responsibilities (Emma Denty):

- Identify emerging SEND needs through observation, assessment and staff discussion
- Complete INDES documentation to support early identification and intervention
- Monitor ILPs and ensure targets/provision are reviewed regularly
- Carry out learning walks and individual pupil observations focused on SEND provision
- Make referrals to outside agencies when additional support or assessment is required
- Lead EHCP applications and coordinate annual reviews
- Attend TAS meetings to discuss pupils, provision and next steps
- Attend relevant EYFS SEND training, network meetings and professional development
- Monitor EYFS SEN filing and ensure all documentation is accurate and updated each term

Intervention Lead (Sian Lewis):

- Identify SEND needs through termly data assessments, classroom observations and staff discussion
- Create yearly intervention plans and monitoring documents to track provision and impact
- Organise Wave 2 interventions across the school (e.g., Lexia, Precision Teach, Project X, Forest School)
- Organise Wave 3 bubbles in liaison with the full SEND team
- Plan and teach selected interventions to model high-quality practice
- Complete referrals for universal services (Speech and Language, EAL, Schools & Communities Team)
- Monitor ILPs termly and ensure targets/provision are updated
- Attend whole-school termly SEND-related meetings (TAS, Speech & Language NHS, ZIP)
- Carry out learning walks and individual observations to support the SENDCo

SENDCo (Emma Denty):

- Carry out learning walks and individual observations focused on SEND provision and pupil need
- Meet parents to discuss children's SEN needs and support with follow-up actions
- Complete referrals to outside agencies when needs are identified
- Lead EHCP applications and coordinate annual reviews
- Complete INDES documentation to support early identification and intervention
- Maintain and update the costed provision map and individual pupil provision maps
- Lead SEN staff meetings following learning walks and during ILP writing cycles
- Review NAPs data and monitor progress termly for mainstream pupils working in bubbles
- Create and update care plans and risk assessments as needs change
- Hold responsibility for LAC children and safeguarding within the SEND remit
- Ensure SEN filing is accurate, organised and up to date each term (with oversight from Headteacher/SEN Governor)
- SEN Information Report
- Create case studies for a representative sample of SEND and vulnerable children each year.

SEND Governor

• Making sure the necessary support is given for any child who attends the school, who has SEND.
• Meeting with the SENDCo to evaluate the effectiveness of the school's work with SEND pupils and their families.

• Looking at the school data to measure and assess the progress of pupils with SEND.
• Raising awareness of SEND at governor meetings.
• Reviewing policies linked to SEND and ensuring the SEND Information Report is compliant.

Headteacher

Head Teacher: Mr James Julian

- Managing the day to day life of all aspects of the school, including the support for children with SEND.
- Ensuring the governing body is kept up to date about issues relating to SEND.
- Ensuring that the school is implementing a broad and balanced curriculum for all of its learners.
- Ensuring the school has ambitious expectations for all pupils, including those with SEND.
- Holds the SENDCo to account in ensuring the school is fulfilling its statutory duties in line with the Code of Practice.

- **Safeguarding, Pupil Premium and Looked After Children:** The member of staff with responsibility for safeguarding is Mrs Denty (Designated Safeguarding Lead). The alternate members of staff are Mr Julian, Mrs Paynter, Mr Stansfield and Mrs Hedger. The SEN and Vulnerable Groups Committee are the responsible governors for safeguarding.
  The headteacher is responsible for making decisions about the use of pupil premium and the member of staff responsible for Looked After Children is Mrs Denty.
- **The Governing Body** is responsible for ensuring that the school fulfils its statutory duties. It will establish and review this policy having regard to the Code of Practice on the identification and assessment of special educational needs. It will hold the headteacher to account for the provision for and outcomes of children with SEND. It will ensure that governors receive appropriate training to fulfil their roles.
- **The Local Authority:** The local authority must consult parents of children with SEND in the development of its policies. Where a child requires an EHC needs assessment, it must ensure that the child's parents are fully included in the process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

A list of contact details are included in Appendix 1 & 2.

PROCESSES

Admissions

This school follows the Norfolk County Council Admissions Policy. Places will be offered to those children with an EHC Needs Assessment that names the school as the appropriate school for the child, even if it is not the catchment school. In making the decision to name a school, parents' views will be considered carefully by local authority staff.

Parents who wish to see if this school is suitable for their child can find details of our local offer for pupils with SEND on our website or ask for a copy from the school office. The best way to find out if this school will meet your child's needs is to visit the school. Please contact us to arrange an appointment. Parents will be responsible for transporting their child to the school if they do not qualify for free or discretionary transport under the Norfolk County Council home to school transport policy. Please contact Norfolk County Council for further information.

Assess, Plan, Do, Review

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO team, should carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the core approach to pupil progress, attainment, and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

This assessment is reviewed termly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO team will contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCO team should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place (ILP), as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the Pupil Passport.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO team will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed termly. Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months.

EHC Plans

A referral for an Educational Health and Care needs assessment may be requested by the child's parents, the SENDCo or Headteacher or someone acting on behalf of the school or anyone else acting in the interests of the child. A referral from the school will be made when a child continues to give cause for concern with

evidence that strategies and programmes implemented have been in place for a reasonable period of time

without success. This should ideally be done with the knowledge and agreement of the parent. The referral will be as laid down in the Code of Practice 2014 and will be subject to an Annual Review. ***Head Teacher: Mr James Julian***

See the below flowchart and yearly overview for further information:

1. Identify existing provision for inclusive learning and teaching

Identify whole school provision for all/some/few learners

Use current priorities in school's SEF and SDP

Identify provision for cohorts/year groups/individuals eg. whole school intervention timetable, cost – ensure CPD issues are additional

Identify external provision that matches pupil needs – (Wave 1), Wave 2 & Wave 3 provision and cost

2. Auditing pupil progress

Use pupil progress data for cohorts/groups/individuals

Target set (refer to document for progression guidance)

Identify individual and groups of pupils vulnerable in their learning (eg. Through pupil progress meetings, RaiseOnline, FFT, attendance, data, work scrutiny)

Use pupil and parent/carer views

Include objectives in EHC plan

Use pupil progress data to commission integrated

3. Matching School/LA provision

Evaluate the effectiveness of provision through pupil progress outcomes for the whole school, cohorts, years, classes, groups and individual pupils

Report on the effectiveness and development eg. In governor meetings, parents' newsletter, school

4. Mapping and implementing provision

In light of section 3, the school development plan and resources, SLT and governors decide:

What needs to change

What needs to be kept and further embedded

How provision will be mapped out, costed, communicated and pupil views

5. Evaluating impact of provision

Matching sections 1 and 2, consider:

To what extent provision enables progress, presence and participation

Baseline outcome measures

What has worked and why

What has not worked and why

Duplication/gaps

Identification, assessment, review cycle

September	**October**	**November**
Intervention plans written Costed provision map INDES (new starters and any updates needed) SEN CPD staff meeting – reminders of good practice in the classroom and opportunity for 1:1 discussions with SENCo around concerns SHIP Hub meeting Plan out annual review dates for the year (block week per term for reviews) Nursery SEND funding application THRIVE profiling EYFS SEN learning walk	Intervention plans shared SEN learning walk (before ILP's written) SHIP panel Autumn speech and language link meeting SHIP annual report SRB annual report SHIP cohort review SRB cohort review Review TAS documentation/gain parental consent	ILPs/passports/risk assessments (SEND staff meeting) Autumn TAS meeting SHIP hub meeting SRB Autism panel Autumn ZIP meeting
December	**January**	**February**
Annual reviews for autumn term (in week one). EHCP coordinator meeting Dyslexia profiling	SEN learning walk (check ILPs in action/SEN good practice) SHIP panel SHIP hub meeting Nursery SEND funding application Nursery home visits	Spring annual reviews Spring speech and language link meeting Review TAS documentation/gain parental consent Nursery home visits

March Intervention plans reviewed using spring data ILP/passport/risk assessment review (SEND staff meeting) Spring TAS meting SHIP hub meeting SRB panel Spring ZIP meeting EHCP coordinator meeting Nursery SEND funding application	**April** SHIP panel Dyslexia profiling Nursery SEND learning walk	**May** (SATS) Y6 transition document SHIP hub meeting Summer speech and language link meeting Review TAS documentation/gain parental consent New reception children open evening

June (Phonics screening)	**July**	**August**
Summer annual reviews Summer TAS meeting SHIP panel SRB panel Summer ZIP meeting Draft bubbles made Reception home visits	ILP review SEND transition meetings Final bubble plan for September SHIP hub meeting EHCP coordinator meeting Ensure all filing for the year is up to date Nursery home visits Nursery SEN funding application (if needed)	

Provision and funding

- **Universal:** High-quality, well-differentiated teaching is the first step in supporting pupils who have, or may have, SEND. These universal strategies are recorded on our intervention plans, which outline the actions needed to help these children make progress.
- Targeted: Additional programmes of support, in groups or one to one, will be provided to pupils according to their needs.
- Specialist: External advice and / or support from other professionals will be sought for pupils who need further intensive provision.

The school will provide resources to support children with SEND as appropriate within the schools delegated budget. Children who have particularly complex needs may qualify for high tariff funding in order to provide specific support for their needs. Children that will join our SRB and SHIP will be funded via the Norfolk Local Authority. The Headteacher manages the allocation of funding and resources.

All staff are teachers of children with SEND. A number of staff have received specialist training in specific SEND provision and the SENDCo and Headteacher will deploy staff appropriately. As part of ongoing professional development, the SENDCo and Headteacher will arrange training for staff to enable them to meet the needs of pupils with SEND in the school.

All staff should take into account the needs of all abilities when providing resources for their particular subject areas and the SENDCo works closely with the headteacher to manage the budget for SEN resources.

This will be reviewed in September in line with the new guidance around funding.

Curriculum Access

All pupils have access to a broad and balanced curriculum at our school. We set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets that are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to follow the full national curriculum. The school's inclusion policy, curriculum plans and accessibility plan should be read in conjunction with this policy.

Learning Bubbles

In Key Stage 2, we implement *learning bubbles*—small, carefully structured teaching groups designed to provide an inclusive model that integrates pupils from our SHIP, SRB and mainstream classes for maths and English. This approach enables all learners to access high-quality teaching within a supportive, needs-responsive environment. By grouping pupils flexibly, we ensure that teaching is closely matched to individual starting points, learning profiles and strengths. Learning bubbles promote collaboration, reduce barriers to participation and allow pupils with SEND to work alongside their peers while receiving targeted support. This model strengthens inclusion, enhances pupil confidence and ensures that every child is challenged appropriately and able to make meaningful progress.

In line with the school's inclusion policy and equalities policy, no child will be excluded from participation in extra-curricular activities and school trips and the school will endeavour to make all its facilities accessible to all pupils in line with its accessibility plan.

Integrated Model

As part of our offer, the integrated model is at the forefront of our practice. This approach ensures that pupils from both our SRB and SHIP are meaningfully included within their mainstream classes whenever it is deemed appropriate for their learning, wellbeing and development. Integration is carefully planned and personalised, with decisions based on each child's individual needs, strengths and readiness. Staff work collaboratively to ensure that pupils receive the right level of support, scaffolding and challenge, enabling them to participate confidently alongside their peers. This model promotes inclusion, strengthens social relationships and ensures that all pupils have access to high-quality teaching within a nurturing and responsive environment.

Transition and transfer

When a child moves school at the normal age of transition, we will engage in thorough liaison with the receiving school to share information and familiarise the pupil with the new environment and provide opportunities for them to meet key members of staff at the new school. Depending on the receiving school and the needs of the child, this will include visits to the school by special needs staff, visits to the receiving school by the pupil, meetings between staff and parents and the sharing of information between the schools. Where transition takes place at other times, we will use our best endeavours to engage in the same way.

Liaison with external agencies
The school will work in partnership with other agencies with a role in provision for pupils with SEND. This may include:

- EPSS - Educational Psychologists, Specialist Teachers, SEMH practitioners, Autism team
- Speech and Language Therapists
- Inclusion Advisor
- Occupational therapists
- Physiotherapists
- Paediatricians
- SOAS
- Early Years Advisor
- School Medical Services-Health Visitor/Nurse/GP (via Just One)
- Child and Family Consultation Service
- Support for Hearing or Visually Impaired children (VSSS)
- Child and Adolescent Mental Health Services (CAMHS)/Point One
- Medical Needs Team
- Attendance Team
- Social Workers
- Young Carers
- Others as appropriate

Links to other policies
This SEND policy, the SRB Operation Guide, SHIP Operation Guide and the SEN information report should be read alongside the school's policies on behaviour, marking, homework, teaching and learning, curriculum and safeguarding of children.

SEND Assessment

Our school maintains high expectations for all pupils, including those with Special Educational Needs and Disabilities (SEND). We are committed to ensuring that every pupil is challenged appropriately and supported to achieve their full potential. To assess pupils working significantly below age-related expectations, we use Norfolk Assessment Pathways (NAPs), which provides a structured and personalised framework for tracking progress. NAPs also allow us to assess children who are working at the expected standard, but who cannot be appropriately assessed using NFER tests.

NAPs (Norfolk Assessment Pathway)

Identification of Pupils for NAPs Assessment

NAPs are used to assess pupils who are significantly below age-related expectations in academic subjects. This includes:

- All SHIP (Specialist Hub of Inclusive Practice) pupils
- Some SRB (Specialist Resource Base) pupils
- Selected mainstream pupils identified as Wave 3 (working at least two years below expected standards)

Pupils working at or near expected standards but with additional needs that make formal testing inappropriate may also be assessed using NAPs. In such cases, the NAPs comparison chart should be used to determine their academic level.

Use of NFER Tests

NFER tests may be used to inform NAPs assessments as part of a task. However, NAPs pupils should not be expected to complete timed tests.

Roles and Responsibilities For NAPs

Levelling:

- The adult who teaches the pupil for the majority of the time is responsible for assigning the NAPs level.
- For SRB pupils attending mainstream classes, the TA working alongside the pupil may level and input data.
- For mainstream pupils attending learning bubbles, the adult leading the bubble is responsible.
- Good practice involves collaboration between class teachers and bubble teachers when levelling NAPs pupils.

Data Entry

- Objectives are listed on Insight Tracking.
- The adult responsible for levelling should also update the data.

Assessment Timelines

- NAPs data should be updated regularly after units of work are completed.
- By the penultimate week of each half-term (or once during the shorter Spring term, see Reporting Table), teachers must ensure NAPs assessments are current.

Linking NAPs Levels to National Curriculum Standards

NAP	NC 2014	NAP	NC 2014
S1	P1	S10 &11	Year 1
S2	P2	S12	Year 2
S3	P3	S13	Year 3
S4	P4	S14	Year 4
S5	P5	S15	Year 5
S6	P6	S16	Year 6
S7	P7		
S8 & 9	P8		

Pupils must be assessed at a '2' in all objectives within each NAP level to be awarded that level. If they are not secure in one or more objective, level at the last fully completed NAP level.

Assessment Standards

- Pupils working one year below expected are assessed as WTS (Working Towards Standard).
- Pupils working significantly below may be assessed as PKS (Pre-Key Stage).

Use of NAPs in School Practice

NAPs assessments are used to:

- Inform lesson planning.
- Identify learning gaps to support ILP (Individual Learning Plan) target setting.

Complaints Procedures

The governing body will ensure that anyone who wishes to make a complaint in relation to children with SEND, whether they have an EHC plan or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school's complaints procedure.

In the first instance, any Parent or Carer with a concern about the implementation of the SEND policy should speak to their child's class teacher or the SENDCo. If they wish to pursue a complaint they should contact the headteacher and follow the school's complaints procedure. If the complainant remains concerned after following the complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.

This policy will be reviewed annually.

APPENDIX 1: CONTACTS
Special Educational Needs & Disabilities Coordinator: Mrs Denty

The Governing Body

Appendix 2: Glossary of Terms (please see either SRB policy or SEN information report for additional glossary terms)

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Early Years Foundation Stage (EYFS): The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach (GA): A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer (LO): Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

National Curriculum (NC): This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Special Educational Needs & Disabilities (SEND): 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 him or her. A child of compulsory school age or a young person 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, or has a disability which prevents or hinders him or her 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.

Special Educational Needs & Disabilities Co-ordinator (SENDCO): A qualified teacher in a school or

maintained nursery school who has responsibility for co-ordinating SEND provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENDCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENDCo and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision (SEP): Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school.

Specialist Resource Base (SRB): A provision linked to the school for a maximum of 16 children with a main diagnosis of Autistic Spectrum Disorder (ASD). These children will be educated and integrated as part of our mainstream school and have access to resources and rooms specifically designed to meet their needs.

Specialist Hub of Inclusive practice (SHIPs) The SHIP offers children who have a range of co-occurring needs such as neurodiversity; social, emotional and mental health; and learning difficulties a personalised, child-centred approach to learning and small group support, whilst also benefitting from inclusive practice within the mainstream setting. Children accessing a SHIP will have the underlying potential to access aspects of a mainstream school offer once needs have been identified and strategies have been implemented. SHIPs are for children living in the locality of the mainstream school, thereby enabling children to attend school close to home and take part in activities after school in the area and with other local children.