

## **SEND Policy**

### **COMPLIANCE**

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

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2015
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEND Report Regulations 2014-08-30
- Safeguarding Policy
- Disability Equality Scheme and Accessibility Plan

### **1. Name and contact details for the school SENDCo.**

This policy was created by the school's Special Educational Needs and Disability Co-Ordinator's (SENDCo's) in liaison with the HT, SLT, all staff and parents of pupils with SEND. It was a co-produced policy in the spirit of current reform (2014).

The SENDCo at Booker Avenue Infant School is Antoinette Bayliss.

They can be contacted directly at the school on 0151 724 1997 or email:

[SENCOKS1@bookeravenue-inf.co.uk](mailto:SENCOKS1@bookeravenue-inf.co.uk).

The SEND Governor is Mrs Jan Devine and Mrs Hayley McGrath

### **2. The policy was Produced in September 2016 by our previous SEND Governor Mrs Karen Chorley and reviewed in September 2025 by Mrs Lynne Brown and Mrs Antoinette Bayliss**

Next review -September 2026

### **3. Aims and objectives of Booker Avenue Infant School in relation to SEND provision.**

Booker Avenue Infant School believes that each child is entitled to an education which meets his/her individual needs.

Our school philosophy is that each child is entitled to a broad and balanced curriculum, differentiated where necessary to meet his/her needs and that those needs are best met alongside his/her peers.

**The aims and objectives of our School in relation to SEND provision are:**

- To create an ethos and educational environment that is person centred and has the views and needs of the pupil at its heart along with their families/carers.
- To develop self-esteem, promoting a positive self-image and a “can do” culture to prepare them for the next stage in their education and make a successful transition to adulthood.
- To reflect the Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (p99, para 6.36). **“Every teacher is a teacher of every child or young person including those with special educational needs or disabilities”**.
- To fully adopt the Graduated Approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress.
- To work within a ‘person centered approach’ fostering and promoting effective working partnerships with children, parents/carers and outside agencies.
- To encourage the participation of children and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the Governors in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To enable full access for children with SEND to all aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

#### 4. How Pupils with SEND are identified within Booker Avenue Infant School

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published **Local Offer** which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- We recognise the definition of SEND as stated in the Code of Practice 2014:  
**“A pupil has SEN where their learning difficulty or disability calls for special educational provision namely provision different from or additional to that normally available to pupils of the same age”** (p94 SECT 6.15).
- The school reflects what the Code of Practice states (p99 sect 6.37) in that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as **‘SEND Support’**.
- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEND Code of Practice 2014 (p97) are **‘Communication and Interaction’**, **‘Cognition and Learning’**, **‘Social, Emotional and Mental Health Difficulties’** and **‘Sensory and/or Physical needs’** and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child.
- The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the Teachers' Standards (2012). Teachers are guided and supported in this by the SENDCo's and information is shared appropriately and frequently.

- Although the SENDCo's have overall responsibility for the identification of pupils with SEND in the school, it is recognised that other members of teaching and pastoral staff have a key role to play in this process.
- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENDCo's work closely with the school assessment coordinator to interrogate the school tracking data and RAISE online data.

We also use a number of indicators to identify pupils' special educational needs. Such as:

- Close analysis of data including: EYFSP, termly and yearly assessments, reading ages and annual pupil assessments;
- Any teacher or support staff concerns;
- Following up parental concerns;
- Tracking individual pupil progress over time;
- Liaison with pre-school settings and previous on entry;
- Close liaison at the outset with EYFS staff and the SENDCo and parents;
- Information from previous schools; Information from other services.

**What is not SEND but may impact on progress and attainment may include:**

- Disability
- Attendance and punctuality
- Health and welfare
- Children in receipt of pupil premium or pupil premium plus
- LAC (Looked After Children)
- Being a child of servicemen/women
- ALS (Additional Language Support)

## **5. Teaching pupils with special educational needs**

**“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff”**

(Code of Practice p 99 6.36)

Differentiated quality first teaching is a priority for all pupils in the school including those with SEND. Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place.

- Support inside or outside the classroom by trained support staff either individually or as part of a small group;
- Use of resources or specialised equipment;
- Tailored intervention;
- Support from specialists or outside agencies;

The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the Graduated Approach (**Assess, Plan, Do and Review**). Children who are in receipt of SEND support are placed on the school’s SEND Register and parents are informed. Should the child make sufficient progress to bring them in line with their peers they will be removed from the SEND Register and placed on the Watching Concern Register where their progress will be monitored closely.

A provision map shows the range and variety of provision and support provided for children with additional needs.

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## **6. How Booker Avenue Infant School adapts the curriculum and the learning environment for pupils with special educational needs**

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and which is also available on the school's website.
- The school is proactive in removing barriers to learning, we have implemented various ASD and Dyslexia Friendly practices into school. e.g. Each classroom displays a visual timetable, we also offer coloured paper and exercise books, coloured wipe boards and overlays where necessary.
- The school increases and promotes access for disabled pupils to the school curriculum. This includes making reasonable adjustments to areas of the curriculum that present challenges. Lessons are well planned with clear learning objectives and are differentiated to suit the individual child. Teachers use various teaching strategies and constantly assess children to inform the next stage of learning. Where necessary a Play Plan, IEP (Individual Education Plan) or IBP (Individual Behaviour Plan) is put into place providing smaller achievable targets. Each classroom displays a visual timetable and various classroom resources such as wobble cushions, pencil grips, writing slopes, coloured overlays, coloured wipe boards, "Clever Finger" boxes, visual aids and loop scissors are available to enhance learning.
- School ensures that all school trips, leisure and cultural activities and after school clubs are fully inclusive and accessible to children with SEND.
- The school has improved access to the physical environment of the school including disabled toilets and the school is fully accessible for wheelchair users. The hall has been fitted with acoustic ceiling panels to reduce the noise levels and to increase speech intelligibility.

The school strives to improve the delivery of information to pupils with SEND and their families when appropriate. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

## 7. Assessing and reviewing the progress of pupils with special educational needs

At Booker Avenue Infant School, we follow a graduated approach as outlined in the Code of Practice 2015. (Sect 6.44-6.56). Where a pupil is identified as having SEND, we remove barriers to learning and put effective special educational provision in place. This provision is reviewed and revised regularly to ensure good outcomes.

**ASSESS:** - In Assessing a child the SENDCo along with the Assessment Co-ordinator will carry out an analysis of the pupil's needs which draws on the teacher's assessments, experiences of the pupil and their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every term in our school.

**PLAN:** - We recognise that we **must** formally notify parents if their child is being provided with SEND support despite prior involvement and communication. The teacher and SENDCo agree and discuss with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour. This support will be outlined in the form of a Play Plan, Individual Education Plan (IEP) or an Individual Behaviour Plan (IBP) and will be reviewed termly.

**DO:** - The School SENDCo's support the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The class teacher remains responsible for working with the children on a daily basis providing a well differentiated curriculum and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this. They should work closely with learning support assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

**REVIEW:** - The class teacher and the Key stage SENDCo review the Play Plans, IEPs and IBPs on an agreed date, usually October, March and June, new targets are set and discussed with the child and parent. Some children may have an EHCP (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are

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arranged at school and are part of the SENDCo's role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENDCo will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting, information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENDCo attending meetings offsite to support the transition process.

## **8. How Booker Avenue School manages the needs of pupils who qualify for SEND support**

- In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published and can be seen on the School's website and the Liverpool Family Services Directory.
- Where a pupil continues to make less than expected progress despite evidence-based support matched with interventions addressing areas of need it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their signed consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in Booker Avenue Infant School include, for example Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services to name a few.

Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate. This is produced in consultation with parents and reviewed every 12 weeks.

- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an EHCP (Education, Health and Care Plan) needs assessment. In applying for this the school presents evidence of the action taken as part of SEND Support.
- A Provision Map shows the range and variety of provision and support provided for children with additional needs. It details additional staffing and appropriate resources.
- On transition to a different setting all information will be shared and passed on to the new SENDCo.

**How Booker Avenue Infant School works with parents and carers in planning for provision and reviewing progress, and how you support them in accessing information**

(see SEND Information Report that can be downloaded from

[www.bookeravenueinfantschool.secure-primariesite.net/sen-information-report-201819/](http://www.bookeravenueinfantschool.secure-primariesite.net/sen-information-report-201819/) )

- At Booker Avenue Infant School, we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEND support outside school as well as the parents/carers particular knowledge of their child and any changes in needs which they can provide.
- In creating the School's Local offer parental consultation was crucial and parents' views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open-door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child.
- Where a pupil is receiving SEND Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.
- At all stages of the SEND process the school keeps parents/carers fully informed and involved. Parents are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active

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contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

#### **9. How Booker Avenue Infant School enables pupils with SEND to participate in all activities together with pupils who do not have SEND**

- At Booker Avenue Infant School, we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the SENDCo and Headteacher monitors the attendance of those with Special Educational Needs and Disabilities to ensure that there is good representative participation from these groups.

#### **10. What support Booker Avenue Infant School offers for improving the emotional, mental and social development of pupils with special educational needs.**

We recognise that some children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- Becoming withdrawn or isolated;
- Displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as:

- Autistic Spectrum Disorder (ASD)
- Attention Deficit Disorder (ADD)

- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect.

We have clear processes to support children and this is linked to our behaviour and anti-bullying policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development.

#### **11. How senior leaders and governors at Booker Avenue Infant School monitor and evaluate the impact of the school's SEND provision.**

The Governors remain responsible for SEND and promote the development of SEND provision by:

- Being familiar with key legislation and policy;
- Meeting regularly with the Head teacher and visiting school;
- Ensuring they have an understanding of the role of the SENDCo and how pupils are supported;
- Developing an awareness of the types of SEND present within the school cohort
- Understanding how funding received for SEND is allocated by the school;
- Attending training in relation to SEND;
- Assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitor the effectiveness of the SEND Policy.

The Governors will also liaise with the Headteacher and SENDCo in relation to the Local Offer and the SEND Information report. In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENDCo and Governors
- Parents/carers
- Pupils

- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes;
- Use of standardised tests including reading, spelling and numeracy ages;
- The school's tracking systems and teacher assessments;
- Evidence generated from IEPs and Annual Review meetings;
- Raise online;
- Reports provided by outside agencies including Ofsted.

## **12. What training on SEND will be available for teachers, support staff and the SENDCo.**

All primary schools within the SEND Consortia share best practice and offer support within the locality. Training on SEND is arranged through these and with the support and involvement of the services attached to these. The training is needs led and linked to the school development plan, needs of the particular consortia and the School's Local Offer. Specific training can be provided for the SENDCo's, Learning Support Assistants, whole school and parents. Liverpool's School Improvement Service provides SENDCo Briefings in November and April.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCo arranges school-based INSET and provides targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEND Information report.

### **13. How SEND is funded at Booker Avenue Infant School.**

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENDCo's along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The school budget allocation for SEND for the current year is detailed in the SEND information report. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy. SEND support may include:

- Additional support services within school;
- Commissioned external services;
- Additional teaching resources;
- Training to support identified needs;
- Staff training;
- Purchasing and maintenance of adaptations, ICT and electronic equipment.

### **14. How your school supports pupils with medical conditions**

Our policy for Children with Medical Conditions including the Administration of Medicines and First Aid Policy is available on the school website: [www.bookeravenue-inf.co.uk](http://www.bookeravenue-inf.co.uk)

### **15. How Booker Avenue Infant School approaches its statutory duties in terms of increasing its accessibility over time**

Our Accessibility Plan and Disability Equality Scheme can be found on the school's website: [www.bookeravenue-inf.co.uk](http://www.bookeravenue-inf.co.uk)

All pupils have equal access to a broad and balanced curriculum differentiated to enable All pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. The school's learning and Teaching Policy promotes best practice towards students with SEND.

Provision Mapping features significantly in the SEND provision provided by the school. Intervention Plans contain outcomes to ensure that all pupils experience success.

Following the Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- Changes to practices or procedures;
- Changes to physical features;
- Changes to how learners are assessed;
- Providing extra support and aids (such as specialist teachers or equipment).

The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date.

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHCP Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

## **16. Complaints procedure for parents/carers**

Concerns about the school should be raised and discussed with the SENDCo and the class teacher, in the first instance, and only taken to the Headteacher if they remain unresolved after a reasonable period of time. If progress remains unsatisfactory the parent should outline their complaint in writing to the designated SEND Governor who may choose to deal with it through the school's SEND team, Governing body or LA.

Concerns about how the LA assesses a pupil for a statement are directed to an Independent Tribunal, established by the LA for this purpose.

**Managing parental complaints related to SEND** (any of the following may apply):

- All SEND complaints must follow the school's formal complaints procedure;
- The Governors are consulted;
- External advice may be sought;
- Key legislation regarding the matter is identified;
- Good levels of communication with the parents/carers are maintained throughout the process;
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership;
- Key issues are identified including where there is agreement;
- Discussions should take place with the SENDCo;
- Reports provided by outside agencies should be considered;
- Pupil profiles and IEPs are reviewed examining what progress the pupil has made;
- Any behaviour logs should include strategies which are shared with parents/carers.

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## **17. Who is responsible for what**

We acknowledge that the SENDCo shares responsibility with the rest of the staff within the school and the governing body.

In evaluating the effectiveness of this policy, the school will consider:

- Findings of the SEND information report including its Local Offer;
- Reports presented by the Head teacher and SENDCo;
- Parents/carers;
- Pupils;
- Outside Agencies with evidence of joined together working.

In addition, pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting their agreed outcomes;
- Use of standardised tests including reading, spelling and numeracy ages;
- An analysis of external tests including SATs;
- The school's tracking systems and teacher assessments;
- Evidence generated from Provision mapping and related interventions and person-centered planning reviews from Education, Health and Care plans and EHATs;
- ASP [ replacement of Raise online];  
Reports provided by outside agencies including Ofsted.

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## **The role of the SENDCo**

The role of the SENDCo involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND;
- Advising and supporting colleagues;
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting;
- Liaising with professionals or agencies beyond the setting;
- Day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Overseeing and updating the SEND policy, the SEND information report and the Local Offer in line with statutory guidelines;
- Co-coordinating provision for children with SEND;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- Monitor and support a graduated approach of Assess, Plan, Do and Review;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of pupils with SEND;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEND up to date;  
Ensuring that resources and support are allocated and maintained to all those individual pupils who may need additional provision from support staff in our schools;
- Review the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENDCo's should review targeted support on a regular basis;
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- In line with good practice reference to children with SEND is included in all our policies.

### **The role of the class teachers and support staff**

- Provide high quality first teaching to all pupils which is clearly differentiated to suit individual learning needs;
- Continually monitor and assess pupils to identify strengths and areas for development keeping records up to date;
- Provide support for pupils needing help to access the curriculum;
- Write and review Pupil profiles, IEPs with SMART targets;
- Provide regular feedback about a pupil's achievements and experiences to form the basis for planning next steps for learning;

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- Involve parents/carers in supporting pupils in school and at home;
- Liaise with SENDCo keeping her up to date with any further developments.

### **The role of the Governors**

- Being familiar with key legislation and policy;
- Meeting regularly with the Headteacher and or SENDCo;
- Ensuring they have an understanding of the role of the SENDCo and how pupils are supported;
- Developing an awareness of the types of SEND present within the school cohort;  
Attending Governor training in relation to SEND;
- Reviewing and monitor the effectiveness of the SEND Policy.

**This SEND Policy was reviewed in September 2025 and will be reviewed in September 2026.**