



...where we all flourish

Cookham Dean Primary School SEND Policy and Information Report 2025-2026

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Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities(SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

1. Aims and Beliefs

Our Beliefs

The following aspirations and expectations underpin our policy for special educational needs and disability so that we ensure positive outcomes for all pupils including those with SEND:

- All teachers are teachers of pupils with special educational needs.
- We provide an inclusive education that ensures that every pupil has the opportunity to develop fully their academic abilities, physical skills and social and emotional capabilities so that they are able to achieve to their full potential.
- We maintain high expectations for all pupils and ensure that the needs of all pupils are met. This is achieved by recognising that appropriate teaching styles, classroom organisation and the learning environment play a crucial part in the success of each pupil's educational development and progress and can have an influence on preventing or reducing their special educational needs barriers to learning.
- Teaching builds on pupil's strengths and gives them a positive self-image. As a result, all pupils should experience success, a sense of achievement and feel valued.
- We recognise the importance of good communication and liaison within the school, with parents and with outside agencies, so that a close partnership develops between all concerned parties.

Our Aims

At Cookham Dean we aim:

- To ensure that all teachers and support staff in the school understand the importance of identifying and providing as early as possible those pupils who have SEND.
- Through appropriate training ensure, where possible, a high level of staff expertise so that they are able to provide the environment to meet pupil needs.
- To request, monitor and respond to parents/carers views and involve pupils, where appropriate, ensuring they are all well informed at each stage.
- All SEND pupils to be offered the greatest possible access to a broad and balanced curriculum including the requirements of the National Curriculum that is differentiated to meet individual needs.
- To help each pupil reach their maximum potential in a stimulating and caring environment by recognising and catering for the individual needs and abilities of all pupil with SEND and where possible reduce the gap between their progress and that of their peers.
- To ensure that pupils with SEND experience a sense of achievement and success, and that they have positive attitudes to their work which develops and maintains a high self-image.
- To involve pupils with SEND fully into the life of the school and remove reasonable barriers so far as is reasonably practicable.

- To ensure support and full inclusion for pupils with medical conditions through consultation with health and social care professionals.
- To ensure there is a close partnership with outside agencies as appropriate and to work in partnership with the Local Education Authority and other professionals when identifying provision and support.
- To provide a pool of resources and use support assistants and resources flexibly throughout the school to best meet the needs of all SEND pupil thus ensuring effective value for money.
- All class teachers to work closely with non-teaching staff to ensure the best possible outcomes for pupils with SEND.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The school will, at all times, have due regard for the SEND Code of Practice.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Susan Taylor.

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND governor is Mr. Neil Strain.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher is Mrs. Fenella Reekie.

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND Information Report

5.1 The kinds of SEND that are provided for

At Cookham Dean CE Primary School we welcome everybody into our community. The staff, governors, pupils and parents work together to make the school a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children, and we achieve this by providing a caring, supportive and fully inclusive learning environment that enables all children to flourish and make the greatest possible progress from their starting points. Our Special Educational Needs and Disability (SEND) provision is differentiated and adapted so that it enables pupils with additional learning needs the opportunity to access the curriculum at a level appropriate to their ability within the classroom environment. Thus, enabling them to maximize their potential and to work as independently as possible. We are committed to narrowing the attainment gap between SEND and non-SEND pupils, taking into account expected progress for these groups as well as looking at progress of the whole child. This may include short-term intervention learning programmes, before school skills groups, ICT based programmes and other learning interventions developed to personalise learning. Our provision is monitored half termly through lesson observations, meetings with teachers and TAs and reviews of progress.

Our values underpin the support we offer to all pupils. Our school has particular expertise and currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition and speech and language difficulties including Developmental Language Disorder.
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment and anxiety.

- sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and developmental co-ordination disorder (dyspraxia).
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

There are four main areas of SEND, as detailed in the SEN Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical needs.

Moderate learning difficulties and behavioural difficulties do not necessarily mean that a pupil has a SEND and this should not automatically lead to a pupil being registered as having SEND.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The early identification and assessment of a pupil with special educational needs is paramount. At Cookham Dean our focus is on ensuring that the action the school takes supports the whole child and not just their special educational needs. Initial assessments will be collected through observation (formal and informal), discussion with parents/carers, data analysis, assessments, behaviour and attitude in class and at playtimes.

The SENCO and the pupil's class teacher will:

- Use information (when applicable) from the pupil's previous education experience to provide starting points for curricular planning and implementation of intervention programmes
- Take advice from external assessments (including private assessments) where this is applicable.
- Identify and focus attention on the pupil's strengths and skills and highlight areas for early action to support the pupil within the class
- Use summative and formative assessment procedures to allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties
- Ensure that ongoing observations and assessments form the basis for planning the next steps of the pupil's learning.
- Provide at least termly feedback to parents on the progress of their pupil with particular focus on the impact of the intervention programmes dependent on individual requirements.
- Involve parents in developing and implementing a joint learning approach at home and in school.

We recognise that a small minority of children may be disadvantaged for reasons that are not classified as SEND such as:

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium grant
- Being a looked after child
- Behavioural difficulties

These children may be offered additional support, through small group or 1:1 activities or ELSA, in order to boost their skills level and confidence

5.3 Consulting and involving pupils and parents

The school operates an open-door policy, and we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Parents are encouraged to help at home and to be involved with their child's learning so that they can support the teacher where possible in meeting the pupil's individual needs.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
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The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.4 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We have close links with our local secondary schools, and before transfer, contact is made with the SENCO/Head of Year 7 to ensure that pupils have a smooth transition to secondary school and that any special needs are understood and planned for. All pupils have the opportunity to visit the school they are to move on to.

It is possible to link with the Borough's Special School in order to seek advice and support when appropriate.

We will agree with parents and pupils which information will be shared as part of this.

5.5 Our approach and provision for teaching pupils with SEND

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Pupil progress meetings are held, and the performance of all pupils is discussed. Those children that are at risk to underachievement are identified and support strategies are put in place.

Where a pupil is identified as having SEND they will be placed on the SEND register and parents will be informed. When providing for their needs we strive to remove or minimize any barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle of **assess – plan – do –review** - known as the graduated approach. This ensures that actions/decisions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.

The school has a system of provision management and mapping which is used to:

- identify learning targets for individual pupils with SEND and those that need additional support
- plan additional or different provision from the differentiated curriculum offered to all pupils
- identify who is responsible for providing the additional support (e.g. class teacher, teaching assistant, external support)
- review and monitor the effectiveness of the provision in the light of individual pupil outcomes and make necessary adjustments
- be accountable for any additional financial support and ensure value for money.

In some cases, IEPs (Individual Education Plans) will be written but for the majority of pupils with SEND, provision will be part of the whole school policy of planning, target setting and recording of progress for **all** pupils as part of a personalised learning approach. We recognize that provision for pupils with SEND is a process and not an end in itself. Any additional support, whether the child has SEND or not, will state:

- what needs have been identified
- how support strategies plan to minimize key barriers to learning
- clear outcomes within an agreed time frame
- who is responsible for providing the support and when if this is not the class teacher
- input from professionals/parent/carer and pupil
- when the plan will be reviewed and by whom if this is not part of the half termly pupil progress meeting

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share progress in line with school policy for reporting to parents; however additional meetings can be arranged if needed.

School Request for Statutory Needs Assessment - Education Health and Care Plan (EHCP)

A request may be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous targets or individual support plans for the pupil.
- Record of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment in literacy and numeracy
- Education and other assessments, for example from an educational psychologist or speech and language therapist.
- Views of the parents.
- Views of the child.
- A costed Individual Provision map detailing the support the child receives.

The parents of any child who is referred for statutory needs assessment will be kept fully informed of the progress of the referral. Progress of children with a statement of special educational needs (issued before September 2014) or an EHCP will be reviewed each half term in accordance with the school's assessment policy. There will also be a formal annual review meeting once a year. When this coincides with transfer to secondary school, the SENCO or a representative from the secondary school will be invited to the meeting. In the event they are unable to attend they will be informed of the outcome of the review.

5.6 Adaptations to the curriculum and learning environment

We make the following adaptations and reasonable adjustments to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, scaffolding, use of concrete resources
- Adapting our staffing and support structures
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, reading pens etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, use of concrete resources and scaffolding etc.
- Visual timetables for the classes and individual children
- Now and Next Boards
- Social Stories
- Pop up workstations
- Off-white/cream/blue paper and exercise books as and when necessary.
- Coloured overlays for reading
- Ear defenders
- Writing slopes
- Pencil grips
- Fiddle toys
- Sensory cushions
- Sensory and movement breaks
- Writing slopes
- Chair bands
- Back chaining

5.8 Additional support for learning

In addition to the SENCO we have 10 teaching assistants across the school who are able to support children with SEND. These staff work under the guidance of the class teacher and the SENCO. They are able to support in the classroom or provide targeted individual or small group support. All TAs are able to deliver speech and language programmes under the guidance of the school's allocated speech and language therapist. We have 1 Emotional Literacy Support Assistant (ELSA) who works with individual children who are experiencing social and emotional difficulties. We understand that not all children learn in the same way and we promote all different types of learning including outdoor learning. We have a forest school area, a garden, pond area, gypsy caravan and an outdoor classroom with the idea that children are stimulated by different environments. We call upon the expertise of many professionals to help with a variety of specialised needs e.g. occupational therapists, physiotherapists, speech and language therapists, educational psychologists and other outreach resources.

5.9 Expertise and training of staff

The school has a range of staff trained in:

- ELSA
- Pediatric first aid
- Basic first aid

- Attachment
 - Nurture Group
 - Team Teach
 - Dyslexia
 - Sensory Circuits
 - Sensory Processing
 - Zones of Regulation
 - Colourful Semantics
 - Social Skills development
 - Shape Coding
 - ASD
 - Nurture Group Theory and Practice
 - Five to Thrive
 - Precision Teaching
 - Word Aware
 - Developmental language disorder
- The school provides a range of training (EpiPen/asthma/allergies) as part of its professional development for staff which reflects the needs of staff and the children they are working with.
 - We will also access any training offered by the Local Authority.
 - If child entering the setting has a known medical condition that requires support/medication/specific procedures to be undertaken, school will endeavor to ensure that staff are fully aware and where possible trained in the condition.

Teaching staff are given opportunities to attend courses provided by the LA and private providers. TAs are also given the opportunity to attend appropriate courses and benefit from the regular support of the Headteacher, SENCO and class teachers.

Our work and training on SEND has resulted in the school being awarded the local authority Inclusion Quality Mark and the Gold Attachment Aware Schools Award. The Inclusion Quality Mark and accreditation process focuses on the “Leadership of Inclusion” at all levels within the school and covers, among other things, the school’s ethos, the effectiveness of Quality First Teaching and the role of the governors in monitoring the school’s special educational needs and disabilities (SEND) provision. In order to receive the award, the voices of children, young people and their families are always considered. The Attachment Aware Schools Award supports schools to embed trauma-informed and attachment-aware practice across their whole community — from leadership to support staff, and from the classroom to the playground.

The SENCO keeps staff informed about available courses and ensures there is feedback on courses which have been attended.

Additional in-service training may be provided by inviting special needs advisory staff such as Specialist Inclusion Services and the Educational Psychology Service.

The SENCO has opportunities for network support with SENDCOs in other RBWM schools.

5.10 Resources

It is important that appropriate resources are available for use by all pupils. The school has a bank of resources which will be constantly reviewed and updated. Most resources are kept in classrooms, although some are retained by the SENCO. All teaching staff can use items of equipment as needs arise. Pupil with special educational needs also benefit from the use of general resources available in the classrooms and from resources, which may be selected, from an earlier Key Stage.

The SENCO discusses the allocation of TAs and the provision of resources within the school with teaching staff. After discussion support assistants are allocated to relevant classes according to need.

Funds for special educational needs are provided within the school's budget, which is discussed and reviewed, annually by staff and governors. Resources to pupil with EHCPs are enhanced by delegated funding from the RBWM.

5.11 Evaluating the effectiveness of SEND provision and the SEND Policy and Information Report

We evaluate the effectiveness of provision for pupils with SEND using the following criteria.

The extent to which:

- Each pupil with SEND has access to all aspects of the school's curriculum and are fully integrated into the life of the school.
- The needs of pupil have been accurately identified and individual targets and individual education plans have been effective in meeting those individual needs and helping pupil to achieve their targets.
- Pupil can demonstrate their achievements by a variety of means, e.g., by showing pride and pleasure in their work and in discussion of their work.
- Parents feel involved in the partnership and feel well informed.
- Outside agencies contribute to advising and supporting pupil and staff.
- Support assistants and resources have been used and shared throughout the school to best meet the needs of all SEND pupil.
- Teachers are able to differentiate work and adopt different styles and methods of organisation according to the pupil's needs.
- Target setting has taken into account the performance of SEND pupil.
- Staff have adequate training to undertake the tasks they have been given.
- SEND resources are available for use by all the staff.

We will also evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 8-10 weeks
- Using pupil questionnaires
- Monitoring by the SENCO

- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCPs

The effectiveness of the SEND Policy and Information Report will be evaluated regularly by the Head Teacher in consultation with the curriculum committee, with information also being sought from parents, staff and outside agencies where appropriate.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips in Years 5 and 6 and all pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

- Our school is wheelchair accessible. There is ramp access to all main buildings (reception, KS1, KS2, schoolhouse)
- Many of the walls have been partially carpeted to aid acoustics and support children with auditory or visual difficulties.
- There are 2 disabled toilets – 1 in the hall lobby and 1 in schoolhouse and the Toilets are at children's height.
- If disabled parking is required then this can be arranged, and arrangements can be made for children to be met and collected from outside the school at the start of the day.

5.13 Support for improving emotional and social development

Our school ethos promotes positive behaviours through our PSHE programmes, collective worship and school and Christian values. We have a number of pastoral support programmes in place that can be used either at a whole class level (e.g. PSHE lessons), small group (e.g. social skills/nurture groups) or individual (e.g. ELSA). We take the emotional well-being of pupils very seriously and will always work very closely with parents if we believe there is an underlying emotional or social need. We also have the support from the Local Authority Behaviour Support Team, The Early Help Hub, The Wellbeing Team and the school's link Educational Psychologist. Trained staff can offer support around low esteem, behaviour, attachment, bullying, friendship issues and transition. We regularly focus on anti-bullying strategies across the whole school supported by our behaviour policy and anti-bullying policy. Clubs, with the aim of developing children, particularly with their social skills, are run at lunchtimes and after school and are accessible and available to all children.

We have children trained as Emotional Wellbeing Ambassadors and their remit is to promote mental wellbeing in school. These children are supported by a trained TA in school.

For any medical conditions, that may cause anxiety for the child or parent, we treat with discretion and respect to ensure that the child is as comfortable as possible. Communication between school and family is essential to ensure that the child is not disadvantaged.

We have a zero tolerance approach to bullying.

5.14 Working with Outside Agencies

For some pupils the range of support we can provide may be insufficient in meeting their needs. This will be evidenced through assessment data, minimal progress, review meetings and level of work.

The school works closely with a range of outside agencies who may become involved if a child continues to make little or no progress despite considerable input and adaptations. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. Any additional support will be recorded by the SENCO be overseen by the class teacher and SENCO.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has Sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of age-related expectations.

We inform parents of any outside intervention and support them fully during this time.

Outside agencies that we can call on for support and advice include:

- The School's Educational Psychologist
- Speech & Language Therapist
- Teaching and Support Service (TASS)
- The Sensory Consortium (specialist advice and support for pupil with severe hearing or visual impairment)
- The school medical service (including the school nurse, Health Visitors, Physiotherapists, Occupational Therapists)
- The Specialist Autism Service (Shine Team)

- Social Services (Family Resilience etc.)
- The Education Welfare Officer
- The Behaviour Support Team
- Child and Adolescent Mental Health Service (CAMHS)
- Early Help Hub Advisors
- Physiotherapist

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher or SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Should parents or carers require additional support they can contact the Information, Advice and Support Service for Windsor and Maidenhead. This service will provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: <http://directory.rbwm.gov.uk/kb5/rbwm/directory/localoffer.page>

5.17 Contact details for raising concerns

Complaints regarding special educational provision within the school should follow the complaints procedure set out in our Complaints and Appeals Policy, a copy of which is available on our website.

Any concerns should be directed to the SENCO or the Headteacher at office@cookhamdean.org or 01628 482734.

5.18 The Local Authority Local Offer

The Cookham Dean Local Offer can be found on the school's website: <https://cookham-dean-ce-primary-school.secure-primariesite.net/inclusion/>

Information on the RBWM local offer can be found at: https://rbwm.afcinfo.org.uk/local_offer

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO, Headteacher and the Curriculum Committee every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour and Anti-Bullying
- Equality information and objectives
- Supporting pupils with medical conditions
- Child Protection and Safeguarding
- Curriculum
- Equality
- Inclusion
- Supporting pupils with medical needs