

The Meadow Primary
School



Special Educational Needs Policy
Autumn 2025

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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) – Section 3.65 and has been written with reference to the following guidance and documents:

- The Education (Special Educational Needs Co-ordinators) (England)(Amendment) Regulations 2009
- Guidance to schools on the identification and assessment of SEN – CCC guideline
- A Graduated Response to SEN – CCC guidelines
- Equality Act 2010: advice for schools DfE Feb 2013
- SEN Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- 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 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012
- This policy was created by the School's SENCO, in liaison with the SLT, Governors, all staff and parents of pupils with SEND, following the reforms in the SEN Code of Practice 0 – 25 (July 2014)

SENCo: Mr Sam Barnes sbarnes@anglianlearning.org

The SENCo has completed the National Award for SEN Coordination in October 2020. The SENCo holds the National Professional Qualification for Middle Leadership. The SENCo holds accreditation as an Advanced Senior Mental Health Leader. The SENCo is a member of the school's Senior Leadership Team. NEEDS TO BE UPDATED BY SAM

Governor responsible for SEND: Mrs Alison Weir

INTRODUCTION

This Special Educational Needs policy has been approved by the staff and governors of the school.

The Meadow Primary School provides a broad and balanced curriculum for all children. We believe that every teacher is a teacher of every child, including children with Special Educational Needs. All children have individual and unique needs. The National Curriculum is our starting point for planning the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. However, a minority of children might at some time have particular learning needs, which require additional or different provision. These pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Teachers make provision to support individuals or groups of children with strategies to support these needs and thus enable them to participate effectively in all school activities.

Children may have special educational needs throughout, or at any time during, their school career at The Meadow. This policy ensures that curriculum planning for children with special educational needs takes account of the type and extent of any difficulties experienced by the child. The school will ensure that parents/carers are notified of any decision that SEN provision is being made for their child.

All children with special educational needs or disability (SEND) will be admitted to the school in line with the school's agreed Admissions Policy, as identified in the school prospectus, in line with LA policy. This SEN policy should also be read in conjunction with other school policies.

AIMS

Our SEN policy 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

Our school aims to:

- enable every child to experience success in an environment that meets the special educational needs of each child – raising the aspirations and expectations for all pupils irrespective of SEND status
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- enable all children to have full access to all school activities, including the curriculum
- promote individual confidence and a positive attitude
- involve parents/carers in planning and supporting at all stages of their pupil's development
- work collaboratively with parents, other professionals and support services
- identify, assess, record, and regularly review pupils' progress and needs
- ensure that the views and wishes of the children are taken into account, where appropriate
- ensure that the responsibility held by staff and governors for SEN is implemented and maintained

OBJECTIVES

The objectives of this policy are:

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work within the guidance provided in the SEND Code of Practice 2014.** The new guidance sets out the ways in which we support children and their parents.
- **To operate a 'whole pupil, whole school' approach to the management and provision of support for pupils with special educational needs.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and after school clubs.
- **Provide support and advice for all staff working with pupils with SEND.** Staff receive support and training to help them to understand and support the needs of the children in their care.
- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.** Some of these services include the Specialist Teaching Team and Educational Psychology Service (SENDSS 0-25), Speech and Language Therapy Service and Child and Adolescent Mental Health Service (CAMHS).

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision* to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

**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.*

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEN Code of Practice recognises four broad areas of need which give an overview of the range of needs. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Pupil's needs are identified by considering the needs of the whole child; this will include not just the special educational needs of the child, but other needs too.

<i>Area of Need:</i>	<i>Examples of difficulties</i>
1. Communication and interaction	Speech, Language and Communication Needs Autism spectrum disorder/condition (ASD/C) Social Interaction Difficulties
2. Cognition and learning	Learning Difficulties Specific learning difficulties e.g. Dyslexia, Dyscalculia, Dyspraxia
3. Social, Emotional and Mental Health Difficulties	Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder Depression Anxiety Needs presenting with externalizing behaviours such as temper outbursts and verbal aggression to peers and adults. They may exhibit internalizing behaviours and be extremely withdrawn, quiet and find it difficult to concentrate.
4. Sensory and/or physical Needs	Hearing Impairment Visual Impairment Physical Disability

We recognise that there are factors which are NOT SEN but may impact upon the progress and attainment of pupils. These factors include:

- Disability (the Code of Practice outlines the 'reasonable adjustment duty' for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Child in Care / Looked After Children
- Being a child of a Serviceman/woman

Identification of behaviour as a need is not an acceptable way to describe SEN. Concerns relating to a child's behaviour are described as an underlying response to a need which the school will be able to recognise and identify clearly using knowledge about the child.

A GRADUATED APPROACH TO SEN SUPPORT

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

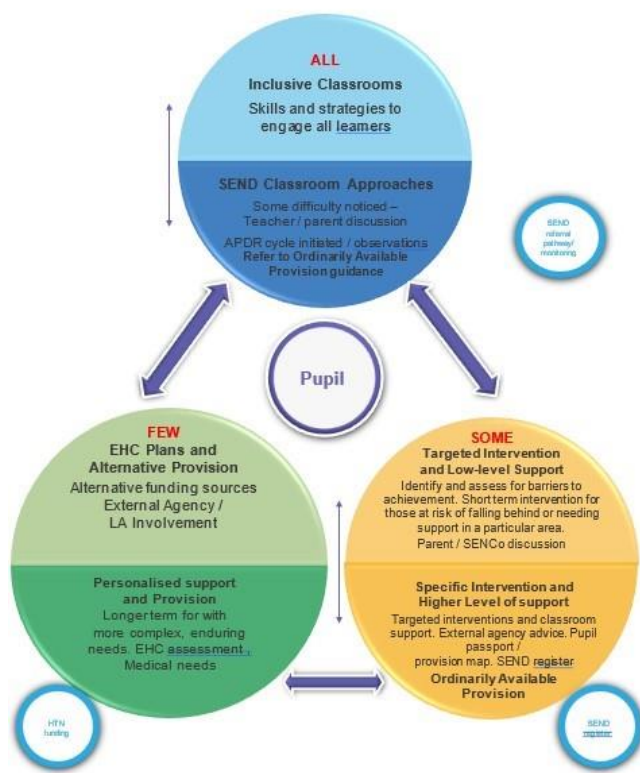
Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of high-quality teaching.

The Graduated Approach will generally follow the subsequent process detailed below.

When a child or young person is identified with or is suspected of having Special Educational Needs, teachers and support staff should take actions to remove the pupil's barriers to learning and put in place an educational provision through the use of the Graduated Approach.

The Anglian Learning Graduated Approach identifies different levels of support that pupils may require and receive.

Anglian Learning Graduated Approach



- 1: For all – Inclusive Classrooms
- 2: For some – Interventions and additional support
- 3: For few – Personalised support, EHC plans, Alternative provision

The Graduated Approach also incorporates the process by which school's assess the needs of children and young people and then provide them with the appropriate support. Through using the Graduated Approach, we expect that reasonable adjustments will be made for the majority of children and young people with SEN and that they will be able to access and have their needs met within the mainstream provision.

Assess, Plan, Do, Review

The process, according to the SEND Code of Practice (2014) has four stages which are commonly referred to as a cycle of "Assess, Plan, Do, Review" and this should be adopted at all stages of the aforementioned Graduated Approach. It is not just for pupils who are undergoing Education Health and Care needs assessments or who have an EHC Plan.

Through the cycle, earlier decisions and actions are revisited, refined and reviewed with a growing understanding of the pupil's needs and the support that they require.

Assess:

A clear and detailed assessment of the pupil's needs should be carried out by those teaching and supporting the pupil in conjunction with the SENCo. Where little or no improvement is seen, specialist assessments may be sought.

Plan:

Teachers, support staff and the SENCO should work collaboratively with the pupil and their family to agree the outcomes, interventions and support that will be put in place. The support and interventions should be directly related to the long term outcomes sought and they should be based on evidence of their effectiveness. A clear timeframe for review should be agreed.

Do:

The teacher/ key person remains responsible for working with the pupil on a daily basis (even where interventions involve 1 to 1 or group teaching outside of the class). The SENCo should advise the teacher/ key worker on the effective implementation of support, but they are not responsible delivering or organising the support.

Review:

The effectiveness of the support and interventions, and their impact on the pupil's progress should be reviewed regularly and in line with the agreed dates. The pupil's views and that of their parent/ carers should be established and taken into account. The support should be revised in the light of the pupil's progress and development and any changes to the support or outcomes should be made.

SEN Support

Where it is determined that a pupil does have identified SEN, parents will be formally advised of the decision and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to ensure that effective provision is put in place and so remove barriers to learning. This provision will be reflected within Pupil Profiles, which are co-produced with teaching staff, TAs, pupils and shared with parents termly. Where a pupil is deemed to have a higher level of need, with more personalised or specific support, provision may also be reflected within a Communication Passport.

Responsibilities for Communication Passports:

Class teacher responsibilities:

- writing the targets decided and reviewing the targets with the parents;
- providing evidence for the Communication Passport;
- communicating to the SENCO if there may be a need for further support;
- handing the correct documentation in to the SENCO on time, for filing and sharing with parents and professionals

SENCO responsibilities:

- monitoring the quality of targets;
- ensuring that documentation is handed in in a timely manner;
- ensuring that any need for further support or discussion is followed up promptly;
- monitoring Communication Passports on a regular basis;

Parent/carer(s) responsibilities:

- meeting with class teachers to agree and review targets
- engaging with agreed actions/support identified through target setting meetings

Education, Health and Care Plan (EHCP)

An EHCP is for any child or young person that has a significant and complex SEND. An EHCP is required when a child's needs cannot be met by the usual support that is available to them in their school or setting. The EHCP is a document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide. Children with an EHCP will usually be entitled to extra one-to-one support in school (though not necessarily full-time) and will usually have outside agencies involved in their support, such as physiotherapists, behavioural experts or sensory impairment teachers.

In order for a child to receive an EHCP, a request for an EHC needs assessment (EHCNA) must be submitted to the child's local statutory assessment team. This is usually requested by the school but can be requested by a parent or other professionals involved with a child.

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

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, if an EHCP is agreed, a plan will be provided by the local authority. The school and the child's parents will be involved developing and producing the plan.

- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

MANAGING PUPILS' NEEDS ON THE SEN REGISTER

The Register is maintained by the SENCO. It is reviewed every term to ensure that:

- new pupils who have SEND are put into the system quickly;
- it is a current list of pupils who are still at the school;
- it informs teachers which pupils are on the SEND register;
- it can be used to inform termly pupil progress meetings;

These are ways in which the needs of pupils who are on the SEND register are managed:

- Termly reviews of provision (through Pupil Profiles and Communication Passports)
- Monitoring of assessment data through GL Assessment suite, teacher assessment and Pupil Progress meetings between class teachers and members of SLT.
- Pupils who are not making progress, making limited progress or who are working below age-related expectations may require involvement from additional outside services (such as the Specialist Teaching team, Educational Psychologist, Speech and Language Therapy Service, School Nursing Team, School Doctor, Locality Team, Hearing Impairment Team, Vision Impairment Team); it is the SENCo's responsibility to co-ordinate this, with the full permission of parents/carers. This may be through a referral to the Early Help Hub or directly to other external services

CRITERIA FOR EXITING THE SEN REGISTER

Pupils who no longer need to be on the SEN register is a cause for celebration!

When a child makes significant progress towards meeting their targets, following discussions with the class teacher and parents they may be removed from the register

SUPPORTING PUPILS AND FAMILIES

The SEND Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cambridgeshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors

The Cambridgeshire Local Offer can provide parents and pupils with further information about what they can expect from the Local Authority in terms of support for pupils.

The school has a Statutory requirement to provide a SEN Information Report (Regulation 51, Part 3, section 69(3) (a) of the Act).

Agencies which can support parents and pupils:

- Special Educational Needs and Disability Information, Advice and Support service (SENDIASS)
- IPSEA

Supporting Parents at The Meadow:

The Meadow encourages parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held twice a year in the Autumn and Spring terms, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCO. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets/audio guides are available in a number of community languages through the school or Special Educational Needs and Disability Information, Advice and Support service. The Special Educational Needs and Disability Information, Advice and Support service provides a range of support for parents of pupils with SEN. Some of their leaflets are available in school. The school's SEN Policy is available in school and parents are welcome to request this; it is also available on our school website.

Admission Arrangements

Please refer to the information contained in our school prospectus.

Assessment Arrangements

Pupils are supported to access all Statutory Assessments. The SENCO or another suitable member of SLT checks the access arrangements for statutory tests in Year 6. Considering the DfE criteria, we apply for extra time for some pupils who meet the criteria. These arrangements are applied for in accordance with the guidance on the DfE website.

Transition Arrangements

Prior to children entering school, regular liaison meetings take place with the feeder playgroups and nurseries so that provision for children entering school is already known. If appropriate, a meeting will be set up with an Early Years Specialist Support Teacher and targets/strategies used by the pre-school setting will be shared. Parents/carers are often involved in these meetings, as it helps ensure a successful transition.

When children are transferring to secondary school, liaison meetings are held with the schools' SENCo, Year 6 class teachers and secondary school staff to pass on any relevant information. These professionals are also invited to Year 6 children's Annual Reviews in the Autumn term, so that they are aware of the provision needed when the child transfers to their school. It is also an opportunity for parents/carers to begin to get to know the secondary school staff.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. **See the school Medication Policy for full details.**

MONITORING AND EVALUATION OF SEND PROVISION

SEND provision is regularly monitored and evaluated termly by the SENCO and shared with SLT, staff and governors in order to identify and review effective provision. This may be achieved through pupil voice, parent voice, teacher voice, work scrutinies, learning walks/observations, monitoring of Communication Passport process, termly analysis of attainment and progress data, monitoring of provision in provision maps and interventions.

TRAINING AND RESOURCES

Training of Staff

Training needs of staff are identified in response to the changing face of special educational needs and the SEND Code of Practice. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake regular training and development work.

The SENCO regularly attends Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND. The SENCO is a member of professional organisations, such as NASEN and The Eastern Partnership Regional SEND Forum in order to keep up to date with local and national updates in SEND.

The SENCO is a member of the Anglian Learning SENCO link in order to keep up to date with local and national updates in SEND. There is a bespoke package of training and resources available to the school through the academy trust.

Funding

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. For those with the most complex needs, additional funding (High level needs HLN) is allocated by the local authority following an application to a panel who will determine whether the level and complexity of need meets the threshold for this funding. It is the responsibility of the Head Teacher, SENCO, senior leadership team and governors to agree how the allocation of resources is used.

ROLES AND RESPONSIBILITIES

The SENCO

The SENCO is Mr Sam Barnes sbarnes@anglianlearning.org

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- carry out and arrange assessments and observations of pupils with specific learning difficulties
- 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 SEN up to date
- liaise closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- assist in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, SATs, etc.
- contribute to the in-service training of staff
- serve as the line manager for all teaching assistants
- work closely with role of Pupil Premium champion to support pupils in receipt of Pupil Premium funding (particularly where a child falls into both SEN/PP categories)

The SEN governor

The SEN governor is Mrs Alison Weir. The SEN governor will:

- ensure that the necessary provision is made for any pupil with SEN
- ensure that all staff are aware of the need to identify and provide for pupils with SEN
- ensure that pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- ensure that they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- ensure that parents are notified if the school decides to make SEN provision for their pupil
- ensure that they are fully informed about SEN issues, so that they can play a major part in school self-review
- ensure that they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN.
- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN 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 SEN policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- be responsible for the management of all aspects of the school's work, including provision for pupils with special educational needs
- keep the governing body informed about SEN issues, with overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as whole.
- work closely with the special educational needs co-ordinator
- be responsible for the deployment of all special educational needs personnel within the school
- be the Designated Safeguarding Lead in the school.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class. Including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum, including planning for

intervention, as appropriate. They can draw on the SENCO for advice on assessment and strategies to support inclusion;

- 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 SEN policy - making themselves aware of the school's SEN Policy and procedures for identifying, monitoring and supporting pupils with SEN;
- meeting with parents of pupils with SEN to plan and set targets;
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- writing, reviewing and collecting evidence for Communication Passports;
- writing and reviewing their class provision map

Teaching Assistants

Teaching assistants work as part of a team with the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN within the school learning environments and areas. They are line-managed by the SENCO.

STORING AND MANAGING INFORMATION

Documents about pupils are stored in pupil files in a locked filing cabinet. When pupils leave the SEN register this information is moved to their school file. Duplicate copies of documents are shredded.

DEALING WITH COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents are advised to contact the Headteacher or a governor, if they prefer. The Special Educational Needs and Disability Information, Advice and Support service is available to offer advice.

BULLYING

The school has a Safeguarding Policy and Positive Behaviour Policy which are available on the school website. The school is committed to providing a caring, friendly and safe environment for all children so they can learn in a secure atmosphere. Bullying of any kind is unacceptable.

The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable.

Our policies on e-safety and acceptable use are reviewed annually by the governing body. They reflect the balance needed between the exciting opportunities offered by the internet and other technologies and the need for pupils and staff to keep themselves safe and deal sensibly with risk.

We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff, who deal with children with complex and multiple disabilities and/or

emotional and behavioural problems, should be particularly sensitive to signs of abuse. The school has pupils with emotional and behavioural difficulties or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be consolidated at home.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and symptoms of abuse recognized by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff to use alternative communication systems.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

MONITORING AND EVALUATION OF THE SEN POLICY

This policy is due to be reviewed by the SENCo, Senior Management Team and governors annually (Autumn Term 2025)