



BASSINGBOURN
VILLAGE COLLEGE

SEND Policy

Academic year 2024/25

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Special Educational Needs and Disability Policy

1. Introduction

The purpose of this policy is to demonstrate how Bassingbourn Village College is meeting its statutory responsibilities and other duties detailed in the 'Special Educational Needs and Disability Code of Practice 0-25 Years, 2015 and other relevant legislation and guidance relating to special educational needs, disabilities and promotion of equality. This policy has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for colleges DfE Feb 2013;
- The Children and Families Act (2014) – Part 3: Children and Young People in England with Special Educational Needs or Disabilities;
- SEND Code of Practice 0 – 25 (May 2015);
- Colleges SEND Information Report Regulations (2014);
- Colleges Admission Code, DfE (February 2012);
- Safeguarding policy;
- Keeping Children Safe in Education;
- Statutory guidance on supporting students at college with medical conditions April 2014;
- Teachers' Standards 2012;
- Accessibility plan .

This policy was created by the college's SENDCo in liaison with SLT and is available to be shared with all staff and parents of students with SEND which reflects the SEND code of Practice 0-25 guidance.

2. General Statement of Principles

At Bassingbourn Village College we will get to know all our students personally; their strengths, areas for development, and aspirations. We value the abilities and achievements of all students, and we are committed to providing for each student the best possible learning environment. We will endeavour to make every effort to achieve an inclusive environment that does not discriminate against any student regardless of disability or special educational need, maximising student achievement and promoting independence and lifelong learning skills.

3. Aims and Objectives of the SEND policy at Bassingbourn Village College

- To achieve high levels of attainment and excellent rates of progress for all. The aspirations and expectations for all students with SEND will be raised and the gap in progress between students with SEND and those without will be narrowed.
- To provide a caring environment within which students can learn and develop to their full potential both academically and socially. Supporting students to develop healthy relationships so they feel safe, accepted, and respected for who they are. Students are taught about protected

characteristics, and all members of the college community are expected and supported to challenge discrimination if they see it or experience it.

- Following the principles of our values of Respect, Resilience and Responsibility involving all students, including those with SEND, to participate in Bassingbourn College life, to encourage students to aim high and to take advantage of the opportunities available to them both within and outside college.
- To see students as individuals with differing interests, knowledge, and skills and to celebrate the achievements of all students through academic achievement, extra-curricular or enrichment activities.
- To see SEND support as additional to/different from the adaptive teaching already present in the classroom.
- To be an inclusive College and enable students with Special Educational Needs or Disability (SEND) to join in all activities of the College as far as practicable and reasonable.
- To ensure the early identification of all students requiring SEND provision as early as possible in their college career and a clear system of assess, plan, do, review ensuring that all students always receive the right support.
- To work closely with parents/carers as partners and actively involve them in the graduated approach to SEND.
- To provide access to a broad and balanced curriculum for all through quality first teaching and learning materials that are carefully chosen and developed to promote engagement and interest from all students. Student progress in language, communication and reading is prioritised to support access to all elements of the curriculum.
- To work towards inclusion in partnership with other agencies such as Health and Social Care.
- To achieve a high level of staff expertise to meet student need, committing to training that develops staff skills matched to identified priorities and the needs of individual staff.
- To ensure students' needs are carefully considered and communicated at all transition points. Flexible, detailed arrangements are made for vulnerable students within a timescale that allows for effective planning. Plans will involve students, parents, services, and wider agencies, as necessary.
- To actively promote the emotional wellbeing of students and to recognise the factors that may increase the risks of poor mental health allowing for early identification and access to support from within the college and wider agencies as needed.
- To promote attendance at college as a protective factor that helps to keep vulnerable students safe.

4. The definition of Special Educational Needs and Disabilities

The SEND Code of Practice states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for them that is in addition to, or different from, adapted curriculum and teaching plans. In addition, Bassingbourn Village College regards students as having a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of

the same age. Students should 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.

A student has a disability if he/she has a physical or mental impairment, which has a substantial and long-term effect on his/her ability to carry out normal day-to-day activities (from the definition in the Disability and Equality Act 2010). Bassingbourn Village College also considers students to have a disability if they are prevented or hindered from making use of educational facilities of a kind provided for children of the same age in colleges within the same area of the Local Authority.

There are 4 broad areas of SEND:

- Communication and interaction;
- Cognition and Learning;
- Social, emotional, and mental health, (previously behavioural, social and emotional difficulties);
- Sensory and/or Physical.

The following descriptions are taken from the SEN code of practice (2014: 97-98)

Communication and interaction

Young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Condition, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

Social, emotional, and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical

symptoms that are medically unexplained. Other children and young people may have 4 disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

5. The College's Arrangements for SEND Support

5.1 A graduated approach to SEND support - whole college provision

Quality First teaching, adapted for individual students is the first step in providing for students with SEND. The SEND register provides information for teachers about the needs of students in their classes, the support provided and any teaching strategies or approaches that are required.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. The quality of teaching for all students is regularly reviewed, through the quality assurance process, lesson observations, learning walks and analysis of students' progress through the register and APDR cycles. There are regular training opportunities to develop staff understanding of strategies to identify and support vulnerable students.

Staff and parents refer students for whom they suspect may have SEND to the SENCo. Observations by the class teacher and in class interventions will be tried first. If necessary, a range of assessments may then be carried out or students may be referred to specialist agencies and professionals. Parents and students are kept informed of outcomes of any assessment and are involved in decisions regarding extra provision that may be needed.

5.2 Admissions (also refer to the college Admissions Policy)

The College does not discriminate on the grounds of SEN or disability. It fully supports the Admissions Code agreed in partnership with the Local Authority. Children who have an EHCP that names the College, will be admitted where in the view of the College and the Local Authority the College is able to provide efficient and effective education that will enable the students to make good or better progress. Those children with an EHCP that does not name the College will be referred to Student Assessment to determine an appropriate place.

4.3 Roles and Responsibilities

5.3.1 SENDCo

The Principal and the Governing Body have delegated the responsibility for the day-to-day implementation of the policy to the College's SENDCo. The Principal however retains overall responsibility for the quality and provision of SEND provision.

The SENCO's name is Camilla Saunders, who has Qualified Teacher Status and is line managed by the **Principal, Mr I Stoneham**. A Deputy SENDCo and a team of teaching assistants support the management of SEND. The SENDCo has responsibility for coordinating SEND provision across the College, for managing the learning support area and the performance of the Teaching Assistant team. The SENDCo is also closely involved in the alternative education provision used by the College, alongside the Inclusion Manager.

In accordance with the SEND Code of Practice 2015, the SENCo, with the SEND team, is responsible for:

- Identifying students who may have SEND and who require additional help and to arrange additional provision where necessary.
- Implementing and reviewing procedures for identifying assessing and monitoring the progress of children with SEND;
- Oversee and maintaining the SEND register and other relevant documentation including Education Health Care Plans;
- Co-ordinating provision for children with SEND;
- Drafting and ensuring the implementation of Student Strategy Sheets;
- Liaising with and advising teachers as to how best to support students with SEND;
- Deploying additional support personnel;
- Liaising with parents of children with SEND – in conjunction with Achievement Leads, subject teachers, tutors, and other SEND staff;
- Contributing to the in-service training of staff; keeping staff updated with changes to policy and strategies for supporting students.
- Liaising with external agencies including the LA's support and educational psychology services, health, social services, and Locality services;
- Ensuring that applications are made to the LA for an EHCP when the necessary provision cannot be reasonably provided from the resources available in college;
- Ensuring that the necessary exam concessions are applied for in respect of public examinations at the appropriate times.

The SENDCo is responsible for reporting to the Principal and the Governor with responsibility for SEND on the management of SEND policy. The name of the governor with responsibility for SEND is provided on the College website.

5.3.2. Responsibilities of teaching staff

Teachers have responsibility for all SEND interventions to ensure that all students are challenged to achieve their best; every teacher is a teacher of SEND. It is the responsibility of every teacher to be informed and act on information about the needs of SEND students and that their needs are met.

'Teachers are responsible and accountable for the progress and development of pupils in their class, including where students access support from teaching assistants or specialist staff.' SEND Code of Practice 0-25 years, July 2014.

5.3.3. Teaching assistants

Teaching assistants (TAs) play a significant role in the support of students with SEND. At Bassingbourn Village College TAs may be deployed to work with individual students, in specific subjects or to provide additional tuition in the learning support area. They are required to make themselves aware of which students have SEND, read and act upon guidance provided to support those students. Teaching assistants are also expected to promote and encourage student progress through appropriate and timely interventions. Research is clear in stating that student progress can be held back by teaching assistants who prevent independence. The College's approach is that teaching assistants may work with a wide number of students in a classroom, not always exclusively with specific high needs students and that students are encouraged to show independence in their learning.

5.3.4. The role of the Governing Body

Governors will endeavour to do their best to ensure that the necessary provision is made for any student who has special educational needs, and making sure that action is taken to support the inclusivity of those students in College activities, so far as reasonably practicable and compatible with the child receiving the special educational needs provision their learning needs call for and the efficient education of the students with whom they are educated, and the effective and appropriate use of resources.

The governing body has a statutory role in monitoring and evaluating the SEND provision and its impact on educational outcomes. Each term the Principal will report to Governors the progress of SEND students. The committee will also review SEND performance as part of the examination results analysis. The nominated governor for SEND will meet at least three times a year with the SENDCo (and Principal if required) to review SEND provision and will report back to the Governing Body.

Governors will also make sure they are aware of the College's SEND provision, including how funding, equipment and personnel are deployed.

5.4 Complaints

If parents have concerns, they should firstly raise them with the SENDCo. If the matter has not been resolved to their satisfaction parents should then raise their concerns with the Principal. Parents can then make representations about SEND to the Governing Body by contacting the Chair of Governors, or the Designated SEND Governor. Contact details are on the College website. For concerns about EHCP provision, parents may also wish to raise them with the LA though they are encouraged to speak to the College first.

6. Information about the College's policies for identifying, assessing, and providing for all students with SEND

6.1 Allocation of SEND resources

Resources for SEND are allocated according to the specifications of any EHCP, and any other identified need. In some cases, this resource will consist of another adult to aid learning. However, the designated resource may also be used to provide one to one tuition, the provision of specialist services, enrichment clubs and activities, the deployment of additional teachers who may be allocated to support SEND more generally, not only for an identified student, and other programmes as appropriate. At all times, such allocations will be discussed with parents and, in the case of EHCP, also with the Local Authority.

6.2 Identification

Bassingbourn Village College believes that early identification is essential if progress and attainment are to be maximised. Therefore, the SENDCo will use a variety of methods to identify possible SEND including:

- KS2 data from SATs;
- Whole cohort literacy screening;
- CAT scores in year 7 for students who have not taken SATS or have been identified as experiencing difficulties with learning;
- Reading/spelling ages of year 7 and 8 students (a reading age of below 10.00 years would be highlighted);
- Teacher assessments;
- Feedback from Achievement Leads, teachers and teaching assistants;
- Parental or student concerns;
- Tracking individual student progress over time, both academic and mental, emotional and social;
- Close liaison with feeder colleges prior to transfer;
- Information from any previous colleges;
- Information from other specialist services and external professionals working with the young person.

6.2.1 Secure record keeping

This information is then used to create and maintain a central SEND Register and provision map that sets out the level of need and the support/resource needed to close the gap in achievement. This information will then be shared with all teachers and teaching assistants, as well as the pastoral team.

In addition to the usual college records, the SEND students' profile may include; information from the primary college or previous educational placement, information from parents, student views, information on progress and behaviour, information from other agencies working with the child.

The College will record the steps taken to meet students' individual needs, the SENDCo maintaining the records and ensuring access when required. All confidential information regarding SEND will be kept in locked filing cabinets and archived appropriately for students who have left the college.

6.2.2. Students with an Education Health Care Plan (EHCP)

Students with an EHCP will have their provision met through statutory recommendations.

EHCP must be reviewed and updated at least annually. The LA will inform the Principal at the beginning of each college term the students requiring reviews. The SENDCo will organise these reviews and the student and their parents/guardians will be at the heart of the review. Where appropriate, TAs, pastoral leaders or external professionals working with the young person will be included in the review of progress and provision. Consideration will be made of the appropriateness of the EHCP and amendments and relevant new outcomes will be set.

6.3 Access to a broad and balanced curriculum

Wherever possible the College is committed to all students following a broad and balanced curriculum.

For students to access the National Curriculum and the KS4 curriculum teachers will adapt work, adapting activities by resource, task or particular teaching techniques following the principles of the Inclusive Classroom.

However, it may be necessary to provide additional or alternative support. The range of provision includes:

- Ordinarily available in class inclusive support for small groups with a TA working collaboratively with the classroom teacher;
- Small group intervention;
- Individual support via SEND Team and/or appropriate outside agencies;
- Specialist adaptation of resources;
- Targeted support and provision: Individual and/or small group – literacy groups, Maths intervention, Zones of Regulation, Paired Reading, homework clubs, small group or 1:1 tuition;
- Staff training to undertake more effective strategies and review the impact of current provision.

Some students may have an amended curriculum to support additional development of literacy (for example, by disapplication from MFL), foundation learning, functional skills, or an alternative education provision to support medical and/or behavioural and social needs. In exceptional circumstances and when all other strategies have been exhausted it may be necessary for some students to follow a fully alternative curriculum. In the case of students with EHC plans, consideration will be given to whether Bassingbourn Village College is the most appropriate educational environment to ensure that a student's needs are met, and especially when those needs may be impacting negatively on the learning of other students in a significant and sustained manner. In these cases, it may be necessary for the College to recommend to parents and the Local Authority that specialist provision may be more suitable.

6.4 Monitoring student progress and managing the students' needs on the SEND register

Student progress is monitored termly in line with the College's reporting cycle. Students not making expected progress or are at risk of not achieving their end of year targets are highlighted. These students are then discussed at the college intervention meetings and with the relevant curriculum areas to devise intervention strategies and monitor outcomes. Achievement Lead works closely with the SENDCo or other staff to ensure intervention strategies are effective.

The SENDCo has responsibility for keeping the SEND register up to date and it is reviewed at least termly. The SEND register is easily viewed by teaching and support staff with links to Student Strategy Sheets and Assess, Plan, Do, Review (APDR) records held on the college Google Drive. Student progress is tracked robustly and the SENDCo provides regular opportunities for students, parents and carers to meet at SEND coffee mornings and parent consultation evenings to review this information, to enable all parties to be part of the decision-making regarding provision.

If students are making expected progress and are no longer in need of special educational provision to meet their needs, the decision will be taken to remove them from the SEND register. Parents will be consulted if this is the case.

6.5 Engaging students with the activities of the College

The College is committed to building an inclusive environment. The values of respect, resilience and responsibility, and the wider aims and values of the College apply to all students whatever their circumstances. In the case of SEND students are strongly encouraged to join activities, clubs, and events, including residential trips and visits through their tutors, subject teachers, and the pastoral support team. At all times reasonable adjustments will be made for those students with disabilities and SEND. If appropriate, the Student Premium will be used to support additional activities.

7. Training and partnerships to support SEND

7.1 Partnership with parents

The College values working in partnership with parents and carers. It is only when parents are fully involved in their child's education can potential be fully realised. Therefore the College will seek to involve parents/carers of SEND students in all decisions regarding their children. Communication is designed to be open and to promote a positive home-college partnership. No decision about provision or assessment will be made without consulting with parents/carers.

This is done by:

- Keeping parents/carers informed about any decision-making process regarding SEN/D provision;
- Working effectively with all other agencies supporting children and their parents;
- Giving parents and carers opportunities to play an active and valued role in their child's education including the provision of information and advice to support learning at home;
- Providing all information in an accessible way, e.g. email, telephone calls and letter and responding usually within 48 hours;
- Ensuring all parents/carers have appropriate communication aids and access arrangements;
- Instilling confidence that the College will listen and act appropriately;
- Act on any parent actions that are agreed as part of their child's support plan;
- Focussing on the students' strengths as well as their needs.

Any true partnership is a two-way process, and the College expects that parents will:

- Share their knowledge and experience of their child with us and to discuss ways in which they and the College can help their child;
- Inform the College of any difficulties they perceive their child may be having or other needs they feel may need addressing;
- Support the College's aims and values.

7.2 Partnership with students

All students have the right to be involved in making decisions and exercising choice and the College actively encourages student participation in this way.

Where appropriate all students are involved in monitoring and reviewing their progress. Students are involved by:

- Stating their views about their education and learning;
- Identifying their own needs and suggesting possible strategies to support them;
- Sharing in individual target setting across the curriculum, reviewing, and setting new targets and helping develop Strategy sheets.

We recognise that students with sensory impairments, physical disabilities or communication needs may need help to communicate their thoughts and needs to participate fully in the life of the College, and we will make arrangements for this to happen.

7.2.1. Emotional and social development and well-being

We support the emotional, mental, and social development of young people with SEND by providing enhanced pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision for students' spiritual, moral, social, and cultural development.

Interventions such as ELSA, Lego Based Therapy, mentoring, Team Building (Social Skills) and Group Cognitive Behaviour Therapy support both SEND and other students develop self-help strategies, social skills, and resilience.

7.3 Partnership with Education Support Services

The College works closely with the Local Authority. By working in partnership, we ensure that we remain abreast of best practice, are learning from other colleges and are subject to LA scrutiny of our provision, especially for EHCPs, to meet our obligations to parents and students. We maintain regular contact with LA officers for SEND including the:

- Educational Psychology Service;
- Educational Welfare Service;
- SEND Services (0-25yrs) such as sensory support service, including hearing impaired specialists, visually impaired specialists, Additional Needs Team (14-25), SEND District Teams, Specialist Teachers and Practitioners and Statutory Assessment Team, Autism Education Trust and Speech and Language Therapy Service;
- Social Care;
- Community Health Service and CAMHS.

7.4 Staff training

At the start of each academic year every member of teaching staff is given detailed information about students with identified and significant SEND. This includes a description of the student's areas of need, strengths, current reading, and spelling ages where appropriate and useful strategies to

employ and desired outcomes for students with EHCPs. Information is reviewed and updated and shared with staff throughout the academic year.

Training needs of staff are identified through staff surveys, as well as observations and through the appraisal process. In-service training in SEND is offered to all members of staff through a range of activities including presentations from external agencies, educational psychologists, sensory services and members from the SEN department which is in addition to the available online training through the National College, NASEN, Whole Education and MindEd. All teachers and support staff undertake an induction programme on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the college's SEND provision and practice. Teaching assistants also undergo regular weekly training in specific strategies. The College is committed to developing a highly trained workforce able to respond effectively to all types of SEND need.

The SENDCo regularly attends local authority network meetings and MAT SENDCo meetings to keep up to date with local and national updates in SEND.

7.5 Supporting Transition

There are 3 key transition points in the student's College career.

- Close links are established and maintained with primary colleges who share information on students with SEND with the SENCo, Deputy SENCo and Pastoral Leader to ensure ongoing support. Additional visits are arranged for students who are particularly anxious or vulnerable and every effort is made to place them within a supportive peer group in their tutor group. There are opportunities for parents/carers to come and meet with the college SENDCo and are encouraged to share information in advance where there may be a need for additional provision or SEND to be supported. For students with EHCPs, the SENDCo will attend their annual review and work collaboratively with primary colleagues and external agencies to support transition planning.
- GCSE option choices take place during Year 8. Students and parents are given detailed guidance as to suitable subjects to pursue. The SENCo will interview all students with EHCPs or high need SEND about their choices to ensure appropriate progression. For students with EHCPs, from Year 9 annual reviews will include a focus on preparing for adulthood.
- In Year 11 students have to make a decision as to their next pathway. Students will receive support from teaching staff, the pastoral team and external independent and impartial careers advice. Students are supported in looking at courses and providers around their areas of interest and encouraged to attend taster days. Some students are provided with additional support in reviewing courses and having additional visits with their families to make a firm decision for post 16 and become familiar with their new setting. Bassingbourn Village College works in partnership with Post 16 providers to share information in regard to a young person's SEND, their strengths, and interests to plan for support needed when moving to their next phase of education. For students with an EHCP, colleagues from their chosen placement will be invited to the annual review to make transition plans and EHCPs shared with before their move to their new placement.

8. Supporting students at college with medical conditions

Bassingbourn Village College recognises that students at college with medical conditions should be properly supported so that they have full access to education, including college trips and physical education. Some students with medical conditions may be disabled and where this is the case the college will comply with its duties under the Equality Act 2010.

Some students may also have SEN and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

9. Monitoring and Evaluation of SEND

The college regularly monitors and evaluates the quality of provision offered to all students through regular quality assurance activities which included the support provided for those identified as having SEND. The link SEND governor also acts as a critical friend. This process promotes a continual review and improvement of provision for all students.

10. Bullying

See Anti- bullying Policy

Staff are mindful of the increased risk of bullying for students with SEND. Promoting an ethos of tolerance and understanding of diversity is central to the college's ethos; regular assemblies and PSHE activities include this focus. Promoting independence and resilience in students with SEND is considered a high priority and is central to all aspects of provision. Special efforts are made to safeguard students with SEND, including supported break and lunchtimes within the student centre and other safe spaces. Specific approaches are used with students according to their needs. For example, social stories may be used to support students with communication language difficulties in understanding social situations and some students may have access to additional tuition around keeping themselves safe.

11. The SEND Information Report

Most of the detailed information about how Bassingbourn Village College supports our students with SEND is contained in the college's SEND Information Report. The SEN Information Report is available from our college website.

12. Review of the SEND Policy

The governors of the College will keep this policy under annual review to ensure it remains fit for purpose given the climate of reform and extent of changes at a national level. Governors and SLT also agree to consult with parents about the policy and its implementation.

13. Appendices

The following policies are linked to the SEND policy:

- Accessibility Policy
- Anti-bullying Policy
- Inclusion Policy
- Managing Medical Needs and First Aid Policy

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