The Dormston School

Special Educational Needs and/or Disabilities Policy

Date	Review date	SEND Leads	Nominated Governor
01/03/2026	01/03/2027	Assistant Headteacher for Inclusion	Full Governors
			Ratified: Chairs Action
			Date: 22/04/2026
			Website: Yes

Key people relating to this policy:

Headteacher:

Assistant Headteacher of Inclusion:

Statement of Intent
This policy outlines the framework for The Dormston School to meet is duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

The Dormston School therefore intends to work with the LA, outside agencies and external providers to ensure it acts on and reflects recommendations made in the Special Educational Needs and Disability code of Practice 0-25 years (2015) and applies the following principles which underpin this policy.

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide effective support.
- High quality provision and an inclusive practice removing barriers to learning to support the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adult life, equipping the pupils with the skills, knowledge and attitudes that will enable them to become self-motivated, independent and lifelong learners.
- Provide the pupils with the skills, knowledge and attitudes that will enable them to live fulfilling and productive lives when they leave school.

At The Dormston School we recognise that every pupil is unique and has individual needs and abilities. In order to achieve this, we recognise that every teacher is a teacher of every child or young person including those with SEND and it is the responsibility of all staff to provide an inclusive, relevant and stimulating educational experience for all pupils. Our aim is to enable all pupils with SEND to access all learning experiences and opportunities for them to achieve their very best.

Legal Framework
- This policy will have due regard to legislation, including, but not limited to:
- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including but not limited to:
- SEND Code of Practice 0-25 (2015)
- Supporting Pupils at School with Medical Conditions (2015)
- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2018)

Definitions
The law states that a child or young person has a special educational need if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Areas of Special Educational Need
In line with SEND Code of Practice, The Dormston School identifies SEND needs under the following four categories.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

Inclusion
Alongside the Equality Act (2010), the Special Educational Needs and Disability code of practice: 0-25 years (2015) provides a framework for schools to support students and to prevent discrimination against pupils with SEND and disabilities when accessing education. Staff at The Dormston School have a duty to take reasonable steps to ensure that pupils with a disability are not treated less favourably than their peers nor disadvantaged in any aspect of school life.

The inclusion and needs of all stake holders in the school community are supported. For example, parents and carers who need modified versions of correspondence from school (e.g. Braille, enlarged print) are invited to contact the school with their requests. Interpreters can be contacted by school staff to support parents and carers with a hearing impairment, at meetings and parent's evening.

Access and Facilities
The Dormston School has increased accessibility and improved facilities for people with physical disabilities. These include:

- Ramps that give improved access to certain areas of the school
- Four disabled toilets with hygiene facilities (F Block /PLC/ D Block x2)
- A lift (D and E Block)
- Single storey purpose built additional classrooms and facilities in an extended area of school (F Block)
- Handrails on staircases in and around the school
- Stair grips and high contract marking on staircases around the school
- The school has an Accessibility Plan which is published on the school website

Roles and Responsibilities
The Role of the Governing Board
The Governing board has a responsibility to ensure the school:

- Makes necessary provision for pupils with special educational needs and disabilities.
- Has a suitable policy for pupils with SEND needs and disabilities.
- Has regard to the Code of Practice (2015) and Equality Act (2010) when carrying out its duties towards all pupils with special educational needs and disabilities.
- Fully engages parents and young people with SEND when drawing up policies that affect them.
- Identifies, assesses and makes effective and suitable SEND provision for all children and young people with SEND.
- Monitors and evaluates SEND provision at relevant Governing Board Committees and the full Governing Board.
- Designates an appropriate member of staff as having responsibility for co-ordinating provision for pupils with additional needs.
- Makes reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Takes necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publishes annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with additional needs.
- Publishes annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others and the facilities provided to assist pupils with disabilities.
- Publishes accessibility plans setting out how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and reviews this information every three years.
- Develops complaints procedures that can be accessed via the school website or obtained directly from the school office.
- Has a named governor responsible for Special Needs and this is reviewed annually.

In addition to these, the Governing Board also recognises that it has a responsibility to monitor the balance of curriculum, the quality and effectiveness of teaching and to ensure that all pupils' needs (special or otherwise) are being met.

To fulfil these responsibilities the governors, meet regularly with the Headteacher and teacher representatives to review all aspects of the above.

The Governing Board also admits children with SEND into the school in line with the school's agreed admissions policy.

The Governing Board is aware of the need to be flexible in considering the long-term future of the school and the possible changes in its pupils' needs.

The Governing Board strives to ensure that the organisational practices, the facilities and staffing resources are of the highest standard and are fully available to all pupils.

The Role of the Headteacher

- Manages the provision for pupils with special educational needs and disabilities.
- Keeps the governors informed of all issues relating to special educational needs and disabilities.
- Promotes inclusion at all levels
- Ensures that teachers monitor and review pupils progress during the course of the academic year.
- Ensures that teachers and intervention leads have sufficient time and resources to carry out their role effectively.

The Role of the Assistant Headteacher for Inclusion

- Regularly and carefully reviews the quality of teaching for pupils at risk of underachievement, as a core part of the school's self-review arrangements.
- Liaises with and advise colleagues on all aspects of SEND.
- Is aware of the provision available within Dudley SEND offer / Dudley's Ordinarily Available Inclusive Provision (Sept 2024).
- Liaises with staff, parents, carers, external agencies and colleagues from other educational establishments to support all aspects of SEND provision and transition to and from The Dormston School.
- Liaises with potential future providers of education to ensure that pupils and parents are informed about options and a smooth transition is planned.
- Prepares and shares with governors and staff the school's SEND information report which in turn is published on the school website.
- Works with the Headteacher and Governors to ensure the school fulfils the Equality Act (2010) regarding reasonable adjustments and access arrangements
- Promotes inclusion at all levels.
- Contributes to the in-service training of staff.

The Role of the SENDCO

- Works alongside Local Authorities during annual EHC plan reviews and adheres to individual Local Authority guidance.
- Ensures that those teaching or working with pupils are aware of individual needs and have arrangements in place to meet them.
- Ensures that teachers understand the strategies to identify and support vulnerable pupils.
- Advises staff with Assess, Plan, Do, Review (APDR) cycle within the graduated approach to ensure SEND support and needs are fully met.
- Advises on resources needed to meet pupils' needs effectively.

- Is responsible for the day to day operation of the Special Education Needs & Disability Policy.
- Co-ordinates provision for pupils with special educational needs and disabilities.
- Delivers special educational provision and oversees and manages creation and review of individual pupil profiles.
- Co-ordinates and holds annual review meetings for pupils with EHCPs.
- Liaises with and advises colleagues on all aspects of SEND.
- Maintains the school's Special Educational Needs Register and other SEND records.
- Supports the parents and carers of pupils with special educational needs.
- Promotes inclusion at all levels.
- Contributes to the in-service training of staff.

The Role of the Teacher

- Ensures that they deliver high quality teaching which is adapted appropriately for individuals who have, or may have SEND.
- Has high aspirations and expectations for students who have SEND.
- Modifies and adapts teaching strategies and resources so that pupils with special educational needs are given the opportunity to experience success and make progress.
- Acts upon prior attainment data, any other assessment information and key points within pupil profiles to facilitate effective access to the national curriculum for pupils with special educational needs.
- Plans and delivers lessons that address potential areas of difficulty to narrow attainment gap and to minimise and remove any barriers to learning.
- Ensures as far as possible, that pupils with specific additional needs take part in activities of the school together with those who do not have similar needs.
- Promotes inclusion at all levels.
- Provides updates on strategies used / recommended for individual pupils so that pupil profiles can be amended accordingly.

The role of the Educational Teaching Assistant

- Carries out specific targeted intervention for small groups and individual pupils.
- Works under the guidance of the SENDCO and subject specialists.
- Helps pupils participate in the academic and social life of school.
- Assists in the collection and modification of resources and teaching material.
- Liaises with staff and external agencies as appropriate.
- Provides feedback to teachers and SENDCO about progress and engagement of individual pupils within lessons.

The Role of Parents/Carers

- Work in partnership with the school and other agencies towards the achievement of the agreed aims for the pupil.
- Is involved in the decision making process.

The Role of Young People

- Are involved in reviewing their own pupil profile
- Are involved in the decision-making process.

Code of Practice 2015
Many children and young people who have SEND may have a disability under the Equality Act 2010 that is '…a physical or mental impairment which has a long-term substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition. Within school, pupils with SEND are identified on the school SEND register so that provision to meet their needs can be routinely planned for.

As children move through the school, they may be taken off SEND support when their needs no longer require special educational provision. Other factors other than SEND which could impact upon progress and attainment include:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a child looked after
- Being a child of serviceman/woman
- Disability (refer to definition within SEND Code of Practice 2015 and Equality Act 2010)

These need to be considered and taken into account when identifying pupils with SEND.

Identification
Pupils with special educational needs may be identified by:

- Liaison with primary schools and transfer documentation
- Year 6 review meetings prior to attending The Dormston School
- Information from parents/carers/pupils
- Concerns raised by staff within school
- Referrals from parents, pupils and outside agencies
- Admission documentation/information for pupils new to the school
- Assessment procedures within the school including:
    - Literacy assessments on entry into Year 7
    - Individual assessments of the needs of identified pupils

Teachers should seek to identify pupils making less than expected progress given their age and individual circumstances. This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Members of the Inclusion Hub department will administer individual assessments in response to the nature of the need. The services of external agencies may be enlisted to help school assess individual needs and identify next steps.

Recording

- Pupils with special educational needs will be identified on the school SEND register and will include primary (and secondary) areas of need, together with any outside agencies working with them. All relevant staff will have access to this together with their individualised pupil profiles to support them with meeting their needs on a daily basis.
- Information regarding the special educational needs of pupils on the register will be accessed via Go4Schools.
- Pupil profiles containing information about the special needs of individual students will be available electronically to relevant staff.
- Parent/Carers will be informed as and when support is being provided, whether that be by school staff or by external agencies.

A Graduated Approach to SEND Support
High Quality Teaching
At The Dormston School, all teachers are expected to deliver high quality teaching that is adapted and personalised to meet the individual needs of children.

The learning and attainment of all pupils is carefully monitored on a regular basis by the subject teachers, curriculum leaders and senior leadership team. Any pupils who are falling significantly outside of the range of expected academic achievement will be identified as a cause for concern and they will be more closely monitored by staff in order to gauge their level of learning and possible difficulties and/or barriers for learning.

The pupil's subject teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching styles that need to be applied. These will be identified and shared on the pupil's individual pupil profile.

SEND Support
Some children need educational provision that is additional to or different from that made generally available for other children.

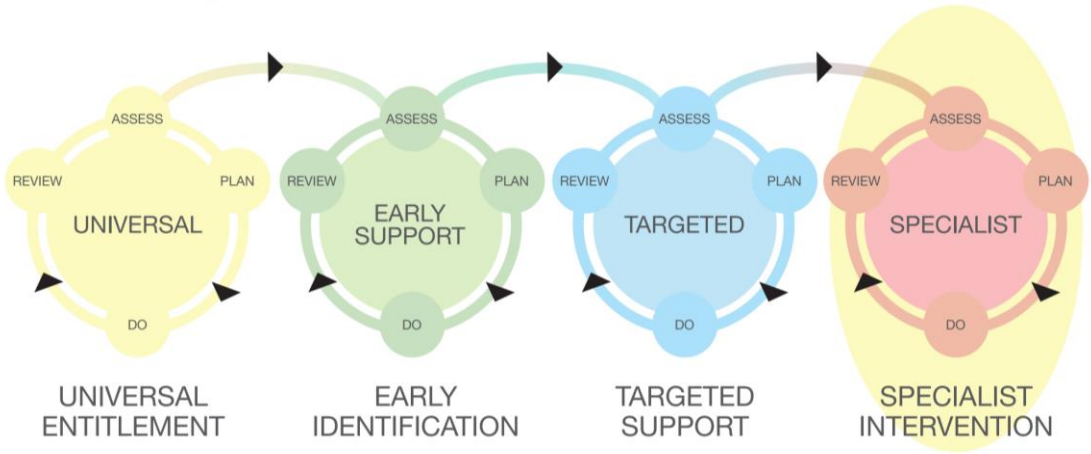
Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning and facilitate progress from individual starting points.

Special educational provision is determined according to the specific needs of individual pupils. Provision can take a variety of forms and may include one or more of the following:

- English or maths intervention during form time, after school and within the school day.
- Specialist teaching groups
- In-class support
- Target setting
- Modification of learning materials
- Support from external agencies
- Class support
- Homework support during lunchtimes /after school
- Social provision at break and lunch time / friendship group
- Examination access arrangements
- Behaviour support
- Peer support / buddy system
- Subject teacher strategies/teaching styles
- Adaptive teaching and learning strategies / opportunities to meet individual needs
- Personalised timetables
- Escorts between lessons and at lunchtime
- Subject /department interventions.
- Mentoring
- Counselling

The support provided by the school consists of a four-part cycle within the graduated approach.

- Assess
- Plan
- Do
- Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows/changes. This cycle enables the identification of those interventions and strategies which are the most effective in supporting the pupil to achieve. This cycle will be implemented in consultation with parents/carers and pupils.

Assess
This involves clearly analysing the pupil's needs using subject specific assessments completed and evidence provided by staff when working with the pupil, details of previous progress and attainment comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and advice from external support services will also be considered to ensure a full picture of all key people involved is taken into account.

Where external support services are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan
Planning will involve consultation between teachers, pupils and parents to agree the provision, adjustments, interventions and support that is required; the impact on progress and development that is expected. Parental involvement within this is vital to reinforce learning and contribute to progress.

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

Do
The subject teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main subject teacher. They will work closely with the Inclusion Hub staff to help plan and assess the impact of support and interventions and make links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising on the implementation of effective support will be provided by the SENDCO.

Review
Reviews of a pupil's progress will be completed on a regular basis. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The subject teacher, in consultation with the parents/carers and pupil will revise the targets and provision based on the pupil's previous progress and development.

Referral for an Education, Health and Care Plan (EHCP)
If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which can be requested by the school or parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is requested.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents / Carers
- Teachers
- SENDCO
- Social Care
- Health professionals
- Any other external agencies working with the child

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by the Local Authority SEN Team as to whether or not they feel a Statutory Assessment is required. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment which may lead to an EHC Plan.
Further information about EHCP can found via the SEND Local Offer:
https://dudleyci.co.uk/send-local-offer

or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on:
Dudley SENDIASS Service mobile: 07900 161363
Email: dudley.sendiass@dudley.gov.uk
Further information can be found on:
https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/

Following Statutory Assessment, an EHCP will be provided by the relevant local authority if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan but the EHCP is created by the local authority.

Parents/carers have the right to appeal against the content of the EHCP to the local authority. They may also appeal against the school named in the plan if it differs to their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually.

Annual Reviews
The annual review enables provision for the pupil to be evaluated and, where appropriate for changes to be put in place, for example, reducing or increasing levels of support. Annual reviews are carried out in accordance with the Code of Practice. At The Dormston School, we use this time to bring together all the professionals involved, to consider the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or the provision within the EHCP. The pupil's view is taken into account prior to the meeting wherever possible. A review meeting might recommend amendments to the EHCP if:

- Significant new evidence has emerged which is not recorded on the EHCP.
- Significant needs recorded on the EHCP are no longer present.
- The provision should be amended to meet the child's changing needs and the targets specified at the review meeting.

- The child should change schools, either at the point of transfer between phases or when a child's needs would be appropriately met in a different setting.

For pupils in Year 11 the annual review is used as a means of identifying their Post 16 provision. Subsequently these will be carried out in the Autumn term of Year 11.

During the annual review we record the views of any people involved with the child. The evidence received and comments on it together with a review of all targets and if appropriate creation of new targets, form the basis of this review.

Admission and Inclusion Arrangements Mission Statement
The School's admission criteria does not discriminate against pupils with special educational needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompanies the SEN and Disability Act.

The school follows the current admissions criteria as laid down in the Dudley Local Authority admissions team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Parents or carers seeking the admission of a pupil in receipt of an EHCP must do so through the local authority SEN team, who will arrange the appropriate consultation with The Dormston School regarding admission.

Liaising with External Agencies
External support services play an important part in helping the school identify, assess and make appropriate provision for pupils with SEND. To help meet the needs of pupils with SEND the school works collaboratively with a number of external agencies, these include:

- School Nurse
- Speech & Language
- Occupational Therapist
- Physiotherapist
- Education Psychologist
- Dudley Learning Support Services
- Communication & Interaction, Physical & Sensory Advisory Service (CIPS) which includes Visual Impairment Services, Hearing Impairment Services, Autism Outreach and Physical Disabilities Children's Services
- Paediatricians
- Child and Adolescent Mental Health Services (CAMHS)
- Special Education Needs Advisory Team

Referrals to these services will be made by the SENDCO in discussion with subject teachers and will always be shared and agreed with parents/carers. Medical services however such as Occupational Therapy/ Paediatricians can only be accessed via a referral from a medical professional e.g. school nurse or GP.

Links with other Educational Establishments
To help in the transfer process for pupils with special educational needs, The Dormston School maintains close links with both feeder schools and Post 16 provisions. When invited and wherever possible the Assistant Headteacher for Inclusion and the member of staff responsible for transition, meet with the Year 6 class teacher and SENDCO to discuss individual needs/strategies and current provision. In addition to these meetings pupils attend Year 6 induction days and some pupils with special educational needs may have additional visits during the summer term to help support with the change of environment and staff. Where appropriate meetings will be held in advance of transition days with parents/carers to ensure best outcomes for all and building positive relationships with parents/carers and pupils prior to commencing their time at The Dormston School.

Contact is made with Post 16 establishments to discuss the needs of Year 11 pupils intending to take up places. When this information is known in advance, the new settings are invited to attend Year 11 EHCP annual reviews.

All records are passed on to college SENDCOs and further meetings between school and the new provision may take place and an enhanced transition may be arranged if deemed appropriate.

The Assistant Headteacher for Inclusion aims to meet regularly with special needs colleagues from a variety of feeder and Post 16 schools to continually improve communication between schools to ensure a smooth transition for all pupils and to enable needs to be met asap.

Supporting pupils with medical conditions
The School recognises that pupils at school with medical conditions should be fully supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and/or EHCP which brings together health and social care needs, as well as their special educational provision under the SEND Code of Practice (2015). These pupils' needs are incorporated into a detailed medical care plan and reviewed on an annual basis or earlier if necessary.

Whilst The Dormston School is not adapted to meet severely complex medical needs, every effort is made to overcome constraints imposed by the limitation of the school buildings and environment.

Examination arrangements
Dependent upon examining body guidelines and individual pupil needs, some pupils may be eligible to access various access arrangements in exams. These may include additional time, use of a scribe, a reader and rest breaks. This however must be their normal way of working in class, be approved by JCQ and be in line with their latest requirements / exam board guidance so may be subject to change at any time. The Headteacher, subject teachers, SENDCO and Assistant Headteacher for inclusion work collaboratively to ensure that pupils are given every opportunity to demonstrate their true ability in all tests and exams.

Training and Resources
SEND funds from the school budget are used to support SEND by:

- Purchasing resources
- Training teaching staff
- Paying salaries to support staff

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the individual needs of pupils.

Our school operates the following training programmes:

- Individual training in response to need.
- Whole staff training and INSET.
- Networking with other local schools.
- Access training through external agencies and online learning platform.
- SENDCO/Assistant Headteacher for Inclusion attends relevant SEND courses, SEND meetings and facilitate and signpost relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND and we have funding available to support this professional development. The Headteacher with the senior leadership team, ensures that training opportunities are matched to school improvement priorities and those identified through the use of provision management.

Teachers are expected to keep their knowledge and understanding of SEND up to date. This is also supported by in house training and workshops led by SENDCO / Assistant Headteacher for Inclusion.

Storing and Managing Information
The following records are kept:

- Individual Pupil Profiles – these are updated as required and include strategies and provision for SEND pupils.
- Annual Reviews – These are completed at the review meetings with parents and the SENDCO/Assistant Headteacher for Inclusion. They are a record of the impact of provision and teaching approaches on pupil learning and progress.
- Education and Health Care Plans – These plans must be reviewed annually with the child and parent/carer at the heart of the meeting. Everything that is discussed at the review meetings is summarised and sent to parents. If the review recommends any changes to the plan, the local authority SEND team will issue the school and parents with the updated documents.
- External agency reports/notes – these are used to support recommendations for support and may contain recommendations to be used in updating Individual Pupil Profiles.

Confidentiality
All current EHCPs, Annual Reviews and paperwork mentioned above, are kept electronically and, in the school SENDCO's office. These files are only available to professionals within the LA working with the pupils and to the legal guardians of the pupils.

The Dormston School will not disclose any EHC plan or SEND documentation without the consent of the pupil's parents/carers with the exception of disclosure:

- To the SEND and Disability Tribunal with parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in Post 16 education.
- To the principal (or equivalent position) of the institution at which the pupil is intending to start Post 16 education/ move to (if before the end of Year 11).

Resolving Disagreements / Complaints

It is hoped that parental concerns can be discussed and resolved at informal or review meetings. Any parent with a complaint concerning the special needs provision at the school should first address the issue with the SENDCO/Assistant Headteacher for Inclusion. Parents are encouraged to come in to school at any time if they have a specific concern. Should the SENDCO/ Assistant Headteacher for Inclusion not be able to resolve the matter, the Schools complaints procedure should be followed.

Bullying

The Dormston School takes many steps to ensure and mitigate the risk of bullying of vulnerable learners. The school has a comprehensive Anti-bullying policy available to staff and parents and is adhered to at all times.

Review of the SEND Policy

The SEND policy will be reviewed and revised through day to day delivery and minor amendments will be made where necessary.

The Governing Board will monitor and review the Special Educational Needs and Disability policy every year or sooner if required. If the policy appears to need modification, then the Headteacher will report its findings and recommendations to the full Governing Board.

Date of Review: March 2026
Date of Next Review: March 2027