

Milford School SEN Policy



Grow → Learn → Believe → Achieve

Milford School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills. At Milford School every teacher is a teacher of every pupil including those with SEND.

At Milford School we use the definition for SEN and for disability from the SEND Code of Practice (2014).

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



Key Roles and Responsibilities

SENCO

At Milford School, the role of the SENCO is incorporated in to that of the Inclusion Manager. The Inclusion Manager has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans or statements yet to transfer to EHC Plans. Part of the role of the Inclusion Manager is to co-ordinate arrangements with the class team/subject lead regarding those with SEN and disabilities.

Inclusion Manager Name: Mrs Jo Fulterer

Contact Details: senco@milford.surrey.sch.uk

Mrs Fulterer holds the National Award for SEN Co-ordination and is a member of the Senior Leadership Team

Name of SEN Governor Mel Isherwood

Name of Designated Teacher with specific Safeguarding responsibility:

Mrs Jo Fulterer (Lead and Inclusion Manager)

Mr Andrew Stear (Head Teacher)

Name member of staff responsible for managing PP/LAC funding – Mrs Jo Fulterer

Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils – Mrs Jo Fulterer



Introduction

How the policy was put together?

This policy was created in partnership with the SEN Reference Group/ Parent Forum which includes the Headteacher, the SEN Governor, SENCO, representative staff and parents. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014). A wide group of parents, governors, staff and pupils were also consulted.

How can parents access this policy?

The policy can be accessed in a number of ways:

- The school website under 'Policies'
- In the school's 'Welcome Book'
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 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) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- 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
- Single Equality Duty
- Teachers Standards 2012



Aims and Objectives

Aims

At Milford School we value the different contributions brought to our school by children from all walks of life and of all levels of physical and academic ability. Our children are the focal point of all our aims, plans and documents. All that we undertake is directly or indirectly for their benefit. We aim to provide an environment in which:

- the children enjoy a stable and happy school life
- all members of the school community are safe and valued
- we foster the all- round development of each individual
- learning experiences are stimulating and well-resourced
- the children explore their own imaginative play in a safe, diverse environment
- we recruit and retain high quality staff
- strong partnerships between school, home and the local community are maintained

As a school we:

Value and promote the all-round development of every child in our care

- so that they can grow and flourish socially, emotionally, academically and physically.

Create a happy, safe and inspiring environment

- where children and staff alike can do their best with confidence and enthusiasm.

Achieve high standards of teaching and learning

- so that whatever their starting point, our children make good progress.

We believe that every child should; Grow, Learn, Believe and Achieve.

Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre
2. To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
3. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014

4. To develop a parent/carer forum/reference group to ensure effective communication and co-production of policies and practice relating to pupils with SEN and disabilities.





Identification of Needs

The four areas of need are categorised as follows:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

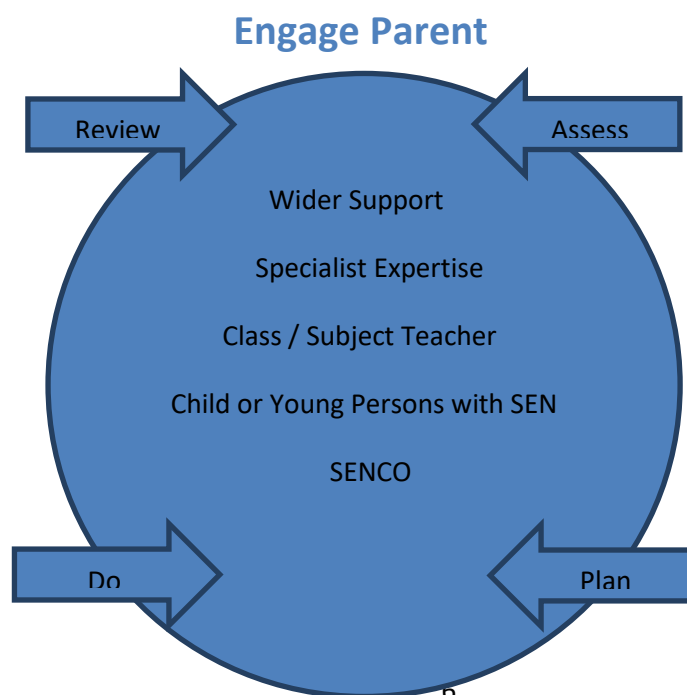
At Milford School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

A Graduated Approach to SEN Support

This section will explain the process followed by Milford School to identify and manage pupils with SEN and disability. The following criteria will inform our placing of a pupil on the SEN register:

What work has to be done and by whom:

A Whole School Approach :





Engage Parent

At Milford School we provide good Quality First Teaching for all (Appendix 1). As a whole staff we identified what this looks like at our school. These qualities are reviewed and updated on a regular basis through discussion and training during staff meetings, development sessions and inset days.

Every teacher at Milford School is a teacher of SEN. Individuals are provided for from the planning stage and personalised learning opportunities are identified on planning. Individual needs are taken in to account and teachers support children with a flexible approach to their specific learning needs. Good quality personalised teaching is the first step in responding to pupils who may have SEN.

Class 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. The progress of all pupils is monitored regularly (see assessment policy) and teachers meet with senior leaders to discuss pupil progress on a half termly basis.

Additional intervention and support cannot compensate for a lack of good quality teaching. At our school we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. We have a robust monitoring schedule which is a key part of our School Development Plan and there are regular drop-ins and learning walks for all teaching staff by both the Head and other members of the Senior Leadership Team.

Matters arising in relation to Special Educational Needs are discussed weekly at staff meetings and Senior Leadership Team meetings. Time is designated to staff development sessions and INSET days in order to develop teacher's understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Advice is regularly sought from specialist teaching teams and other outside agencies and more individual training delivered both internally and externally are arranged on a 'needs led' basis.



How does your school decide whether to make special educational provision?

Identification of a need for special educational provision will involve the teacher and Inclusion Manager considering all of the information gathered from within the school about the pupil's progress based on their age and starting points and against national data and expectations of progress.

This will include:

- Accurate formative assessment
- Internal staff moderation of progress
- Provision management outcomes and any specific assessments

Teachers ensure that good quality first teaching and personalised learning with effective differentiation is consistently in place prior to arranging any 'additional' to and 'different from' provision.

At Milford School we work closely with a range of outside agencies:

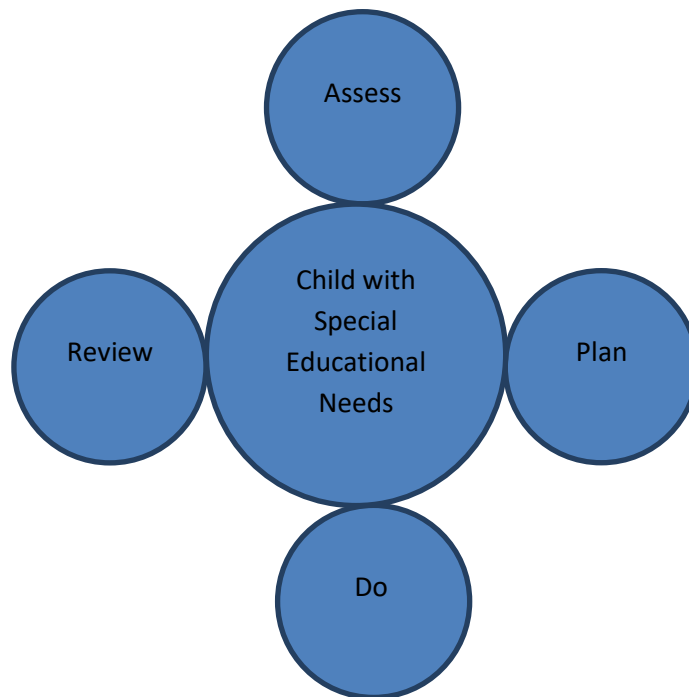
- Educational Psychologists
- Specialist Teaching Team for Learning and Language Support
- Specialist Teaching Team for Behaviour Support
- REMA
- Advisory Teachers for Visual Impairment
- Advisory Teachers for Hearing Impairment
- Advisory Teachers for Physical and Sensory Support
- Paediatricians
- Occupational Therapists
- Physiotherapists
- Speech and Language Services
- CAMHS
- Specialist Schools offering outreach support such as Gosden House, Weyhouse School and Freemantles School

We seek advice from the above agencies, access training support and courses or refer to their services for specific involvement for a particular child.



How is the decision made to place pupils on the register?

At Milford School we support children through an 'Assess – Plan – Do - Review Cycle'.



We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other educational professionals for example Educational Psychologists, Specialist Teachers or Medical Professionals.

Where SEN Support is required the teacher and SENCO with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who support the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

The class or subject teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Learning Support Assistants or specialist staff who



provide support set out in the plan and monitor the progress being made. The Inclusion Manager will provide support, guidance and advice for the teacher.

The plan, including the impact of the support and interventions will be reviewed each term by the teacher, Inclusion Manager, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

At Milford School, if a teacher or parent/carer has a concern about a child they will hold an initial meeting between the class teacher and parent/carer. An initial form will be completed outlining the child's strengths and areas of concern along with details of the support put in place to help the child achieve any desired outcomes. An appropriate review date will be agreed.

At the review, progress against the agreed outcomes will be discussed. Evidence to support progress should be documented. If agreed outcomes have been met the child and family exit the process and records should remain with the class teacher.

If it is deemed that not enough progress has been made against the agreed outcomes then further action needs to be taken. This may take the form of:

- A one page profile to be completed
- A SEND Support Arrangement Plan to be completed
- A costed provision map to be generated
- Involvement of outside agencies
- The child will be put on the SEN register

The SEND Support Arrangements Plan will then be reviewed on a termly basis with the Class Teacher, child, parent/carer, Inclusion Manager and any outside agencies with on-going involvement.

If at any stage of review it is deemed that the child's needs are not able to be met within SEND Support, the Inclusion Manager will call a review meeting, make any necessary amendments to the plan and begin arrangements to apply for an Education Health and Care Plan if appropriate.

For pupils with an Education, Health and Care Plan (EHCP) the LA must review the plan at least annually and for under 5's every 6 months.



How are parents, families, children and young people involved in this process?

Children and their parents and carers are involved in their provision from the outset.

Where initial concerns are raised parents/carers will be invited in to a meeting with the class teacher.

Once the Plan-Do-Review cycle is underway, parents/carers will be invited in on a termly basis (or sooner if necessary) to discuss progress against outcomes and contribute to the next steps. All children involved in the Plan-Do-Review cycle will participate in completing a one-page profile.

In EYFS and Key Stage 1 children will participate in their reviews by undertaking an activity with a familiar adult to hear their thoughts and views.

SEN Provision

What could Additional Support mean?

SEN support can take many forms. This could include:

- A special learning programme for your child
- Extra help from a teacher or a learning support assistant
- Making or changing materials and equipment
- Working with your child in a small group
- Observing your child in class or at break and keeping records
- Helping your child to take part in the class activities
- Making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with your child, or play with them at break time
- Supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing



Managing the needs of Pupils on the SEN Register

Milford School has an Inclusion Manager for 3 days per week. The role of the Special Educational Needs Co-ordinator is incorporated in to this role. The Inclusion Manager is a member of Senior Leadership Team. The class teacher holds responsibility for all of the children in their class and monitors and reviews progress for that child even if they are receiving additional support from a different teacher. Learning Support Assistants work under the direction of Class Teacher and/or Inclusion Manager. Specialist staff come in to the school and work directly with children or observe staff and offer training opportunities.

Class Teachers, supported by the Inclusion Manager are responsible for setting up initial meetings and review meetings with parents/carers and storing the paperwork that relates to those meetings. If it is deemed necessary to begin a pathway plan for a child, the Class Teacher will liaise with the Inclusion Manager to set up a meeting involving all parties. The Inclusion Manager is then responsible for updating and re-distributing the plan once it has been reviewed and all parties have contributed. The Class Teacher retains responsibility for the learning and progress of the pupil.

Parent consultations happen twice during the academic year. Once in the Autumn and once in the Spring Term. These will act as a mid-term general review of pupil progress. Pupils who have a SEND Support Arrangements Plan will have their plans reviewed on a termly basis. For example:

- Initial SEND Support Arrangement Plans and outcomes can be started at any point in the school year
- SEND Support Arrangement Plans are reviewed in January and April with a further transition review in July
- Children can be escalated or de-escalated during the Plan-Do-Review cycle at any point during the school year

The school generated Provision maps by year group which is costed and the impact evaluated. Individual provision maps are created for those children whose needs exceed School Support i.e. those having a SEND Support Arrangements Review meeting or an EHCP application.

SEND Support Arrangement Plans record provision and desired outcomes while one page profiles demonstrate the child's view.



The needs of all pupils are met through Wave 1 quality first teaching for all (see document on website). Class Teachers are able to access advice through specialist teacher services and other outside agencies. Monitoring of teaching and planning is carried out by all members of the Senior Leadership Team. There is a whole school approach and all staff have access to SEND Support Arrangement Plans and provision maps. The school works transparently and considers working together with parents to be of the upmost importance. Targeted interventions that are time bonded and have the impact evaluated.

There are a range of evidence based interventions available within school. These include:

- 5 minute box
- SNAP Maths
- Early Literacy Support
- ELSA
- Nurture Group
- Jump Ahead
- Circle of Friends
- Socially Speaking
- Language for Thinking

Children at Milford School are taught all together in their class by their class teacher so that they can learn alongside their peers. Tasks are personalised and differentiated within the classroom. Class Teachers and Learning Support Assistants may work with smaller focus groups within the classroom environment. Children are not withdrawn from learning alongside their peers unless it is deemed absolutely necessary. Children receiving provision that is in addition to or different from that of their peers will have smart targets and interventions will be carefully selected to support those targets.

Where a child is not making progress against their desired outcomes despite a robust Plan-Do-Review cycle it is deemed necessary to escalate the level of support. A holistic assessment will be carried out through a SEND Support Arrangements Review meeting.

Milford School has good links with outside agencies. There is targeted support for class teachers. Where outside agencies are involved in setting up the support for specific children, that support is linked with the 'Plan-Do-Review' cycle. Parents are invited to meetings together with the class teacher and specialist support so that desired outcomes are identified through a collaborative approach.



The Inclusion Manager manages and maintains the SEN register. It is reviewed on a termly basis in line with provision maps and pupil outcome review meetings during the 'Plan-do-review' process however it can be altered at other times should changes occur. The level of provision for a child is needs led. We consider what support the child needs in order to achieve the desired outcomes. Provision is therefore flexible and tailored to meet the needs of those children.

Where children are on the SEN register, however through the Plan-Do-Review cycle it is evident that they can be supported and make and maintain good progress through the schools core offer they can be removed from the SEN register.

Supporting parents/carers and young people

Parents and Carers can seek further information from a variety of sources. These may include:

- The SEN Information Report (14 questions) on our website
- Surrey's Local Offer which includes other agencies who provide a service
- Admissions Policy
- Administration of Medicines Policy

In addition to this Milford School runs termly parent workshops delivered by the Inclusion Manager.

Families will be contacted during the spring term to discuss transition arrangements for children with a SEND Support Arrangements Plan either to their next year group or educational setting.

Supporting pupils at school with medical conditions

The following section has been put together in accordance with the DfE Supporting Pupils at School with Medical Conditions Statutory Guidance September 2014.

Milford school recognises that pupils with medical conditions should be properly supported so that they may have full access to education including school trips and physical education (see separate Supporting Children with Medical Needs Policy).

Pupils who have an identified medical need will have an Individual Health and Care Plan which is put together with school staff and parents/carers. The plan will include:

- An overview of the condition, its triggers, signs, symptoms and treatments



- The pupils resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues e.g. crowded corridors, travel time between lessons etc.
- Specific support for the pupil's educational, social and emotional needs
- Level of support needed and appropriate monitoring arrangements
- Who will provide this support along with any training needs and cover arrangements when they are unavailable
- Details of any special consideration and arrangements that should be in place during the school day, taking part in special activities or out on school trips and any risk assessments that should be in place
- Contact details including emergency contact details
- Emergency plan

Where children also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan, the Education, Health and Care Plan will bring together health and social needs, as well as their special educational provision.

Monitoring and evaluation of SEN

At Milford School we regularly monitor and evaluate the quality of provision we offer all pupils and this informs future developments and improvements. This is done in several different ways:

- Our Inclusion Manager meets regularly with the SEN Governor to monitor the development and progress of the Inclusion Development Plan.
- There are also regular reviews with Head Teacher and Business Manager to review allocation of resources and quality of impact on the children's development and learning. These discussions relate closely to the evaluation of provision maps and monitoring of the impact of provision.
- We are developing a SEN Forum group. The group consists of the Head Teacher, Inclusion Manager, SEN Governor, a Class Teacher, a Parent and a key stage 1 pupil (through age appropriate activities that can be fed back during the forum).
- Through reviewing the impact and progress in the School Development Plan and Inclusion Development Plan.
- Questionnaires and surveys involving all stakeholders



- We participate in external audits by Surrey e.g. SEN Monitoring visits by Babcock4S and OFSTED inspections
- We develop best practice e.g. modernisation of pupil progress through SENCO networks and local partnerships

Training and development

At Milford we recognise the importance of regular training for our staff. Training needs are identified through appraisal, monitoring, observation and when recognising the needs of the pupils within a class. Training needs form part of the Inclusion Development Plan.

Our Inclusion Manager has completed the National Award for SEN Co-ordination and regular attends local network and professional development meetings.

Training for staff is accessed in a variety of ways:

- In house training at staff meetings, twilight and INSET days by the Inclusion Manager
- External training courses through Specialist Teaching Teams and Babcock for example
- Specialist Teachers and other professionals delivering personalised training sessions in house

Storing and Managing Information

At Milford School we store information sensitively and securely. All pupils receiving support at SEN support level or with Education, Health and Care Plans have an individual file.

Class teachers receive copies of reports and other information deemed necessary to enable good provision for the child to be in place. These records are kept within a designated file, in a secure place within the classroom.

When a child moves on to a new year group within the school the designated file is passed on to the new class teacher as part of our transition programme.

Where a child transitions to a new school, a meeting will be arranged with the Inclusion Manager and designated person at the new setting. The child's individual file is then passed on to the new setting.

Any copies of files remaining at Milford are kept for 1 year after the child has moved on before being destroyed.



Reviewing the SEN Policy

In line with all school policies the SEN Policy will be kept under regular review by Mrs Jo Fulterer.

Comments, complements and complaints

At Milford we do our best to ensure that every child receives the provision that they need and that positive relationships with parents/carers and other stakeholders are developed and nurtured. We believe the joint working and good communication is key to successful provision.

Should anyone wish to make a complaint:

- In the first instance concerns should be shared with the class teacher
- Where concerns are not able to be rectified with the class teacher, the Inclusion Manager should be contacted
- Further concerns should be directed to Mr Andrew Stear (Head Teacher). Mr Stear can be contacted on 01483 422087 or info@milford.surrey.sch.uk
- It may be relevant to contact our SEN Governor, Mrs Mel Isherwood who can be contacted via the school office.
- It may also be relevant to contact our Chair of Governors, Mrs Maureen Holland who can also be contacted via the school office. For further information, please see our 'Complaints Policy'

Where parents/carers wish to seek advice outside of the school environment please go to <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page> where you will find links to advice services within Surrey and Parent Partnership Support Services who offer impartial advice, support and representation for parents/carers.



Appendices

Appendix 1: Quality First Teaching

Key Ingredients for Quality First Teaching		
1) High Expectations 2) Exemplary Behaviour 3) Differentiation 4) Rigorous planning, assessment and evaluation 5) Positive Ethos for Learning 6) Questioning 7) Learning Environment 8) Reflective Learners 9) Transition 10) Active Listening 11) Learning Objectives and Success Criteria		
A Holistic Approach	Quality First Teaching for All	Personalised Learning and Reasonable Adjustments
Cognition and Learning	<ul style="list-style-type: none"> Activities appropriately support and challenge Access to key/common words, alphabet mats, word mats, number lines, practical resources Learning objective and Success Criteria accessible and visible Designated space to sit during whole class teaching and group work Adults available to support during unstructured times of the day Learning opportunities to be active and multi-sensory Learning activities to be purposeful Opportunities to share ideas and be involved in planning Regular opportunities to talk and ask/answer questions Appropriate follow on tasks offering further challenge, consolidation or calm/process time 	<ul style="list-style-type: none"> Activities are scaffolded and resourced according to personal need for example through Lists/Visual aids/Task boards/Writing Frames/Font size and type/paper colour and size Children have access to an example and a part-completed example to attempt before trying the task Adults support targeted children during whole class teaching and have personal resources to support access and understanding Children have appropriate opportunities to check they understand Children have access to quiet places to work/use of distraction boards/fiddle and think equipment/move and sit cushions/concentration breaks/task followed by reward Visual prompts and reminders/opportunities for re-modelling and explaining Opportunities to rehearse ordering and sequencing with visual aids Short and simple broken down instructions in written/visual form Mind maps, brainstorming, story maps and partner work Tasks related to individual interests Concepts modelled and supported with visual aids and practical hands-on tasks Use of visual timetables for certain tasks/tick lists/labels on equipment with pictures Pre-taught vocabulary Opportunities for over-learning Tasks with simple presentation but with the same level of challenge Alternative means of recording (ICT/scribe/pictures etc)
Physical and Sensory	<ul style="list-style-type: none"> Regular and carefully planned opportunities to use outside learning environment Regular and planned 	<ul style="list-style-type: none"> Left and Right handed scissors available Positioning in class to be considered Designated seat/table/spot with carefully thought out table places Move and sit cushions/specialist equipment/writing



	opportunities for multi-sensory learning	<p>slope/foot rest/pencil grip</p> <ul style="list-style-type: none"> • Sensory toys and equipment • Planned movement breaks and use of timers • Use of a buddy during PE as a visual aid for the child, space markers • Carefully chosen coat pegs, going first/last at transition times • Visual prompts with 'hands-on' opportunities to reinforce learning • Opportunities to be as independent as possible
A Holistic Approach	Quality First Teaching for All	Personalised Learning and Reasonable Adjustments
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Regular use of positive praise • Whole class reward system • Clear rules and expectations • Well planned transitions both within class and the wider school environment • Opportunities to develop team work • Adults that model and explain • Adults to model making mistakes and how we can learn from them • All children have the opportunity to work without an adult • Regularly planned circle times • Opportunities to reflect and act on feedback • Golden words (whole school ethos) 	<ul style="list-style-type: none"> • Explicit praise/individual reward system • Opportunities to reflect on what has gone well individually or as part of a small group at the end of each day • Opportunities to participate in activities that build resilience with key adult support • Carefully chose learning partner where interaction is supported by an adult • Team of safe adults within the class and Senior Leadership Team • Well modelled social skills by adults and peers with adult support during structured and unstructured times of day • Access to organised games/quiet activities or space to be alone • Access to calming activities • Use of individual timetables and count downs to and warnings of change • Clear expectations that are broken down and presented visually with careful consideration given to individual rewards and motivators • Use of a 'safe space' within the classroom • Adults are available to explain • Designated space in the line, use of a buddy, transition object or transition job to provide focus during transition
Language and Communication	<ul style="list-style-type: none"> • Effective questioning • Regular and planned opportunities to talk with learning partners that change regularly • Regular opportunities to ask and answer questions • Effective modelling from all adults 	<ul style="list-style-type: none"> • Opportunities to hear and work with peers and adults who model clear speech sounds and good language • Build on strengths and other communication strategies • Visual aids and prompts • Model back sentences correctly • Opportunities for over learning vocabulary/pre-teaching vocabulary • Vocabulary supported visually or with practical objects • Regular opportunities for multi-sensory learning • Opportunities to talk in pairs/smaller groups • Support with social skills required when working as



		<p>a pair/part of a group</p> <ul style="list-style-type: none">• Check their understanding• Additional time to process/ask and answer questions• Targeted adult support during whole class teaching• Alternative means of communication
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Appendix 2: How this policy is developed

Principle

The new code of practice sets out a clear expectation that parents/carers and pupils with SEND themselves will be at the heart of decision making around policies and practices relating to their needs. Co-production is the key to making this a reality:

- Senior Leadership Team identify the key priorities within the School Development Plan relating to SEND including communication and engagement with parents/carers and pupils
- Senior Leadership Team determine a consultation and engagement process to achieve the identified priorities and anticipated outcomes
- SEN Forum group meets termly to discuss the development and progress of provision for pupils with SEND
- The SEN Policy will be signed off by governors and will then feed directly in to the Inclusion Development Plan

Appendix 5: Key Documentation

The following documents have informed this policy which you may find helpful:

- Special educational needs and disability code of practice : 0-25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special educational needs and disability: a guide for parents and carers
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Supporting pupils at school with medical conditions
- <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Keeping children safe in education
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- Surrey SEND 14 Toolkit for Pathway and EHC Plans

Policy to be reviewed in January 2020