



**St Nicholas Church of England**  
**Voluntary Aided Primary School**  
**Child Okeford**

*Friendship · Respect · Curiosity · Community*

***Exploring possibilities together***

*With God all things are possible*

*Matthew 19:26*

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY (INCLUDING SEND INFORMATION REPORT)**

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**Our SEN policy and information report will:**

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

## **1. Legislation and Guidance.**

This policy and information report is part of a whole school strategy to promote the inclusion and effective learning for all pupils and is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act 2010: Advice for schools – (*DfE May 2014*); Equal Opportunities and Educational Inclusion

## **2. Definitions.**

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

They have a learning difficulty or disability if they have:

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

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

## **3. Aims.**

St Nicholas CEVA Primary School has high aspirations for all children identified as having SEND. The school strives to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and that they are able to make successful transitions into secondary school and the wider world.

The school aims to :

- Enable all children to develop a positive mind set where they believe "All things are possible" through the implementation of an inclusive curriculum where everyone can contribute fully to school life and make good progress.
- Encourage children to think creatively, face challenges and take risks to further their learning and reach their potential.
- Motivate and inspire children to work with enjoyment and determination.
- Encourage children to take responsibility for their learning outcomes through target setting and regular review sessions.
- Create an atmosphere of encouragement, acceptance, respect and sensitivity.
- Identify individuals with additional needs at an early age, to provide appropriate support and to implement robust monitoring systems.
- Work in partnership with parents to support children's learning and health needs.
- Provide quality training for staff to help them to support children with special educational needs and disability.

## 4. Roles and Responsibilities:

The SENCO is Mrs Sarah Salisbury [sjsalisbury@childokeford.dorset.sch.uk](mailto:sjsalisbury@childokeford.dorset.sch.uk)

She will:

- Work with the Head Teacher and SEND 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
- 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 Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Promote a holistic approach through the SENCO having joint responsibility with the Head Teacher for Safeguarding, Pupil Premium, LAC students and pupils with parents in the Armed Forces.
- Ensure the school keeps the records of all pupils with SEN up to date.

### The SEN governor is Mrs Lynne Crighton

The SEN governor will:

- Ensure that the Governing body will exercise their duty and have regard to current legislation
- 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 Head Teacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Ensure that the school's arrangements supporting disability and medical conditions, equality, SEND information pertinent to the SEND Policy are published on the school website: [www.childokeford.dorset.sch.uk](http://www.childokeford.dorset.sch.uk). And are available as hard copies from the school office.

### The Head Teacher is Ms Jill Watson

The Head Teacher 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

### Class teachers:

Each class teacher is responsible for:

- The progress and development of every pupil in their class

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

## 5. The SEND Information Report

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### A. Identifying pupils with SEN and assessing their needs

Pupil's current skills and levels of attainment are assessed on entry. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs, physical development, mental health etc. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Staff use a wide range of tools to assess the amount and level of support required. These include:

- Ongoing Assessment for Learning as part of well differentiated quality first classroom provision (including regular phonic screening).
- Termly progress monitoring through the school's tracking system.
- Six monthly bench-mark testing in spelling and reading.
- Informal and formal dialogue with parents/ carers and other members of staff.
- Termly SEND reviews involving parents, class teachers and the SENCO.
- Annual analysis of the effectiveness of interventions.
- Regular meetings with Educational Psychologist and Specialist Advisory Teacher based at the newly formed hub.
- Regular liaison with Speech and Language Therapists, Occupational Therapists, Outreach workers and other specialists as relevant.

- Formal assessments by Special Educational Needs Support Service (SENSS).
- Six monthly reviews of provision and targets with pupils.

## **B. Consulting and involving pupils and parents**

We will have an early discussion with parents (and pupils where appropriate) when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties
- Parents' concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## **C. Assessing and reviewing pupils' progress towards outcomes**

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

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

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

The assessment will be reviewed regularly.

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

## **Coming off the SEND Record**

- A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.
- A child with an EHCP will follow the statutory guidance for ceasing an EHCP as set out in the Code of Practice. The ceasing of an EHCP is determined by the local authority where a child no longer requires the special education provision as specified in the EHCP. However a child's progress will continue to be monitored by using the school's tracking systems.

## **D. Admission:**

St Nicholas School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, the school makes appropriate, reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs,

St Nicholas School liaises with the local authority, Salisbury Diocese, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website.

## **E. Transition arrangements**

The school is committed to ensuring that parents/ carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents /carers and agree the information that should be passed to the next phase of education.

- **Entry in to St Nicholas School:** The school liaises with pre-school settings, parents and professionals in order to ensure good transition in to school. Multi-agency meetings are held where appropriate and specific arrangements are made to accommodate the needs of new children. An enhanced transition programme is set up where necessary and photographic familiarisation booklets are also used to assist transition.
- **Transition from class to class within school:** Some pupils will require extra support when changing class and the school discusses these needs during the March SEND reviews. Relevant arrangements are made to support transition which may include early visits to the next class, photographic booklets to familiarise pupils with new environments and opportunities to work with new teachers.
- **Exit from St Nicholas School:** During the term prior to transition, contact is established with SENCOs in schools who are to receive pupils with SEND. For children with EHCPs, this process begins in year 5 with a special annual review involving relevant stakeholders, to help parents decide of a future setting for their child.  
Transition meetings are held where relevant information is shared and where necessary enhanced transition programmes are initiated.

## **F. Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

- (1) High quality, multi-sensory teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is part of the 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be put in place and the school will keep a careful record of this in order to monitor progress.
- (2) Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents /carers **must** be informed verbally and in writing that special educational provision is being made.
- (3) Learning needs are managed either by using additional support or by having an Educational Health Care Plan. The majority of children with special education needs or disability will have their needs met by the school.
- (4) The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.
- (5) Staff monitor the progress of all children to identify those at risk of underachievement. The school recognises that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies:
  - (i) Attendance and punctuality
  - (ii) Health and welfare
  - (iii) English as an Additional Language
  - (iv) Pupil Premium
  - (v) Looked After Children
  - (vi) Service children
  - (vii) Disability where there is no impact on progress and attainment
  - (viii) Behaviour where there is no underlying SEND
  - (ix) Bereavement and family issues.

In order to address individual needs, the school may make the following adaptations to the curriculum and learning environment:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

In order to address individual needs, the school may provide the following interventions:

Communication and interaction:

- Small group/1:1 speech and language programmes, Lego Therapy, Social Stories, Comic Strip Stories,
- Cognition and learning: Small group/1:1 'Read write Inc' based literacy programmes, Maths catch-up and pre learning , individualised support for processing and memory difficulties
- Social, emotional and mental health difficulties: ELSA, Talkabout, Dog walking/therapy, Attachment support
- Sensory and/or physical needs: Handwriting without Tears, Speed Up, Learn to Move and individualised physio /OT programmes.
- Moderate/severe/profound and multiple learning difficulties: individualised programmes

In order to address individual needs, the school may use additional support for learning, such as:

- Specialists who deliver individual programmes ( Speech and Language Therapist)
- Teaching assistants who are trained to deliver interventions (ELSA, Learn to Move, Read Write Inc)
- Teaching assistants will support pupils on a 1:1 basis when appropriate.
- Teaching assistants will support pupils in small groups when appropriate

In order to address individual needs, we work with the following agencies to provide support for pupils with SEN:

Educational Psychologists,  
Speech and Language,  
Behaviour Support Services,  
Special Educational Needs Support Service (SENSS)  
Occupational Therapy,  
Physiotherapy,  
School nurse,  
North Dorset family Partnership Zone,  
Hearing and Vision Services, Paediatricians,  
Childhood and Adolescent Mental Health Service (CAMHS),  
Mosaic,  
Dorset Families Matter -play therapy;  
Outreach.

Therefore, where a child is identified as having SEND and or a disability, **St Nicholas School** adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents /carers and children to agree action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

#### **G. Annual cycle for "Assess, Plan, Do, Review" at St Nicholas CEVA Primary School.**

**July:**

- (i) Teachers meet with SENCO to review assessment data, progress, specialist advice intervention/support strategies and Individual Education Plans.



- (ii) Changes to provision are discussed in line with the schools systems for a graduated response (see below).
- (iii) Teachers meet with parents of SEND children to discuss the above and set new targets and provision.
- (iv) SENCO devises timetables and provision for Autumn term based on above discussions.
- (v) SENCO monitors impact of interventions.

#### **December:**

- (i) Bench-mark tests in reading carried out by SENCO (NARA and Salford) and in spelling, by Class Teachers.
- (ii) Formal termly assessments for core subjects carried out by Class Teachers.
- (iii) Teachers meet with SENCO to review assessment data, progress, specialist advice intervention/support strategies and Individual Education Plans. Changes to provision are discussed in line with the schools systems for a graduated response (see below).
- (iv) SENCO and Class Teacher meet with parents of SEND children to discuss progress and changes to provision.
- (v) SENCO devises timetables and provision for Spring term based on above.

#### **March:**

- (i) Formal termly assessments for core subjects carried out by Class Teachers.
- (ii) Teachers meet with SENCO to review assessment data, progress, specialist advice intervention/support strategies and Individual Education Plans. Changes to provision are discussed in line with the school's systems for a graduated response (see below).
- (iii) SENCO and Teachers meet with parents of children with SEND to discuss the above and set new targets and provision maps.
- (iv) SENCO devises timetables and provision for Summer term based on above discussions.

#### **June:**

- (i) Bench mark tests in reading carried out by SENCO (NARA and Salford) and in spelling by Class Teachers. (Arkell).
- (ii) Formal termly assessments for core subjects carried out by Class Teachers.
- (iii) SENCO reports to Governors.

### **H. The graduated response at Child Okeford Primary School**

- (1) Concerns raised by parents, staff or pupil about lack of progress, attainment or specific difficulties.
- (2) Discussions ensue between stakeholders (including the SENCO) and relevant support is implemented within the classroom setting. Progress is monitored and the pupil will be placed on a register for children causing concern.
- (3) Regular reviews will take place to monitor the impact of increased support (see above cycle).
  - a. If the pupil responds to support, this will be maintained as appropriate and may be withdrawn if the pupil is making sustained progress over a period of 3 reviews.
  - b. If the pupil fails to respond to extra classroom support this will be adjusted and new strategies employed. If he/she continues to make slow progress he/she will be placed on the School SEND register and parents will be informed of this both verbally and in writing.
- (4) Children who are placed on the SEND register will require support beyond the normal classroom differentiated curriculum in order to make good progress. This may be on an individual or group based basis and will be designed to target specific learning difficulties. Progress will be monitored as above and pupils will be given a "Provision Map" to document their support.
  - (i) Pupils making good progress will be monitored for at least 3 reviews and support will be maintained until the pupil has caught up with his/ her peers. He/ she may be removed from the register and returned to "Cause for Concern" if all stakeholders are in agreement. Progress will continue to be monitored.
  - (ii) Pupils not making good progress will be offered changes to their provision in consultation with SENCO parents and teaching staff. Progress will continue to be monitored closely.
  - (iii) Some pupils not making progress may be referred to external specialists for further advice (see below) These pupils will be given individual education plans to target specific areas of need and

will also receive a "Provision Map" as above.

- (iv) Some pupils may require an even higher level of support and will be considered for an EHCP - see below. These pupils may be supported on a one-to-one basis in class in order to make good progress and gain full access to the curriculum.

#### **I. Expertise and training of staff**

Our SENCO has 9 years of experience in this role and holds a number of specific qualifications including : SENCO Accreditation: OCR 5 (SPLD) and ASC training.

She is allocated 1:5 days a week to manage SEN provision.

We have a team of teaching assistants, including a higher level teaching assistant (HLTA) who are trained to deliver SEN provision and ELSA.

In the last academic year, staff have been trained in Read Write Inc, Handwriting Without Tears, Learn to Move and Mental Health and Trauma.

We use specialist staff for some Speech and Language provision.

CPD needs are monitored through termly SEND review meetings and relevant training is organised using internal and external expertise.

#### **J. Securing equipment and facilities:**

The school assesses the needs of pupils through regular reviews and allocates funding and resources accordingly.

The school timetables interventions systematically and identifies appropriate working spaces for these to take place.

- The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. It is mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.
- The school has a range of specialist SEND facilities in place.
  - (i) Physical environments (wheelchair access, acoustic tiling, disabled parking).
  - (ii) Assistive technology and furniture when required.
  - (iii) Increased access to the curriculum and assistance during examinations.

#### **K. Evaluating the effectiveness of SEN provision**

The school evaluates the effectiveness of provision for pupils with SEN by:

##### **Pupil Monitoring**

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a termly basis
- Using pupil questionnaire
- Holding annual reviews for pupils with EHC plans

##### **Staff Monitoring**

- The school operates a termly system of formal observations of teaching staff in the core subjects. These observations include a focus on SEND provision.
- Planning is scrutinised regularly. Vulnerable children are identified and differentiation is checked.
- Delivery of interventions by Teaching Assistants is also monitored through discussions, written evaluation notes and more formal observations.
- Staff are consulted about changes to provision and effectiveness of interventions.

##### **Parent Monitoring.**

- The views of parents of children with SEND are sought through termly reviews and an annual parental audit.

**L. Inclusion: Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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

**M. Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Structured PSHE/SRE curriculum
- Strong ethos of sharing concerns
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Lego therapy, Talkabout and dog walking groups to promote teamwork/build friendships etc.
- Some children with SEND take part in ELSA sessions
- We have a zero tolerance approach to bullying.
- Families are invited to half-termly drop-in/family support days with the SENCO and a family support worker from NDFPZ.
- The school may feel a need to refer a pupil to multi agency support networks for social and emotional reasons (CHAD). Families may or may not be aware that the school is doing this.

**N. Working with other agencies:**

If a child continues to make poor progress despite high levels of intervention and support, the SENCO will make referrals to specialist agencies.

Once the decision has been made to seek external advice, the SENCO will consult with parents and gain permission to proceed with the referral. Details of the pupil's strengths, difficulties, past support and progress will be included in the referral and a summary of desired outcomes.

Where services have to be paid for, the SENCO will consult with the Head Teacher

**O. What happens if the school identifies that it requires additional funding?**

Occasionally pupils will require a very high level of support in order to access the curriculum and make good progress. In such cases the school will have already sought external advice and will have implemented strategies as advised. They will have employed extra staff to meet the child's needs and will have evidence to show that the provision is needed and has had an impact. The school will have held planning meetings and discussions with their designated Educational Psychologist who will be in support of the application for extra support. Parents will be consulted and involved throughout this process and will be offered support and guidance from relevant bodies to help them through the process. The school will liaise with their LA caseworker through the local hub and procedures will be followed to assess whether or not a pupil requires an EHCP. This procedure will be carried out in line with the SEND code of practice 2014.

**P. Complaints about SEN provision**

It is hoped that all situations of concern can be resolved quickly through discussion with class teachers. However, if a parent /carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO and/or the Head Teacher.

St Nicholas School publishes its Complaints Policy on the school website; this information can be found: [www.childokeford.dorset.sch.uk](http://www.childokeford.dorset.sch.uk).

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

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

**Q. Contact details of support services for parents of pupils with SEN:**

<https://www.dorsetsendiass.co.uk>

**R. Availability of information:**

- The school website holds The SEND Policy and Information Report in compliance with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents/carers, governors and staff.
- Further information about our arrangements for identifying, assessing and making provision for children with SEND can be found on the local authority's website. [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.
- All information can be provided in hard copy and in other formats upon request or alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority websites.

**S. Accessibility:**

St Nicholas School publishes its Accessibility Plan on the school website: [www.childokeford.dorset.sch.uk](http://www.childokeford.dorset.sch.uk).

**T. Storing and managing information**

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/ protocol on security of information.

**U. Supporting Children with Medical Conditions**

St Nicholas School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that St Nicholas School is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the St Nicholas School policy on "Supporting children at school with medical conditions".)

**V. Reviewing the SEND Policy**

This policy will be reviewed and updated annually in conjunction with staff, parents and governors. This is done as part of our annual school self-review cycle. Governors and staff meet to review the SEND provision; parent views are sought through an annual survey and pupil views are gathered through the Head Teacher and subject leaders annual monitoring.

## **Links to other related policies**

This policy should be read in conjunction with the following policies:

- (i) SEND Information (including Local Offer);
- (ii) Supporting children at school with medical conditions;
- (iii) Accessibility Plan;
- (iv) Equality information and objectives;
- (v) Intimate Care Policy
- (vi) Safeguarding:
- (vii) Anti-bullying; and
- (viii) Data protection.