

*Marlbrook Primary Teaching School*



*Little Dewchurch CE Primary School*



*St Martin's Primary School*



***SEND Policy***  
***November 2021***

***Headteacher: Ms T A Kneale CBE***

**Marlbrook Primary School, Little Dewchurch C of E Primary School, and St Martins Primary School Special Educational Needs and Disabilities (SEND) Policy – updated November 2014, reviewed January 2016, November 2017, Updated November 2018, Updated November 2019, Updated Dec 2020, reviewed November 2021.**

## Introduction

Marlbrook and Little Dewchurch primary schools have a named SENCo – Sarah Rosser. Mrs Rosser is an experienced teacher who has worked in a special school and has completed the National Award for SEND Coordination (NASENCO) through the University of Wolverhampton. She also sits on the senior management team. Her email address is [srosser@marlbrook.hereford.sch.uk](mailto:srosser@marlbrook.hereford.sch.uk). She can also be contacted by phone on 01432 266643. The named Governor responsible for SEND is; Avril Preece.

St Martins have their own named SENCo-Emma Kolosinski. Mrs Kolosinski is an experienced teacher who has completed the National Award for SEND Coordination (NASENCO) through the University of Worcester. Her email address is

[ekolosinski@st-martins.hereford.sch.uk](mailto:ekolosinski@st-martins.hereford.sch.uk)

She can be contacted by phone on 01432 273633. The named Governor responsible for SEND is; Avril Preece.

Together they ensure that our Special Educational Needs and Disabilities policy works within the guidelines and inclusion policies of the Code of Practice (2014), the revised Code of Practice (2015), the Local Authority and other policies current within the school.

We passionately believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We are truly inclusive schools and our staff enjoy the challenge of supporting pupils to reach their potential. All of our staff are skilled in differentiation, scaffolding and adapting learning and are emotionally literate with a good understanding of the wide range of barriers that prevent children from thriving academically, emotionally and socially. We believe that there is a corporate responsibility for us all to support every child. Within our collaboration **every** teacher is a teacher of **every** child including those with special educational needs or disability (SEND).

This SEND policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for pupils with special educational needs or disabilities, allowing them to join in all school activities together with pupils who do not have special educational needs or disabilities. A key message in the code of practice is that teachers are at the centre of identifying, planning and delivering additional support for pupils. This is something we at Marlbrook, Little Dewchurch, and St Martin's have always been committed to. Our teachers are the teachers of **ALL** the children in their care.

## Our Aim

At Marlbrook, Little Dewchurch, and St Martin's we want all pupils to be the best that they can be. We are committed to raising the aspirations of and expectations for all pupils with SEND. We expect the pupils themselves to play a full part in their own journey, developing the independence and learning behaviours that will help them to understand their own

barriers and develop strategies with us to overcome them. We are fully committed to focusing on the outcomes for children with SEND and paving their way to successful lives beyond school and do not just focus on hours of provision and support.

The aims of this policy are:

- to create an environment that meets the special educational needs or disabilities of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- to request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership.
- to make clear the expectations of all partners in the process.
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- to support pupils with medical conditions so they are fully included in all school activities where possible by ensuring consultation with health and social care professionals.
- to identify the roles and responsibilities of all staff in providing for children's special educational needs or disabilities.
- to make reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

**So – how are we going to do this? Our objective-**

- Identify and provide for pupils who have special educational needs or disabilities or additional needs.
- Work within the guidance provided by the SEND Code of Practice 2014 and the revised Code of Practice 2015.
- Operate a 'whole pupil, whole school' approach to management and the provision of support for SEND.
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with this SEND policy.
- Provide support and advice for all staff working with special educational needs pupils.

## **Identifying special educational needs?**

We are committed to identifying barriers early and providing measures and support that is 'additional to and different from' that provided within the differentiated curriculum. These measures are designed to respond to the four areas of need identified in the Code of Practice (September 2014, January 2015).

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

Behaviour is no longer seen as a barrier to learning in isolation. In our Collaboration we welcome the drive, enshrined in the Code of Practice, to discover the underlying causes of poor behaviour and to tackle those with targeted support.

A child has special educational needs or disabilities if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means 'educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.' (Code of Practice, 2014)

In our Collaboration pupils are deemed to have special educational needs (SEN) if they are working two years below national expectations, have regular speech and language intervention(s), have a diagnosis or condition that impacts upon their learning or are receiving regular, timetabled pastoral support for behaviour that impacts upon their learning. These children may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence.

We believe in early intervention therefore children who are not at expected levels academically but are less than two years behind will be placed on the 'additional educational needs register' (AEN). These children will receive targeted support, at the discretion of their teacher in order for them to make accelerated progress towards the expected level.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

The purpose of recognising SEND is to work out what action the school needs to take to support them to become the best they can be. They are not identified so they can fit into a category but to enable teachers to work with pupils to develop their key strengths and weaknesses. When we identify pupils with SEN or AEN we consider the whole child and not just their difficulties.

When identifying pupils it is also important to consider what is **NOT SEN** but may still have an impact on progress and attainment. This includes;

- Disability (The Code of Practice, 2014 outlines a 'reasonable adjustments' duty for all settings and schools provided under current Disability Equality legislations – these alone however do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being formerly a looked after child
- Being a child of a serviceman/woman
- The impact of Covid-19

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning quality first teaching to develop children's understanding
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and develop their learning behaviour in order to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, in order to take part in learning

## **Identification, Assessment and Provision – A graduated approach to SEND support**

Provision for children with special educational needs or disabilities or additional educational needs is a matter for the whole school. The Governing Body, the Head Teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs and disabilities.

Initially class teachers are responsible for taking action to address progress/attainment concerns. They will review planning to ensure there is high quality first teaching taking place and the needs of all pupils are being met.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. It is the teachers who are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated and or adapted for individual pupils, is the first step in responding to pupils who have or may have SEND or AEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

If pupils are not making progress, teachers may need to consult the SENCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help that is additional to and different from that which is normally available within the particular class or subject. In our collaboration we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

At Marlbrook, Little Dewchurch, and St Martin's the key test of the need for action is that current rates of academic progress are below nationally expected levels and/or pupils are working below nationally expected levels.

In order to help children with special educational needs and disabilities Marlbrook, Little Dewchurch, and St Martin's will adopt a graduated response. This may see us using specialist expertise if, as a school, we feel that our interventions are not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and the SENCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment towards an Education, Health and Care Plan, we will provide the Local Authority with a record of our work with the child to date. Children who are on the additional needs register may not have an IEP but there will be a regularly reviewed provision map detailing any additional support that they are receiving.

Staff will use the schools pupil progress meetings and SEND meetings to discuss concerns and collaboratively an initial plan (IEP) will be drafted. Parents / carers and the pupils themselves will be consulted and specific interventions put in place and monitored. The child will be added to the school SEND register under the single category of **SEN Support**.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes less than nationally expected progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment. A child will be placed on the SEND register if they are working two years or more below nationally expected levels.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make below nationally expected levels of progress, despite the provision of specialist equipment.
- Has speech/language/communication and/or interaction difficulties, and continues to make below nationally expected levels of progress.
- Has regular, timetabled pastoral support for behaviour that impacts upon their learning.

A pupils' IEP will contain a record of interventions being put in place to help a child make progress and in some cases accelerated progress. They are a living record that explains exactly what needs have been identified and how key barriers to learning will be effectively removed. It will set out clear outcomes to be achieved within an agreed time frame. It will name who is responsible for maintaining and updating the IEP. It will list teaching strategies to be used, the provision to be put in place and how the targets will help the child in their learning. It explains how pupils and parents/carers are involved in supporting the process. The IEP will also state if the child has a diagnosis of a condition, professionals who have been involved and if any extra funding is in place for them.

### **The Nature of Intervention**

The SENCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support which will, where ever possible take place within the classroom.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

We have our own in-house speech and language team. The team consists of one part time speech and language therapist (SALT) and two full time speech and language therapy assistants (SALT-A). They play a valuable role in the identification, assessment and provision for children who have speech, language or communication difficulties. In the many cases one of the SALT-A's carry out interventions but some children speech and language interventions may be carried out by the class teaching assistant under the guidance of the SALT team. The SALT team provide relevant training to teaching assistants and teachers to support the children within their class.

We are also fortunate to have our own in-house Play Therapy Team consisting of two part time therapists. Their training is provided by The Academy of Play and Child Psychology (APAC) and Play Therapy UK (PTUK) and is accredited by Leeds Beckett University. Play Therapy is a non-directive and directive therapy where a number of different elements of the play therapy toolkit is used; including role-play, art materials and many more. These are used as the main way for a child to express themselves and process any difficulties or traumas they have experienced. Using play in therapy helps children to express themselves in their own way; especially if they are struggling to understand how they are feeling, or are finding it hard to put their experiences into words.

The Student and Family Support team may also be used to support pupils to break down more complex social and emotional barriers to learning. This team of professionals offer individualised support for pupils. There are team members in all three schools offering 1-1 mentoring/counselling; self-esteem and anger management training; social skills groups and more bespoke plans and curriculums such as gardening groups, bike maintenance, drama and self-assertiveness training.

After initial discussions with the SENCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents/carers will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents/carers will be invited to meet regularly with the class teacher and SENCo. The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

At regular intervals any work done is monitored for impact. If successful in closing gaps the intervention will stop and the child will be removed from the register but closely monitored. If it is decided that more intervention work is needed the class teacher, after discussion with the SENCo, will then provide additional/further interventions. At this point the support of specialist agencies such as Educational Psychology; Speech and Language; Learning Support; Physiotherapy, Occupational Therapy; CAMHS may be requested.

### **The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in working with the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, where ever possible, in the classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period of time.
- 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 speech/language/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 their peers.

### **Early Years and In Year Transfers**

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need or disability, this information may be transferred from other partners in their Early Years setting or school and the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs or disabilities of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs or disabilities. Advice may also be sought from the Advisory Teacher for Children with English as an additional language.

## **The Role of the SENCo**

The Special Educational Needs Co-ordinator's [SENCo] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy and ensuring that it has impact.
- Co-ordinating provision for children with SEND and AEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents/carers of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with local nurseries so that support is provided for children as they transfer to our reception classes.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND and AEN.
- Making visits to classrooms to monitor the progress of children on the SEND register, the impact of interventions and effectiveness of IEP's.

## **Partnership with parents / carers**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs or disabilities will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and have a valid view about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs and disabilities and our **school offer – a SEN Information Report** which outlines our ethos and inclusive approach to meeting the needs of all our children. At all stages of the process,

the school keeps parents/carers fully informed and involved. We take account of and value the wishes, feelings and knowledge of parents/carers at all times.

We encourage parents/carers to make an active contribution to their child's education and have regular meetings to share the progress of their child with them. We inform the parents/carers of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents/carers always have access to the SENCo. Mrs Rosser (Marlbrook and Little Dewchurch) is a non-teaching SENCo so she is available throughout the day to meet parents/carers and aims to respond, to all requests for a meeting/chat on the day that it is requested. Mrs Kolosinski (St Martins) has a class commitment for a small part of the week but will aim to respond to requests for a meeting /chat by the end of the following school day.

Parents can also refer to the Local Authorities Local Offer when investigating what is available to support their child in school and in the wider community. This information can be found at [www.herefordshire.gov.uk/localoffer](http://www.herefordshire.gov.uk/localoffer)

### **Supporting pupils at school with medical conditions**

The Collaboration recognises that pupils at school with medical conditions should be properly 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 pupils with medical conditions may also have special educational needs and may have an Education, Health and Care (EHC) plan which brings together health and social care needs as well as their special educational provision.

At Marlbrook, Little Dewchurch, and St Martin's we will strive to meet all the medical needs of pupils as directed by professionals, parents, carers and the pupils themselves. We will work in partnership with others to create an enabling environment in which pupils can thrive.

### **School Request for an Education, Health and Care Plan**

The decision to request an EHC plan will always be a collaborative one which will have the pupil and parents/carers at the centre. Our approach to this process is family-centred and focuses on working with all agencies to co-produce a plan that meets the needs and concerns of the parents/carers and pupil. The decision to apply for an EHC plan would have been a gradual one, built upon evidence and discussions throughout the time a child has been on the graduated response outlined in this policy. When the decision is made by family and school to request a plan the SENCo, parents/carers and pupil will fill in the request together. In Herefordshire this request will be in the form of a 'Family Conversation' form.

This will outline our joint concerns and desired outcomes for the pupil. The Local Authority 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 or disabilities and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records 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 advisory specialist support teacher or educational psychologist.
- Views of the child.
- Views of the parents/carers.

The parents/carers of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. The Local Authority are also committed to co-production with families and will invite parents to participate at every stage of the process, including the drafting of the plan itself. Children with an education, health and care plan will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENCo from the secondary school may be invited to the review and informed of its outcome.

Parents can find further details of the Herefordshire approach to EHC plans on the LA's Local Offer page of their website [www.herefordshire.gov.uk/localoffer](http://www.herefordshire.gov.uk/localoffer)

### **Training and resources**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care plans.

The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs and disabilities has been employed. The Head Teacher and the SENCo meet annually to agree on how to use funds directly related to EHC plans. SEND within school is funded from the dedicated schools grant, notional SEND funding from the LA and topped up with additional funds for specific pupils according to level of need.

The training needs of staff are identified through the schools' annual performance management cycle as well as performance data and school development plan priorities. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and

development. All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Mrs Rosser organises the county SENCo network meetings and both she and Mrs Kolosinski attend in order to keep up to date with local and national updates in SEND. They are also members of NASEN the national professional body for SENCos.

### **The role of the Governing Body**

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs or disabilities. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs or disabilities will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head Teacher reports the outcome of the review to the full Governing Body.

### **Monitoring and evaluation**

The SENCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Education Plans for children. The SENCo and the Head Teacher hold regular meetings to review the work of the school in this area. In addition the SENCo and the named Governor with responsibility for SEND also hold regular meetings.

The SENCo and staff regularly and carefully monitor and evaluate the provision offered to all pupils. Data from regular assessments is tracked, intervention groups are observed, the views of parents/carers, pupils and staff are sought. This process fits into the schools general school improvement cycle of actively reviewing, evaluating and planning for improvement in provision.

This policy has been created by the school's SENCo with the SEND Governor in liaison with the senior management team, all staff and parents/carers of pupils with SEND. This collaborative approach has always been our way at Marlbrook, Little Dewchurch and St Martin's and we are delighted to see such policies referred to as good practice in the current round of reforms (Code of Practice, 2014 and 2015) which enshrines the principle of real parent/carer partnership and co-production.

## **Roles and responsibilities**

- The role of the SEND governor is to act as a 'critical friend' to the SENCo offering the right balance of challenge and support to ensure that all the needs of pupils in school with SEND are met.
- In the collaboration there are no specifically named SEND TAs – it is expected that all teaching assistants will have the experience and aptitude to support pupils with SEND to make progress. Their line manager are the Assistant Head Teachers. They meet regularly with the Lead TA to discuss any issues and to develop their expertise.
- The designated staff member with specific safeguarding responsibility (DSL) is the Deputy Head Teacher Mrs Sue Jenkins.
- The member of staff responsible for managing the schools' Pupil Premium Grant is the Deputy Head Teacher Mrs Sue Jenkins.
- The member of staff responsible for the monies and provision for Looked After children is Mrs Emma Kolosinski.
- The member of staff responsible for managing the schools' responsibility for meeting the medical needs of pupils is SENCo Mrs Sarah Rosser (Marlbrook and Little Dewchurch) and SENCo Mrs Emma Kolosinski (St Martin's). Levels of responsibility have been delegated to lead first aid practitioners Mrs Sue Williams and Miss Jo Davies.

## **Storing and Managing Information**

SEND information is stored according to the collaboration's policies on E-Safety, GDPR and Information Technology which includes information on how long to store documents; when they should be destroyed, what should be kept and where. SEND information is also stored in accordance with the collaboration's confidentiality policy.

## **Bullying**

At Marlbrook, Little Dewchurch, and St Martin's we take complaints of bullying of any kind very seriously and have an Anti-Bullying Policy, written in collaboration with pupils. This policy is designed to prevent bullying of all pupils including the most vulnerable. The school also holds regular anti-bullying weeks where diversity is celebrated and positive attitudes to difference encouraged. The Collaboration's Student and Family Support team run self-esteem building programmes for vulnerable pupils.

## **Complaints**

At Marlbrook, Little Dewchurch, and St Martin's we aim to work effectively with parents and carers in all aspects of education. If a parent or carer has a complaint regarding our SEND identification or provision they should follow the procedure set out in the complaints policy.

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014, January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (Sept. 2014)
- Herefordshire Guidance on the School and Local offer.
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2015
- Early Years Foundation Stage (March 2017, updated September 2021)
- Safeguarding policy
- Accessibility Plan
- Teachers Standards 2014

## **Reviewing the policy**

This policy will be reviewed annually.