



Hartlebury C.E. Primary School

Special Educational Needs/Inclusion Policy

'We grow in the Christian values of love, tolerance and forgiveness; learning together, respecting each other.'

Discussed and agreed with Governors.....

Discussed and agreed by staff.....

Introduction

As a Church of England School, this policy has been formulated in consultation with the staff and governors. Our attitudes and responses to inclusion are based on the Christian values of love, tolerance and forgiveness. We believe that school should be a place where all children feel happy, secure and valued. We recognise that children have a wide and varied range of skills, talents and abilities and will endeavour to encourage the growth of all of these and help children to reach their full potential.

At Hartlebury C.E. Primary School we believe that **all** children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and become confident young children
- become confident young children with a growing ability to communicate their own views

Our provision for pupils with Special Educational Needs is underpinned by 'The Special educational needs and disability code of practice: 0 to 25 years' (DFE 2014) and at its heart is a commitment to working with both parents and children and valuing their views and opinions.

In this policy we refer to children with an identification of special educational needs. 'The Special educational needs and disability code of practice: 0 to 25 years' (DFE 2014) states that:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

We use this exact definition here at Hartlebury and within this policy document. This policy also reflects Worcestershire Local Education Authority's guidance on supporting children's needs. We make explicit reference to Worcestershire's Local Offer, known as 'The Entitlement of Pupils in Mainstream Schools Special Educational Needs Provision – The Local Offer And "Ordinarily Available" in Worcestershire Schools' 2014.

Areas of Special Educational Need and Support

'The Special educational needs and disability code of practice: 0 to 25 years' (DFE 2014), states that there are generally four broad areas of special educational needs and support:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Mental and Emotional Health*
- *Sensory and/or Physical Needs*

Children and young people may have difficulties that fit clearly into one of these areas; others will have needs that span two or more areas. In other cases, the precise nature of need may not be clear at the outset and detailed individual assessments of the child or young person and their situation will need to be made at the earliest opportunity to accurately assess their needs.

Communication and Interaction – as defined in the 'The Entitlement of Pupils in Mainstream Schools Special Educational Needs Provision – The Local Offer And "Ordinarily Available" in Worcestershire Schools'

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties. Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex. Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy. Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication. Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions. Interventions will need to take account of their individual sensory needs and requirements. Seeking the insights of parents, carers and young people themselves about their particular sensibilities can be especially important to achieve this.

Cognition and Learning as defined in the 'The Entitlement of Pupils in Mainstream Schools Special Educational Needs

Provision – The Local Offer And "Ordinarily Available" in Worcestershire Schools'

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties. Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress. Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care. A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD. Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.

Social, mental and emotional health as defined in the 'The Entitlement of Pupils in Mainstream Schools Special Educational Needs Provision – The Local Offer And "Ordinarily Available" in Worcestershire Schools'

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder. Schools, colleges and early years providers should identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their pupils and students with emotional, social or mental health difficulties. This should be described in their published SEN policy and schools should ensure a solid evidence base for any interventions offered. Staff may need training and support to understand the nature and extent of problems that require more specialist intervention. Where more specialist provision is required, schools, colleges and early years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS). This might include schools and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a 'triage' service to identify and provide for children and young people who specialist need provision very quickly.

Where needs are less urgent, this service can signpost them to appropriate sources of support whether provided by CAMHS or other services.

Sensory and/or physical needs as defined in the 'The Entitlement of Pupils in Mainstream Schools Special Educational Needs Provision – The Local Offer And "Ordinarily Available" in Worcestershire Schools'

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. The Department publishes guidance on these duties and further details can be found later in this section. Some children and young people require special educational provision. It is this group that should be identified as having a SEN. Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

The Entitlement of Pupils in Mainstream Schools Special Educational Needs Provision – The Local Offer And "Ordinarily Available" in Worcestershire Schools'

"Ordinarily Available" is a framework which describes the entitlement of pupils in Worcestershire mainstream schools. It assists schools in developing their provision for pupils with SEN to be more consistent with that in the majority of schools. It enables a greater focus on teaching and learning approaches, and reduces the focus on levels of teaching assistant support. All pupils with additional or special educational needs and attending Worcestershire maintained mainstream schools and academies will have a minimum entitlement to ordinarily available provision, regardless of which school they attend.

Levels of Intervention For pupils in all Worcestershire schools, children's needs are met using 3 levels of intervention, described as "waves of support", which support access to the curriculum. Wave 1 describes quality inclusive teaching for **all** pupils which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment. Wave 2 describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs. Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

Waves of Provision at Hartlebury C.E. Primary School

Wave 1 At Wave 1 **all** children receive class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

At Hartlebury Wave 1 means:

- Our teachers have the highest possible expectations for all pupils in their classes.
- Teaching is based on building on what pupils already know, can do and can understand.
- Different ways of teaching are in place so that pupils are fully involved in learning in class. This may involve things like using more practical, creative and multi-sensory learning approaches.
- Specific strategies (which may be suggested by the SENCO or specialist outside agency professionals) are in place to support pupils' learning.
- Class teachers will carefully check progress and decide if there are gaps in pupils' understanding/learning and plan for extra support to help pupils make the best possible progress.

Wave 2 At Wave 2 **some** children will be identified as requiring specific, additional and time-limited interventions to help accelerate progress in a particular area of need.

At Hartlebury Wave 2 means:

- That pupils are taught in a smaller group of children with similar needs, run within the classroom or outside by either a qualified teacher or highly skilled teaching assistant who has the training to run these groups.

Wave 3 Wave 3 provides targeted provision for a **minority** of pupils where it has been identified that their needs require the provision of highly tailored interventions to accelerate progress or enable them to achieve their potential.

At Hartlebury Wave 3 means:

- personalised programmes, planned and unplanned strategic withdrawal for skill based sessions, group teaching and/or 1:1 interventions supported by highly trained staff
- high levels of on-going home-school liaison
- external specialist agency contributions to ongoing assessment and review
- rigorous planning, monitoring, assessment and reviews of progress and outcomes

- supervision in play/lunchtimes to assist and support social interaction, play, mobility and emotional wellbeing
- use of specialist support/apparatus if necessary
- multi-agency approaches through the Early Help framework
- increasing adult: child ratio in class
- close analysis of pupil presentation and levels of engagement
- flexible personalised pupil timetables
- alternative specialist/adapted methods of recording e.g. braille

Literacy and Numeracy

At Hartlebury, we recognise that not all children with special educational needs will require Wave 3 provision in the core areas of Literacy and Numeracy (e.g. pupils with Social Emotional Behavioural difficulties who are working at age-related expectations or where Wave 2 provision would be more appropriate). Wave 3 Literacy intervention may/may not be appropriate for children with complex special educational needs who, for example, could be working within the P scales throughout their primary education. Discussion with external professionals will support decision making in such instances. Low-attaining pupils who do not have special educational needs may benefit from Wave 2 and/or Wave 3 provision. Advice will also be sought from external professionals regarding the use of Wave 3 interventions for low-attaining pupils who are at the early stages of acquisition in speaking English as a second language.

The identification of pupils with SEN

At Hartlebury C.E. Primary School, the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made. If the child's difficulties prove less responsive to the initial arrangement made then an early start will have been made in considering the additional provision that may be needed to support the child's progress.

In identifying whether a child has special educational needs, we consider concerns that are raised and information gathered from a range of sources. We look carefully at the pupil's progress, alongside national data and expectations of progress. As part of our rigorous whole school-tracking procedures, we look at formative and summative assessments, to identify those pupils who require specific interventions to accelerate their progress and to help them to achieve their full potential.

We recognise the expectations of teachers to provide high quality first teaching for all pupils and ensure that they make a full and clear analysis of the child's needs where a concern is raised.

Where a child has joined our school from a previous setting with an identification of SEN, we will liaise with that setting to provide as smooth a transition as possible and continuation of support at the appropriate level, with guidance from specialist agencies where appropriate.

Where children have higher or more complex needs, the SENCo has arrangements in place to draw on more specialised support, advice and assessments from external agencies and professionals.

In all cases, the school will work in close partnership with parents to address and take seriously their concerns for their child's education and plan for agreed outcomes and next steps.

The Graduated Approach

At Hartlebury C.E. Primary, we used a graduated approach in our identification of Special Educational Needs and Disabilities (SEN).

Concerns Raised

A concern can be raised in the following ways:

- Parent/Carer concern
 - Teacher/Teaching Assistant observation
 - Assessment/Whole School Tracking/Pupil Progress data
 - Previous setting information
 - External agency information
- ⇒ Concerns will be logged through the SENCo's SPTO system and through use of the SENCo/Class Teacher Pupil Progress Meetings. The pupil's progress will then be tracked at the Monitor/Review stage of the graduated approach.

Monitoring/Review

- Class teachers and the SENCo will monitor progress over 1- 2 terms through specific personalised target setting, removal of barriers to learning and high quality first teaching (Wave 1) provision.
 - Parents will be invited to termly (and more frequently if necessary), review meetings.
 - The SENCo, Class Teacher and assigned Teaching Assistant will discuss the impact of Wave 1 provision and implement appropriate adjustments where necessary.
- ⇒ The SENCo will use the school's tracking system to identify children who are being monitored.

Intervention/Review

Following the period of monitoring and using the 'Assess, Plan, Review, Do' process at Wave 1, if pupil needs have not been met or only partially met, the SENCo and class teacher will discuss the appropriateness of enhanced provision and intervention and Wave 2. Through an identification of need process, the appropriate specific, additional and time-limited intervention will be delivered by a competent, trained staff member. The impact of this intervention will be regularly reviewed and monitored against the desired outcomes and targets. The class teacher should liaise closely at this stage with the staff member delivering the programme, the SENCo and pupil's parents. Class teachers will also create Provision Maps for each intervention, with entry and exit data, success criteria, resources and timescales.

The outcome of every programme is accelerated progress. Needs of pupils are well met when the assessment of the intervention provides evidence of a narrowing of the attainment gap or needs having positively been addressed. At this point a child may return to the Monitor/Review Stage of the graduated approach.

If needs have been partially met on review, it may be necessary to adapt or alter provisions as necessary, or provide further training for staff.

If needs are not met, then a pupil will require support at the Action/Review Stage of the graduated approach. At all times, parents will be informed of progress and involved in the next steps and planning for their child's education.

- ⇒ The SENCo will use the school's tracking system to identify children who are receiving interventions at Wave 2 and collect and store Provision Maps.

Identification/Review

Where children have complex or severe needs, a formal identification of SEN will be made and the child will be placed on the school's Special Educational Needs Register. In exceptional cases, identification of SEN may be accelerated through the waves of provision. At Wave 3 pupils require personalised programmes and strategies and these will be detailed on an Individual Provision Map, reviewed formally on a termly basis with parents. The school will seek advice from our Educational Psychologist, Dr. Amy Clinch and other appropriate external and specialist agencies. These agencies will provide input with targets, training and strategies, with further diagnostic assessments made where necessary. Pupils will have access to skilled and competent TA support and class teachers will have half-termly review of progress meetings with pupils, TAs and the SENCo. For children identified as having SEN, the schools have adopted the four stages of action approach ('Assess, Plan, Do, And Review'), to ensure that interventions are successfully matched to children making good progress in securing planned outcomes.

We recognise that there are some children with SEN that may make accelerated progress over time and that their needs may eventually be met at Waves 1 and 2. Following reviews with parents, practitioners and appropriate specialist agencies, they consequently may cease to be identified as having SEN.

It is understood, that in some cases, special educational needs are severe, complex and lifelong. As such, in some cases, a request for an Education, Health Care Plan Assessment may be made if the specific and essential criteria are met.

- ⇒ The SENCo will compile a register of all children who are identified as having SEN and collect and store securely Individual Provision Maps, reports and other relevant data and information.

Statements or Early Health Care (EHC) Plans

Where a pupil continues to make little or no progress, is not developing as expected or is not responding to action being taken, the school can call upon external professionals to advise and assist further. These agencies may help in identifying those pupils whose need for long term support is such that an EHC Plan might be required. A request for an Integrated Assessment for an EHC Plan (formally a Statutory Assessment of Need), will only be made where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from the resources normally available to their setting. This resource consists of AWPU and Notional SEN funding. School will need to demonstrate that the pupils we are putting forward for statutory assessment have the severe or complex needs that require provision significantly outside and beyond the descriptors for ordinarily available provision and which cannot be met from resources allocated as part of the mainstream schools' delegated budget share.

A Statement of Need or EHC Plan outlines the funding support that a pupil will receive from the Local Education Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for the pupil. The additional adult may be used to support a pupil with whole class learning, run individual programmes or run small groups including the pupil.

Statements and EHC plans must and will be reviewed annually, with the full involvement of pupils, their parents and key teaching staff and specialist agencies.

SEN Roles and Responsibilities

Class Teachers

At Hartlebury, we believe that all staff are responsible for meeting the needs of pupils, helping them to meet their potential and achieve good outcomes. Class teachers must ensure that the school's SEN Policy is followed in their classroom. Class teachers are responsible for checking on the progress of children and identifying, planning and delivering any additional help pupils may need at Waves 1 and 2 (this could be things like targeted work, additional support).

The class teacher should notify the Special Educational Needs Coordinator, of any concerns they have regarding a pupil's needs and progress, following proformas and procedure. Class Teachers should also write Individual Provision Maps (IPMs), and share and review these with parents at least once each term, also planning for the next term. The class teacher should also ensure that all staff working with pupils are helped to deliver the planned work/programme, so that pupils can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

Teaching Assistants

The school has highly skilled and trained Teaching Assistants that lead programmes or support children's needs within each wave of intervention. As part of their continuing professional development, our Teaching Assistants undertake regular training with external agencies and specialists, in the areas in which particular needs arise. We currently have TAs trained in supporting children with Autism and ASD Spectrum Disorders, Literacy and Numeracy difficulties, Speech and Language difficulties and children with emotional and social needs. Our TASs work closely with class teachers and professionals from outside agencies to ensure that pupil needs are addressed, planned for, reviewed and most effectively met.

Special Educational Needs Coordinator (SENCo)

The school has a Special Needs Coordinator, Mrs Sophie Bartlett (sgp12@hartlebury.worcs.sch.uk), who has the day-to-day responsibility for the operation of SEN policy and coordination of a consistent, high quality and specific provision made to support individual pupils with SEN, including those with EHC plans.

Mrs. Bartlett is also responsible for ensuring that parents are:

- involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how their child is doing
-
- Liaising with external agencies and specialists who may be coming into school to help support pupil learning e.g. Speech and Language Therapy, Educational Psychology etc...
 - Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
 - Providing specialist support for teachers and support staff in the school so they can help children with SEN in the school achieve the best progress possible.
 - Leading Annual Reviews for Statements and Education Health Care Plans.

Headteacher

Mrs Unitt, the Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN.
- She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

Governors

Reverend Derek Arnold, our SEN Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEN.

Accessibility

- The building is accessible to children with physical disability via ramps to the front and rear of the school.
- Key areas of the school are fully accessible to children and adults with disabilities.
- The school has toilet facilities for those with physical disabilities.
- Apparatus and equipment used within school is accessible to all children regardless of their needs.
- After school provision and extra-curricular activities are inclusive and accessible to all children including those with SEN. Where a child has severe or complex needs that require 1:1 support, parents or carers may be asked to accompany their child.
- Children with SEN are represented on all school councils and where there is pupil interest, in all school clubs.
- Activities and educational off-site visits may be differentiated to support children with all levels of ability, including those with sensory or physical difficulties.

Transition

At Hartlebury, transitions between phases are clearly planned for and embedded within our practice.

- If your child is moving child to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon and as securely as possible.
- When moving classes in school:

- Where appropriate, children will receive additional transition arrangements and will be supported by a TA in making a passport for their new class. The passport will be highly personalised and made by the child.
 - The passport will include any key information that the child feels that they will need to enable a positive transition e.g. seating plan, routines, photos of key staff.
 - The child and their parents will be able to take the passport home over the holidays to refer to.
 - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All IPMs will be shared with the new teacher.
- In Early Years/Year R
 - The class teacher and teaching assistants will make a home visit and work closely with the child's pre-school setting (if appropriate) to ensure the best possible provision for starting education at our school.
 - In Year 6:
 - The Year 6 Teacher, Headteacher and/or SENCo will discuss the specific needs of your child with the SENCO and key specialist support staff of their secondary school.
 - Children will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Children will visit their new school on several occasions and in some cases staff from the new school will visit children in this school.

Partner Agencies and Specialist Support

At Hartlebury, we work with a range of agencies to provide the best possible outcomes for our pupils:

- Educational Psychology
- Learning Support Team

- Speech and Language Therapy Service
- Complex Communication Team
- Wyre Forest and Hagley Project
- Kemp Hospice
- Integrated Support (Early Help Strategy)
- CAMHS
- Integrated Specialist Support Services (ISSS)
- Occupational therapy
- School nurse
- Community Paediatrics

Useful References and Contacts

Sophie Bartlett: SENCo at Hartlebury C.E. Primary School

sgp12@hartlebury.worcs.sch.uk

Hartlebury C.E. Primary School - 01299 250312

SEN Support Services

This number can be used by both the general public and professionals who are looking for information on the following: Getting a child or young person assessed for an Education, Health and Care Plan (EHCP) Getting a Statement or LDA transferred to an EHCP Getting an EHCP updated or changed Queries about SEN related funding

Telephone: 01905 845579

Special Educational Needs - SENDIASS

SEND Information, Advice and Support Service is at arm's length from Worcestershire's Children's Services and is able to give independent and neutral advice. They support parents/carers of children with SEND, children and young people themselves and provide many services to facilitate this support.

Office opening hours are Monday to Friday from 8.30am to 4.00pm

SEND Information,
Advice and Support Service,
Tolladine Rd
Worcester
WR4 9NB

Telephone: 01905 768153

Email: sendiass@worcestershire.gov.uk

This policy will be reviewed by the SENCo in Senior Leadership Team every two years, or earlier if considered necessary.

Sophie Bartlett

09 September 2016