Special Educational Needs and Disability(SEND) Policy

Our Lady and St George's Catholic Primary and Nursery School

Approved by:	Learning Committee	**Date:**	25/11/2025
Last reviewed on:	October 2024		
Next review due by:	October 2026		

With Jesus We Join Together to

Love

Listen

Learn

Respect

and

Enjoy

CONTENTS

1.0 INTRODUCTION 3
2.0 AIMS 4
3.0 DEFINITION OF SPECIAL EDUCATIONAL NEEDS 4
4.0 SPECIAL EDUCATIONAL PROVISION MEANS: 4
5.0 THE DISABILITY DISCRIMINATION ACT 1995 4
6.0 ADMISSIONS 5
7.0 ROLE OF THE SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENDCO) 5
8.0 IDENTIFICATION, ASSESSMENT, MONITORING AND REVIEW PROCEDURES. 5
9.0 A GRADUATED APPROACH TO SEN SUPPORT 7
10.0 CURRICULUM ACCESS AND PROVISION 7
11.0 REQUEST FOR STATUTORY ASSESSMENT 9
12.0 MONITORING AND EVALUATION OF SEND 9
13.0 RECORD KEEPING 9
14.0 CLASS PROVISION MAPS 9
15.0 SUPPORTING PUPILS AND FAMILIES 10
16.0 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS 11
17.0 EDUCATION, CARE AND HEALTH PLANS 11
17.1 Reviews of an EHCP 11
18.0 PARTNERSHIP WITH PARENTS/CARERS 13
19.0 INVOLVEMENT OF PUPILS 13
19.1 PERSON-CENTRED ANNUAL REVIEWS 14
20.0 SPECIAL PROVISION 14
21.0 LINKS WITH EDUCATION SUPPORT SERVICES 14
22.0 TRANSITION 15
23.0 INSET 16
24.0 RESOURCES 16
25.0 COMPLAINTS 16
26.0 EVALUATING THE SUCCESS OF THE SCHOOL SEND POLICY 17
27.0 REVIEW OF THE SEND POLICY 17

1.0 INTRODUCTION

The staff and Governing Body at this school believe that, with the right training, strategies and support, nearly all children with special educational needs and disability can be successfully included in mainstream education. We work in partnership with parents, the local education authority and other schools to remove barriers to learning and participation, so that all children can have access to an appropriate education that affords them the opportunity to achieve their personal potential. We are aware that mainstream education will not always be right for every child all of the time, and the interests of all children must be safeguarded.

2.0 AIMS

As an inclusive school we believe that all children have the right:

- To an education which enables them to become full, independent and active members of the community
- To an education that is broad and balanced with the maximum possible access to the national curriculum
- To have their contributions and achievements recognised
- To be seen as individuals with differing interests, knowledge and skills
- To an education where support, if needed, is seen as an entitlement rather than a special addition
- To careful monitoring and assessment of their individual needs in an appropriate context. This includes ensuring that there are high expectations and appropriate targets

3.0 DEFINITION OF SPECIAL EDUCATIONAL NEEDS

(Education Act 1996 part IV). SEND Code of Practice: 0 – 25 years , 2014)

3.1 Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

3.2 Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; or
- Are under compulsory school age and fall within the definition of (a) or (b) above or would do if special educational provision was not made for them

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

4.0 SPECIAL EDUCATIONAL PROVISION MEANS:

4.1 For children of two or over, and up to the age of 25 years, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools (Education Act 1996 part IV).

4.2 It is possible that a child's needs will change over time, that they will be complex and relate to the setting in which they arise. It is important that no child is unnecessarily categorised although needs must be clearly identified.

5.0 THE DISABILITY DISCRIMINATION ACT 1995

5.1 A child has a disability for the purposes of this Act if s/he has a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

5.2 The Disability Equality Duty 2005 requires all schools to have a Disability Equality Scheme in place and this is available for viewing on request.

6.0 ADMISSIONS

6.1 Since 2002 it has been unlawful for schools and Local Authorities to discriminate against pupils with disabilities in their admissions procedure.

6.2 At this school we recognise that all children progress at different rates. It is our belief that a vital element of meeting all children's needs is a fair and transparent admissions policy. We work with other schools and staff at the LA to ensure that children with any special educational need are not disadvantaged. We work with all parents of all children to ensure that their admission to school is enjoyable and successful. Please refer to the policy outlining the Governing Body's admission arrangements for Our Lady and St George's Primary School.

7.0 ROLE OF THE SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENDCO)

7.1 The member of staff responsible for coordinating provision for special educational needs at Our Lady and St George's Primary is **Charlotte Yates .**

7.2 The role of the SENDCO is seen as central to the successful running of the school and includes:

- Working with teachers to plan programmes of work and teaching strategies that support children with special educational needs
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated
- Ensuring there is liaison with parents and other professionals in respect of children with special educational needs
- Advising and supporting other practitioners in the setting
- Ensuring that appropriate provision maps and/ group or individual plans are in place;
- Arranging termly reviews of provision with class teachers and parents

- Organising support for children with special educational needs including staffing, resources and materials
- For children with an EHC plan, organising and chairing annual reviews (and when necessary interim reviews), including sending out invitations, distributing reports, arranging for minutes to be taken and sent out and following up any action points
- Preparing and writing reports for staff, parents and governors
- Overseeing the day to day operation of this policy

8.0 IDENTIFICATION, ASSESSMENT, MONITORING AND REVIEW PROCEDURES.

8.1 All teachers and support staff work to ensure that teaching is differentiated and varied to enable the majority of children to access the curriculum and make progress within the class setting.

8.2 The school's system for regularly observing, assessing and recording the progress of ALL children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's system includes reference to information provided by:

- Parental information
- Baseline assessment results
- Progress measured against the objectives in the National Curriculum
- The school's assessment and tracking system
- End of Foundation Stage profile
- Phonics Check
- End of Key Stage 1 and Key Stage 2 assessment
- Progress measured against the DFE Engagement Model
- Standardised screening and assessment, e.g. the York Assessment of Reading Comprehension, PM Benchmark, Sandwell maths
- Observation of behaviour, emotional and social development
- An existing EHC plan
- Assessment by a specialist service, e.g. Educational Psychology, Speech and Language therapist, identifying additional needs
- Another school or Local Education Authority which has identified specific additional needs

However, the SENDCO, teacher and parent must consider that:

- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN
- Difficulties related solely to limitations in English as an additional language are not SEN

Over time and after a process of Assess Plan Do and Review, which will include high quality first teaching, some intervention and support, the class teacher supported by the SENDCO in conjunction with the parents will consider whether provision of SEN support is appropriate.

The Code of Practice (2014) identifies SEN pupils as those whose progress:

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In our school we identify the needs of pupils by considering the needs of the whole child. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

8.3 The areas of need are:

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

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress.

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man

We use a number of additional indicators of special educational needs

- the analysis of data, including entry profiles at FS1 and baseline and end of FS data, SATs, reading ages, annual and termly pupil assessments
- the use of our local authority SEN criteria
- the following up of teacher concerns
- following up parental concerns
- tracking individual pupil progress over time
- information from previous schools on transfer
- information from other services

The SENDCO maintains a list of pupils identified through the procedures listed. This is called the SEND Support List. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

9.0 A GRADUATED APPROACH TO SEN SUPPORT

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.

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

Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

10.0 CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.
Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

- in class support for small groups with an additional Teacher or Teaching Assistant (TA)
- small group withdrawal with TA, CT, or Learning Mentor LM.
- individual class support / individual withdrawal
- further differentiation of resources
- study buddies/cross age tutors
- homework/learning support club
- interventions
- provision of alternative learning materials/ special equipment
- group support
- provision of additional adult time in devising interventions and monitoring their effectiveness
- staff development/training to undertake more effective strategies
- access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training

The teacher and SENDCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. This information gathering includes an early discussion with the pupil and their parents to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. This constitutes the **ASSESS – PLAN – DO – REVIEW** cycle**.**

A record of these early discussions is added to the pupil's record on the school information system and given to the parents. In the review process, parents, teacher and SENDCO decide whether the pupil is making progress or whether to seek specialised assessment from external agencies and professionals. Placement of a pupil on the SEND Support list will be made by the SENDCO after full consultation with parents.

If the child:

- makes little or no progress in specific areas over a long period
- continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has emotional problems that substantially impede their learning
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists

- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning then an EHC Plan is considered
- The pupil is referred to the SENDCO using the Special Needs Concern form 1 (see appendix **A**), who will in consultation with the teacher and with the consent of the parent/carer:
  i) Put in place appropriate support in terms of specific programmes, additional support, resources
  ii) See the parent and discuss filling out an SEND Support Plan and agree the provision

During this process parents and the pupil are kept informed through regular meetings.

11.0 REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- records from past interventions
- current and past Action Plans
- records and outcomes of regular reviews undertaken
- information on the pupil's health and relevant medical history
- National Curriculum levels
- other relevant assessments from specialists such as support teachers and educational psychologists
- the views of parents
- where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- any other involvement by professionals

12.0 MONITORING AND EVALUATION OF SEND

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves upon the pupil's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills
- shows improvements in the pupil's behaviour

13.0 RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents

- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services Information from other agencies

14.0 CLASS PROVISION MAPS

Each class has a provision map which includes the names of all pupils on our SEND Support List, Medical List, vulnerable children and those with other needs. The Class Provision Map will have each child's targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the EHC Plan. Reading, Writing and Mathematics targets are recorded in the pupil exercise books for the subject on target cards etc.

Strategies for pupils' progress will be recorded in the Class Provision Maps as well as the Pupil Profile. It contains information on:

- short-term targets
- teaching strategies
- provision made
- date for review
- success and/or exit criteria
- the outcomes recorded at review

The Pupil Profile will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Pupil Profile will be created through discussion with the teacher, pupil and the parent or carer.

15.0 SUPPORTING PUPILS AND FAMILIES

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

- in class support for small groups with an additional Teacher or Teaching Assistant (TA)
- small group withdrawal with TA, CT, or Learning Mentor LM.
- individual class support / individual withdrawal
- further differentiation of resources
- study buddies/cross age tutors
- homework/learning support club
- Action Plan target tutorials
- Interventions
- provision of alternative learning materials/ special equipment
- group support
- provision of additional adult time in devising interventions and monitoring their

effectiveness
- staff development/training to undertake more effective strategies
- access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training

These may be implemented by the class teacher but involve other adults i.e. Teaching Assistant.

16.0 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 may also have Special Educational Needs (SEN) and may have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school ensures Health Care Plans are written to support pupils at school with medical conditions. (See the school's policy for Supporting Pupils with Medical Conditions for further details).

17.0 EDUCATION, CARE AND HEALTH PLANS

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.
An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

17.1 Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the Head Teacher at the beginning of each school year of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- the pupil's parent
- the pupil if appropriate
- the relevant teacher

- the school's allocated SEND officer
- the Educational Psychologist
- any other person the SENDCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Where the pupil is to transition to Key Stage 2, this review will take place before February of the transfer year.

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

18.0 PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers. If you have an SEN issue you are invited to email Ms Charlotte Yates at office@olsgschool.org

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services. This information will be included in with the new parent packs.
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

19.0 INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets. In addition pupils who are identified as having SEND are invited to participate in:
- Action Plan reviews and setting of individual targets
- regular meetings with named adults
- Where appropriate, working with learning mentors
- Annual reviews

19.1 PERSON-CENTRED ANNUAL REVIEWS

All children with an EHC plan will have that EHC Plan reviewed annually. The class teacher, support assistant, SENDCO, Head Teacher, parents and any professional working with the child will be invited to give an up-to-date assessment of the child's progress. The annual review will be held at the school and provides an opportunity for all those working with the child, including the parents and child, to look closely at the requirements of the EHC plan and ensure that these are being met. Teachers will be required to provide a written report for annual reviews.

20.0 SPECIAL PROVISION

The school has the following special facilities:

- wheelchair access (Lower site, and some classrooms at upper site)
- disabled toilets with hand rails
- rubber soled tables and chairs, high frequency lighting giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils
- blinds and curtains in classrooms to reduce glare (important for lip-reading)
- ramps to outside doors to allow for wheelchair access
- individual adaptations will be made for specific pupils e.g. chair supports and individual work stations

21.0 LINKS WITH EDUCATION SUPPORT SERVICES

21.1 It is likely that meeting the needs of children with special educational needs will involve working with or talking to other agencies. It is important that everyone who is working with the child is aware of the importance of confidentiality and alongside this the importance of sharing information to ensure that the child's needs are correctly identified and met. The child may have a lead professional who may be a member of the school staff or from another agency.

21.2 It is the responsibility of the lead professional to be the link person for that individual child. S/he will ensure that reports and information are passed from other agencies to the SENDCO and via the SENDCO to teachers and support staff to enable them to plan for, and work with the child. When the child's needs are complex or when there are difficulties, the lead professional in conjunction with the SENDCO will arrange meetings involving other agencies so that provision and strategies can be discussed.

21.3 Everyone in the school, both children and adults, are treated with respect and this is an expectation that will be extended to staff from all other agencies.

21.4 Effective working links are maintained with:

- Flourish Outreach Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Brentwood Catholic Children's Society (BCCS) counsellor
- Community Health Service – Wood Street
- Child and Adolescent Mental Health Services (CAHMs)
- Waltham Forest Parent Partnership Service
- Social and Communication Assessment Clinic (SACC)
- North East London NHS Foundation Trust (NELFT)
    - Mental Health Support Team (MHST)

- Other Waltham Forest Children and Young People's Services

22.0 TRANSITION

22.1 Where a child transfers to our school from another school or Early Years setting, the SENDCO will endeavour to contact the relevant person/s at the originating setting to discuss any particular needs or transition arrangements. The SENDCO will also request that any documentation, relating to the assessment or provision arrangements for that child, be forwarded to our school and the information shared with relevant school staff.

22.1.2 To facilitate the transition of very young children into our Nursery, school staff will make home visits to meet families and children in their home setting either before the child's start date in the Autumn term or during his/her first week. The particular needs of each child can be discussed and preparations made for transition. Parents are also asked to complete a Pupil Profile about their child.

22.1.3 During the summer term, children transferring from Nursery or other Early Years provision into Reception class the following September, will be invited to attend visits to one of the Reception classes, first with their parents then thereafter on their own for short periods. Where children transferring from a setting other than Our Lady and St George's Nursery have already been identified with special educational needs, Reception class staff will visit their existing setting to liaise with pre-school staff. Reception class staff will also endeavour to make home visits prior to the children's start date in the autumn term.

22.2 When a child transfers from Our Lady and St George's Nursery or Primary to another Early Years setting or school, the receiving setting will be notified that the child has been registered under the SEN procedures outlined by the SEN Code of Practice and any documentation relating to the assessment or provision arrangements for that child will be forwarded to the new school.

22.3 A special focus will be given to children with EHC Plans transferring to Key Stage 3 (secondary school). An interim review will be held in the summer term of Year 5 or the autumn term of Year 6 to propose a secondary school for the pupil. In the Spring term of Year 6, staff from the named secondary school will be invited to attend a review and work towards appropriate transition into Year 7. Extra orientation visits to the secondary school may be organised during this term.

22.4 As many children at our school transfer to Holy Family School, the SENDCO and Head of Year 7 meet in the summer term prior to the September transfer, to discuss individual needs and pass on documentation.

23.0 INSET

23.1 The school has a commitment to offering all staff training that enables them to feel confident and skilled when dealing with the diverse needs of the children they are supporting and working with.

23.2 The training may be offered to the whole school on curriculum days or at twilight sessions. Staff may be offered training courses, e-learning courses, work shadowing or opportunities to observe colleagues or other professionals. Whenever training takes place staff will be expected to share the experience with colleagues and evaluate the impact.

23.3 Recent courses and in service training opportunities undertaken are detailed in the Head teacher's report to governors each term.

24.0 RESOURCES

The provision for SEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

25.0 COMPLAINTS

25.1 If a parent has a complaint about the progress their child is making or the support s/he is receiving the teacher will arrange to discuss the difficulty with them. If this meeting is unable to resolve the issue, the SENDCO and/or lead professional, if appropriate, will meet with the parents.

25.2 The majority of complaints will be dealt with in this way, however if the issue is complex or the parent is not satisfied, the head teacher and/or governing body will be involved.

25.3 If necessary the local authority SEN team can be involved and the parent also has the right to use the local authority complaints procedure. Contact details are as follows:

SEN Team
1st Floor, Wood Street Health Centre
Linford Road
London E17 3LA
Tel: 020 8496 6503/6505

26.0 EVALUATING THE SUCCESS OF THE SCHOOL SEND POLICY

26.1 Every year we evaluate the data we have on the percentage of pupils with very low attainment at the end of their Key Stage compared to the percentage in similar schools. We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead aiming for:

- A reduction in the percentage of children with very low attainment
- An increase in the percentage of children recorded as having special educational needs attaining Working Below Year 2 at the end of Key Stage 1 and Working Below Year 6 at the end of KS 2
- A reduction in the number of pupils with behaviour difficulties

26.2 We report progress against these targets to the Governing Body who in turn report to parents/carers through the Governors Annual Report. This report also includes details of SEN provision.

27.0 REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff.

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

The outcomes of this review are used to inform the School Improvement Plan.