

Newtown Nursery School

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SEND & Inclusion Policy

September 2026

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1. School Values & Ethos

At Newtown Nursery School, we aim to provide a safe, welcoming and caring environment in which great learning can take place and where each child is valued as an individual. Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy children who are able to achieve their very best.

2. Our Vision

At Newtown Nursery School, we create a supportive environment that develops the whole child- laying the foundations for a lifelong love of learning.

Mission Statement

Our mission is to develop the whole child by creating rich learning experiences that inspire creativity, resilience, and independence. We work in close partnership with families and the wider community to ensure that every child feels safe. Seen and celebrated.

3. Newtown Nursery School Strategic Vision

Quality of Education

Our teachers have excellent subject knowledge and deliver an ambitious curriculum that meets the needs of all learners where wider reading and language underpin and support creative and critical thinking across our school community.

The curriculum is well designed. Leaders have thought carefully about what they want children to learn and in which order. The key knowledge that staff must teach to children is clearly set out in each subject curriculum. Children achieve well. Leaders, governors and staff are passionate about their school. Governors hold leaders fully to account for their work to improve the curriculum. Staff feel well supported with their workload and well-being and are proud to work at the school (Ofsted 2023)

Behaviour and Attitudes

The School aims to have a positive atmosphere and promote a positive ethos, where all children and adults display positive behaviour.

We aim to ensure that all children and adults treat each other with care and respect.

We aim to promote positive relationships by working in partnership with all adults and children to create an environment in which everyone can make a positive contribution and feel valued and respected.



We aim to promote an inclusive environment which supports the diverse needs of all children and adults and recognises and promotes young children's development ages and stages and their varying needs as they move through these stages.

We aim to support all children as they take increasing responsibility for themselves and their actions promoting the consideration and well-being of others.

We aim to ensure that children know what is appropriate and inappropriate, in a range of situations and develop the self-regulation skills needed to be able to respond appropriately.

We aim to promote the School ethos by building upon existing parent/child relationships enabling parents to understand, contribute and support their child's care and development.

We aim to involve Parents in their children's learning behaviour, punctuality and attendance through a commitment to the Home-School Agreement.

We are part of Lancashire's Trauma Informed Pledge and follow practice and procedure in line with this. This includes non-acceptance to using strategies and or language that applies shame to children's behaviour.

Personal Development

At Newtown Nursery School, we strive to provide a variety of rich experiences where pupils contribute positively to the life of the school and the wider community. We equip our pupils with ambition and aspiration, so they become happy and successful members of society and lifelong independent learners.

Leadership and Management

Leaders have a clear and ambitious vision for providing high-quality education for all pupils. They enhance the delivery of the enriched curriculum where assessment is used to drive standards across school. Leaders are held to account by an effective and challenging Governing Board.

4. Cultural Capital Statement

At Newtown Nursery School, all stakeholders are passionate and committed to providing the children in our care with outstanding learning opportunities. Our aim is to enrich every child's school experience, to be educated citizens, by creating an environment where they are encouraged to succeed and be the best they can be. Cultural capital is about preparing children with the essential knowledge and skills for what comes next. The exploration of new skills and experiences helps to nurture resilience, curiosity and creativity. Through this journey, children develop new forms of cultural capital that makes a difference in individual mind-sets, which consequently shapes their future. Through our curriculum, all children at Newtown Nursery School, are exposed to enrichment opportunities which allow them to experience the awe and wonder of the world in which they live. Our cultural capital journey focuses on the following enrichment opportunities,



Our community;

Health and wellbeing;

Express yourself;

Awe and wonder.

5. Legal Framework

This policy has due regard to all relevant legislation including:

- Children and Families Act 2014;
- Health and Social Care Act 2012;
- Equality Act 2010;
- The Equality Act 2010 (Disability) Regulations 2010;
- Education Act 1996;
- Education Act 2002;
- Mental Capacity Act 2005;
- Children Act 1989;
- The Special Educational Needs and Disability (Amendment) Regulations 2015;
- Local Government Act 1974;
- Disabled Persons (Services, Consultation and Representation) Act 1986;
- Data Protection Act 2018;
- The UK General Data Protection Regulation (GDPR).

This policy has due regard to the most recent statutory and non-statutory guidance,



including:

- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Supporting pupils at school with medical conditions'
- DfE 'Keeping children safe in education'
- DfE 'Working Together to Safeguard Children'
- DfE 'Mental health and wellbeing provision in schools'

6. Objectives

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to ensure the earliest possible identification of SEND.

7. Definitions

For this policy, a pupil is defined as having SEND if they have significantly greater difficulty in learning than most others of the same age. Or if they have a disability or health condition that prevents or hinders them from making use of the educational facilities used by peers of the same age. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. The four areas of need are outlined below:

➤ Communication and Interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication. We recognise that:

Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.

The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

Our school SENDCo, Mrs V Parsons, will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

➤ Cognition and Learning

We understand that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning disabilities (PMLD). Our SENDCo will ensure that any provision offered will be suitable to the needs of the pupil.

➤ Social, Emotional and Mental Health (SEMH)

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in different ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. We recognise that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and schools will support pupils with these difficulties.

➤ Sensory or Physical Needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. We will ensure staff understand that some conditions can be age-related and can fluctuate over time. Under The Equality Act 2010, the following conditions do not constitute a disability:

- A tendency to set fires, steal or commit physical or sexual abuse towards others;
- Exhibitionism
- Voyeurism

We recognise, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and our SENDCo will ensure that their support needs are being met.

Identifying SEND

Newtown Nursery School has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils. With the support of the SENDCo, classroom teachers and staff regularly assess progress for all pupils, with the aim of identifying pupils who are making less than expected progress. We believe that the early identification of SEND will enable us to plan a course of action for the child, rather than trying simply to fit a pupil into a category of need. We also acknowledge that pupils may have needs that are not just educational and we therefore consider the whole child and how we can ensure access to all aspects of the curriculum.

We recognise that there are a range of factors that are not SEND but may impact on the progress and attainment of children:

- 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;

- English as an Additional language (EAL);

- Being a Pupil Premium child;

- Being a Looked After Child;

8. Roles & Responsibilities

The Governing Body

Our SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The school has a clearly defined policy document relating to the provision for pupils with SEND;

- The policy is being followed and the right provision is in place;

- That an appropriate member of staff is designated to be the SENDCo;

- The website is compliant by annually reviewing and publishing the SEND Policy and other relevant information;

- The Governors annual report details the effectiveness of the SEND Policy in the last year.

The Headteacher

Our Headteacher, Mrs S Midgley, will be responsible for ensuring:

- There is a culture of high expectations and pupils with SEND should be provided with the same opportunities that are available to others;

- The curriculum includes how it is made accessible for pupils with SEND;

- Teachers monitor and review pupils’ progress throughout the year;

- That the SENDCo has sufficient time, resources, training and administrative support to carry out their functions and fulfil their responsibilities;



The SENDCo

Our Special Educational Needs & Disabilities Coordinator, Mrs V Parsons, will be responsible for:

- Managing the day-to-day operation of the Inclusion teaching
- Collaborating with the Governing Body and the Headteacher to determine the strategic development of the SEND policy and provision in school;
- The day-to-day operation and implementation of the SEND policy;
- Maintaining the school's SEND register and overseeing the record keeping of all children with SEND;
- Coordinating the inclusive provision for the children on the SEND Register;
- Advising on a graduated approach and providing staff, pupils and parents with professional guidance and SEND support;
- Liaising with and being a key point of contact for parents and external agencies;
- Liaising with the potential future providers of education to ensure a smooth transition;
- Participating in regular CPD opportunities and provide updates and training to classroom teachers and staff.
- Being familiar with the provision of the Local Offer and being able to work with professionals who are providing a supporting role to the family;
- Advising on the deployment of the school's budget to ensure needs are met across the school;
- In collaboration with the Headteacher, identify any SEND patterns for our school compared to national data;

The Designated Safeguarding Lead (DSL)

Our DSL, Mrs V Parsons , will be responsible for:

- Liaising with the Headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND;
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND;
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND;

- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances;
- Working with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements;
- Recognising the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

The Teachers

Our teaching team at Newtown Nursery School will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum;
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to achievement;
- Ensuring every pupil with SEND is able to study the full curriculum;
- Being accountable for the progress and development of the pupils in their class;
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCo.
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern.

9. Our Approach



We will assess each pupil's current skills and levels of attainment when they start at the school. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better their previous rate of progress;
- Fails to close the attainment gap between them and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English. When deciding whether the pupil needs special educational provision, 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.

If a pupil is New to school, and:

- Their previous setting has already identified that they have SEN;
- They are known to external agencies;
- They have an education, health and care plan (EHCP).

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible. We will ensure all staff who work with young children are alert to emerging difficulties and respond early. We will also ensure staff listen and understand when parent's express concerns about their child's development.

We will ensure:

- Children with SEND get the support that they need;

- Children with SEND engage in the activities that the school offers alongside children who do not have SEND;
- Parents are informed when the school makes special educational provision for their child.

The Graduated Approach to SEND Support

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – ‘Assess, Plan, Do, Review’. This process is initiated, facilitated and overseen by the SENDCo, whilst the class teacher is responsible for carrying out the process. Where external agencies are involved, the SENDCo will be responsible for liaising with those agencies and will provide advice, guidance and assessment throughout the process. The SENDCo will update all records of provision and the impact of it and the teacher will maintain the personalised plans and keep them updated.

➤ Assess

A clear picture of the child’s needs is drawn up. Performance data, parental comments, the pupil’s views, class teacher notes and observations from professionals may all be used to analyse what support and intervention will be needed. Barriers to learning will be highlighted and discussed.

➤ Plan

At all stages, intervention and support will be planned to maximise the impact on the child’s learning. Adjustments may be made to plans and parents will be consulted about what they can do at home to support progress. Plans will be shared with all those adults working with the child.

➤ Do

The class teacher will work closely with teaching assistants and parents to ensure that plans are followed and that appropriate learning opportunities are presented. The SENCO will support the class teacher where needed in finding ways to address targets in the classroom. The class teacher will build evidence of the child’s strengths and weaknesses and will, with the support of the SENCO, continue to track progress to fully monitor the impact of any interventions.

➤ Review

At all stages, planning for the child is subject to review. For children receiving additional funding, review dates will be set by the Local Authority in line with their review panel calendar. For children on TLPs, review dates will be added and communicated with parents. Additional parents’ meetings and other meetings with parents and children may also be used to discuss children’s progress towards identified targets. During reviews, the quality and impact of intervention and support will be discussed and any changes to future provision will be proposed.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. Provision for SEND pupils includes:

- Quality first teaching, with appropriate differentiation in place;
- Support staff deployed effectively during lessons;
- Personalised provision through time limited programmes;
- Personalised provision through adapted resources and interventions (1-1 or small group work);
- interventions carried out by TA and class teachers;
- Personalised timetable and/or curriculum where required and agreed with parents;
- Specialist equipment/resources and reasonable adjustments made to suit the child's needs;
- Support from external services such as Educational Psychologist, Speech and Language Therapist, behaviour specialists and Occupational Therapist;
- Equipment and supporting resources used when necessary such as concentration cushions, tangle toys, writing aids and laptops to record their work.

10. Education, Health & Care Plans (EHCP's)

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan. The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND Support and any action taken to deal with their needs, including any resources or special arrangements in place. This information may include:

- The child's Targeted Learning Plans (TLPs)
- Records of reviews with pupils and parents, and their outcomes;
- Medical information (where relevant);
- learning profile;
- Educational and other assessments, e.g. Educational Psychologist;
- Views of the parent and the child;
- Any further involvement of outside agencies.

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- ✓ Parents/carers and/or child;
- ✓ The school;
- ✓ An educational psychologist;
- ✓ Health and social care;
- ✓ Anyone else that parents/carers request;
- ✓ A specialist teacher for the visually impaired or hearing impaired (if appropriate).

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Schools will fully cooperate with the local authority (LA) and will provide them with any information or evidence needed, and all relevant teachers will be involved in this. Where the LA provides a pupil with an EHCP, school will involve the parents and the pupil in discussions surrounding how to best implement the plan's provisions to help the pupil thrive in their education. If the decision is taken not to issue an EHCP, the SENDCo will consider and implement the recommendations of feedback from the LA through existing provision. The parents of the pupil will be informed within a maximum of 16 weeks from the initial request of an EHC assessment. School will ensure that all those teaching or working with a pupil named in an EHCP are aware of the pupil's needs and that arrangements are in place to meet them. Each pupil's EHCP will be reviewed to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years'. If a pupil's needs significantly change, the school will request a re-assessment of an EHCP at least six months after an initial assessment. Thereafter, the Governors or Headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made. Steps will be taken to ensure that pupils and parents are actively supported in developing and reviewing EHC plans. Parents will be consistently kept involved throughout the implementation of an EHCP. The whole process of an EHC needs assessment and development will take no longer than 20 weeks from when the initial request was received. EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

11. Safeguarding

At Newtown Nursery School, we recognise that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:



- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

We will ensure that the school's Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

SEND Tribunal

All disagreements about an EHCP will be attempted to be resolved as quickly as possible, without the pupil's education suffering. In all cases, the Complaints Policy will be followed, allowing for a complaint to be considered informally at first. Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, a school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHCP is in place.

- Where necessary, the Headteacher will make the relevant parties aware of the disagreement resolution service.

We will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

12. Staff Professional Development

Training will regularly be provided to teaching and support staff, both internally and externally. It will cover both the mental and physical needs of pupils with SEND and it will be delivered to ensure equality, diversity, understanding and tolerance. Mental health will be a key consideration for all training that the SENDCo participates in, along with any training that staff are given.

SLT will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Training will cover the following:

- Identifying SEND;
- Implementing support measures;
- De-escalation techniques;
- Engaging lessons for pupils with SEND;
- Emotional development;

- Liaising with the SENDCo;
- Monitoring the success of those support measures;
- Peaceful learning environments;
- Reasonable adjustments.

Promoting Mental Health & Wellbeing

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. See also behaviour Policy.

13. Links with External Professional Agencies

The school will seek specialist written advice from external support services if, despite receiving targeted support and intervention, the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at levels substantially below that expected of children of a similar age;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The school has always had a policy of drawing on a range of expertise from external agencies, such as:

- Specialist teachers or support services;
- Educational psychologists;
- Occupational therapists, speech and language therapists or physiotherapists;
- General practitioners or paediatricians;
- The health visiting team

14. Admission & Accessibility Arrangements

Admission Arrangements

The Admission Policy at Newtown Nursery School follows the guidelines recommended by the LA and the school is open to all children regardless of their abilities/disabilities. No pupil will be refused admission to school based on his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Facilities for Vulnerable Pupils

We publish our SEND information report on our school website, and any changes to provision of specialist facilities will be amended within this report.

Resources

Our resources are allocated to and amongst children with SEND according to their individual needs.

Transitions

The school will use transition meetings to work closely with parents and feeder schools to ensure a smooth transition to the next stage in their education.

In the case of a pupil joining the school from another school, Newtown Nursery School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school.

Accessibility

Newtown Nursery School is a small maintained school site accessed by a large steep ramp into the main entrance. All door are wheelchair accessible and additional access to the school can be accommodated if necessary from different points on the site.

Changing areas are available in all classrooms. Furniture throughout the school is at an appropriate height for all children.

Information is readily available on our school website, Facebook page and parent noticeboards in the yard.



15. Data / Record Keeping & Confidentiality

Data is kept on the levels and types of need within a school and is available to the LA. The SEND information report is published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'. All information will be kept in accordance with the Data Protection Policy.

Confidentiality A school will not disclose any EHCP without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996;
- On the order of any court for any criminal proceedings;
- For the purposes of investigations of maladministration under the Local Government Act 1974;
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children;
- To Ofsted inspection teams as part of their inspections of schools and LAs;
- To the Headteacher of the setting at which the pupil is intending to start their next phase of education.

Publishing Information

School will publish information on the school website about the implementation of this policy along with details of the SEND information report. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

16. SEND Provision Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily, parents can discuss the problem with the SENDCo or the Headteacher. More serious, ongoing concerns should be presented in writing to the SEND Governor who will inform the Chair of Governors.

17. SEND Information Report

Our SEND information report about their provision and support for children and young people with special educational needs and disabilities (SEND). On our school website, we publish and annually review our SEND Information Report, which sets out how this policy is implemented in the school.

18. Local Offer

Our local offer brings together information for children and young people with special educational needs and disabilities and their families. Please follow the link on our website.

19. Monitoring & Evaluation Arrangements

We are constantly looking for ways to improve our SEND policy. We will evaluate how effective our SEND provision is with regards to:

- ✓ All staff's awareness of pupils with SEND at the start of the autumn term;
- ✓ How early pupils are identified as having SEND;
- ✓ Pupils' progress and attainment once they have been identified as having SEND;
- ✓ Whether pupils with SEND feel safe, valued and included in the school community;
- ✓ Comments and feedback from pupils and their parents.

This policy will be reviewed by our SENDCo, every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. Any

changes made to this policy will be communicated to all members of the school community, including Governors. The next scheduled review date for this policy is September 2026.

20. Policy / Document Links & Glossary of Terms

This policy operates in conjunction with the following school policies:

- Admissions Policy;
- Equalities Policy;
- Data Protection Policy;
- Health and Care Needs Policy
- Safeguarding Policy;



- Exclusion Policy;
- Behaviour Policy;
- Complaints Policy;
- Accessibility Policy.

Understanding SEND Acronyms

ASD -Autism Spectrum Disorder

CAMHS -Child and Adolescent Mental Health Services

CCG -Clinical Commissioning Groups

EHCP -Education, Health & Care Plan

EP -Educational Psychologist

ESCO -Early Support Care Coordination

EWO -Education Welfare Officer

HI -Hearing Impairment

LA -Local Authority

MLD -Moderate Learning Difficulty

MSI -Multi-sensory impairment

OT -Occupational Therapist

PD -Physical Disability

PMLD -Profound and Multiple Learning Difficulties

PR -Parental Responsibility

PT -Physiotherapy / Physiotherapist

SALT -Speech and Language Therapy / Therapist

SEN -Special Educational Needs

SEND -Special Educational Needs and Disabilities

SENDCo -Special Educational Needs and Disabilities Coordinator

SLCN -Speech, Language and Communication Needs

SLD -Severe Learning Difficulties

SpLD -Specific Learning Difficulties

STAPS -Specialist Teacher and Psychology Service



TA -Teaching Assistant

VI -Visual Impairment

ADHD -Attention Deficit Hyperactivity Disorder

APD -Auditory Processing Disorder

ASC -Autistic Spectrum Condition

COP -Code of Practice

HI -Hearing Impairment

IEP -Individual Education Plan

IS -Inclusion Service

OCD -Obsessive Compulsive Disorder

PD -Physical Difficulties

PDA -Pathological Demand Avoidance

SEMH -Social, Emotional and Mental Health

STS -Specialist Teacher Service

TAF -Team around the Family