



Special Educational Needs (SEN) Policy

2025-2026

Ratification Date:	September 2025	Headteacher: Chair of Governors: Inclusion Lead and SENDCo:	Carolyn Wilkinson Jean Watson Sarah Chambers
Review Date:	September 2026		



Inclusion and equality statement

At St John's Primary School, we are deeply committed to providing an inclusive, supportive environment where every child, regardless of their special educational needs or disabilities (SEND), has equal opportunities to succeed. We offer a personalised curriculum that ensures all pupils, whatever their abilities, can make progress and reach their full potential. Our dedicated interventions and provisions are tailored to meet each child's individual needs, supporting them to access the curriculum and, where necessary, make accelerated progress. We also offer a wide range of extra-curricular activities, giving all children the chance to thrive beyond the classroom. We value and respect every child, ensuring that all are equal members of our school community, and we are focused on removing barriers to learning, providing physical and curricular access, and fostering a foundation for life-long learning.

Responsibilities

The Governors of the school are responsible for determining the content of the policy and the head teacher for implementation.

Every teacher in our school is a teacher of every child, including those with SEND.

Sarah Chambers is the SENDCo and Inclusion lead and oversees SEND in the school.

Publication

This policy will be published on the school website.

Monitoring and evaluating

This policy will be monitored as part of the schools' monitoring and evaluation programme.



Section I

Contact details

Responsible Persons for SEN and disability:		
Mrs Carolyn Wilkinson Headteacher	Mrs Hilary Bremner SEND Governor	Mrs Sarah Chambers Special Educational Needs and Disability Coordinator (SENDCo) and Inclusion Lead
NASENCo (National Award for SEN Coordination) status: Completed by Mrs Wilkinson and Sarah Chambers		
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Overview

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (2014)
- SEND Code of Practice 0 – 25 (2015)
- School SEN Information Report regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Safeguarding policy
- Accessibility policy and plan
- Teachers Standards (2013)

**Every child is entitled to an
education which enables them to
fulfil their potential and achieve
their best.**



“Give us faith, fun and friendship as we learn, love and fly”

Section 2

Definition of Special Educational Needs

Under the 2014 Code of Practice:

1. 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.
2. 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
3. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
4. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 2 above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

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

Children have a learning difficulty if they have:

- learning difficulties - in acquiring basic skills in an early years setting, school or college
- social, emotional or mental health difficulties - making friends or relating to adults or behaving properly in an early years setting, school or college
- specific learning difficulty - with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing impairment, visual impairment or physical difficulties which might affect them in an early years setting, school or college
- communication problems - in expressing themselves or understanding what others are saying
- medical or health conditions - which may slow down a child's or young person's progress and/or involves treatment that affects his or her education.

NB – The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example may not have special educational needs, but may still have rights under the Disability Discrimination Act. The school aims to ensure that each child receives the appropriate provision based on their identified needs.



Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

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

Special Education Provision means:

For children of two or over, educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Children Act 1989 and the Disability Discrimination Act 1995



Section 3

Aims: what do we want for our pupils with SEN and disability?

We are determined to use our best endeavours to provide a high quality, appropriate education for ALL pupils at our school so that they:

- Achieve their best
- Become confident individuals who live fulfilling lives
- Make a successful transition to their next phase of education (keeping in mind the end goal of making a successful transition into adulthood).

Objectives: how are we going to do this?

- Be an inclusive, positive and creative school which constantly strives for better outcomes for ALL children.
- To work within the guidelines of the SEND Code of Practice, 2015.
- To provide a Special Educational Needs Coordinator (SENDCo) who will work within the guidance of the SEN Inclusion Policy
- To identify and provide for pupils who have special educational needs and additional needs.
- To provide support, advice and training for all staff and form strong partnerships with other agencies and schools.



Section 4

Identifying Special Educational Needs

Children's SEN are generally thought of in the following four broad areas of need and support (from the SEND Code of Practice):

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

These areas give an overview of the range of needs to plan for but children may have needs that cut across all these areas, and their needs may change over time. The purpose of identification is to work out how the school can best support a child, not to fit the pupil into a category. At St John's C of E Primary School, we identify the needs of children by considering the needs of the whole child, not just the special educational needs of the person.

These factors are NOT SEN, but we recognise that they may impact progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation—these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL (English as an Additional Language)
- Being in receipt of the Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of a Serviceperson



Section 5

A graduated approach to SEN support:

How do we identify and manage children with SEND in our school?

What is SEN?

In the SEND Code of Practice it states that a child has SEN where, "...their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".

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, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. We understand that additional intervention and support cannot compensate for a lack of good quality teaching. Formal lesson observations, regular learning walks, pupil conferencing and book sampling help us to monitor this and where necessary, provide feedback and strategies to improve teachers' knowledge and understanding of SEN.

Our SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **Graduated Approach**.



The Graduated Approach

- Assess** pupil's needs.
- Plan** how to support needs (e.g. extra teaching and interventions).
- Do** put extra support in place.
- Review** if it worked. How has this affected the pupil's needs?
- Start the cycle again.

Teacher assessments and pupil progress meetings

Class teachers assess all pupil's current skills and levels of attainment on entry, building on information from previous settings and classes. On a regular basis, class teachers assess the progress of all pupils in reading, writing and maths, identifying in particular where pupils are making less than expected progress (with support from the SLT). The SENDCo monitors progress through termly pupil progress meetings with teachers.

Where a pupil's progress is causing concern, this may be characterised by progress which:

- 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



Assessment system

Assessment information is logged using a system called 'Insight,' which breaks National Curriculum year group objectives into smaller steps for children with SEND. We also regularly assess small steps of progress using the Hampshire Planning Tool for Mathematics and English, common exception words (CEW) that children can read and spell and their phonics trackers (including phonological awareness assessments).

What do we do if we think a child may have SEN?

1. The first response to concerns about progress is high quality teaching targeted at their areas of weakness.
2. If progress continues to be less than expected, the class teacher works with the SENDCo to **assess** whether the pupil has SEN. This includes looking at all the information gathered within school about the pupil's progress, alongside national data and expectations of progress. High quality and accurate formative assessment is collected (described in more detail later on). An early discussion with parents and the pupil will take place so they can be involved in planning what support to put in place. An Initial Concerns Form is completed.
3. The class teacher and SENDCo will **plan** how to support the pupil's needs.
4. Extra teaching or interventions designed to secure better progress will be implemented at an early stage ('do' stage of cycle). Support from outside agencies may be appropriate. A review date will be set.
5. After additional support is put in place, the class teacher and SENDCo will **review** the pupil's progress and response to such support. This will help identify particular needs and inform staff about whether the pupil has SEN. Where it is decided that a pupil does have SEN, the pupil's parents are informed and the decision is recorded on the school's SEN register.

Early identification

The SENDCo works in close collaboration with the Early Years Foundation Stage (EYFS) teachers to ensure that needs are identified at the earliest point. Where there are concerns about a child, the SENDCo may do class observations and fill in an 'Early Concerns Form' in consultation with the EYFS teacher, parents and child.

The form details a child's strengths and interests, areas of need, current attainment, strategies/intervention tried and the impact of these, and next steps. This is reviewed and if minimal progress is gained after targeted intervention, the child may be placed on the SEN register.



How do we manage pupil's needs on the SEN register?

Every child has an Individual Learning Plan (ILP) which is reviewed each term. This document shows what the child has achieved in a term, what support helped to make this possible, targets for the new term and what provision will be put in place to meet these targets.



The class teacher and/or SENDCo talks to the parents and child about their priorities and aspirations for the coming term and how this fits in with what they would like to achieve by the end of the year/ key stage (long term outcomes). This may be done as part of Parents' Evenings or may be an additional meeting.

The class teacher and SENDCo review the current ILP, discussing achievements, success of previous support, current attainment, progress and assessments, social and emotional needs, attendance, advice from outside agencies and the wishes of the parents and child. Targets are set and support is planned in. This information is shared with the SLT so that whole-school provision and budget can be allocated accordingly. It also helps to inform termly pupil progress reviews.

Adaptations are made to the curriculum for SEN children by:

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Pupil with SEN are enabled to engage in activities available with those who do not have SEN by:

- Seeking to ensure that activities outside the classroom and school trips are available to all.
- Risk assessing each trip, and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers being invited to accompany their child on a school trip/ to after school activities if this ensures access.
- Making adjustments, where possible, to extra-curricular school clubs to support the participation of vulnerable pupils.
- Auditing health and safety approaches and policies as and when appropriate.

How do we know children are meeting their targets?

Each teacher saves the children's ILPs on Insight and the children's progress is updated on the plan. Objectives that they have met are also highlighted and tracked on Insight.



What is an Education, Health Care Plan (EHCP)?

An Education, Health and Care Plan (EHCP) is a document which describes a child's SEN and details the provision and the help they will get that the Local Authority considers appropriate following an EHC assessment. The plan is a legal document written by the local authority. EHCPs are only for children who need a high level of support.

Guidance on the local authority Assessment of SEN (Special Educational Needs Assessment and Commissioning Service, or SENA) and the thresholds required for statutory assessment can be found here:

Assessment of SEN (SENA)

The Special Educational Needs Assessment and Commissioning Service (SENA) carry out statutory assessment and review of children and young people who have an EHCP from age 0 – 25.

The service is responsible for writing Education Health and Care Plans (EHCP) if a statutory assessment is agreed, and will commission the identified provision to meet identified needs. The service can provide advice and guidance to families as well as educational settings around statutory duties.

[SEND assessment pathway](#) ➤

PDF, 157 kb

Contact details

 SEN Assessment Service (SENA)

 0116 305 6600

 senaservice@leics.gov.uk

Requesting statutory assessment for an Education, Health and Care Plan

To apply for an EHCP, schools should submit a request for statutory assessment cover sheet along with a completed SEND Support Plan. This must include:

- Advice from a relevant service (e.g. educational psychology) which should be no more than 18 months old. See the SENA Information Requirements Grid (above) for the requirements for advice and other information needed to support requests

It may be appropriate to request an Education, Health and Care needs Assessment if a child has not made progress, despite relevant and purposeful action to identify, assess and meet the SEN of the child having taken place. This is decided by the SENDCo and the headteacher in consultation with parents.

To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEN support. Advice from outside agencies may support an application for an Education Health Care Plan.

If a child has an Education Health Care Plan (EHCP), an annual review meeting will be held where parents, school staff and any appropriate outside agencies meet to discuss the child's progress in the past year and decide whether the outcomes on the EHCP are still appropriate. This is sent to the local authority to be reviewed.



What provision do we have to meet pupil needs?

Where pupils are identified as having SEN, the school provides for these additional needs in a variety of ways:

- in class support for small groups, some children may work with an additional learning support assistant (LSA).
- small group withdrawal with LSA/teacher.
- individual class support/individual withdrawal.
- personalised individual timetables and behaviour plans.
- further adaptation of resources (e.g. personalised word banks or sound maps).
- Interventions
- ELSA (Emotional Literacy Support Assistant).
- Range of strategies and interventions from outside agencies (e.g. educational psychologist, speech and language therapist, Autism Outreach, local authority learning support team etc).
- Outreach from special school settings such as Heathfield and Waterloo.



What methods of assessment do we use?

Here are some of the ways we gather information about pupils' needs:

- Assessments of attainment e.g. EYFSP profiles, SATs, reading running records, spelling assessments, CEW (Common Exception Words) assessments, phonics and phonological awareness assessments, writing samples.
- ELSA questionnaires.
- Pupil feedback.
- Completion of teacher concern forms (initial identification forms).
- Regular discussions with staff, parents and pupils.
- Liaison with feeder or previous schools on transfer.
- Information from outside agencies or other services.

How do we involve outside agencies and specialist services?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, outside agencies or specialist services may be involved. Parental consent is always sought before referrals are made. Advice and resources from professionals are communicated to all staff working with the pupil and to parents.

Our school pays for annual packages of support from Educational Psychologists (EPs).

The SENDCo has a planning meeting with the EP at the beginning of the academic year. This involves discussing how they can best support our school to meet pupil needs and which pupils it might be appropriate to support. The EP or Speech and Language Therapist (SALT) may observe and assess individual pupils, observe a whole class or provide training to staff. Consent forms are completed by parents for individual assessments then referrals can be made.



Other outside agencies or specialist services may be consulted such as:

- Specialist Teaching Service (Learning Support Team)
- Autism Outreach
- Child and Adolescent Mental Health Service (CAMHS)
- Special school behaviour advisors e.g. Heathfield School and Waterloo
- Paediatrician or school nurse
- Speech and Language Therapist (SALT)
- Occupational Therapist
- Educational Welfare Officer (EWO)
- Social Services – Children and Families Wellbeing Service

Section 6

When should a child be removed from the SEN register?

The SENDCo, class teacher and parents of a child may decide to remove a child from the SEN register (during a termly SEN review). The child's thoughts about the help they need to be able to progress at school will also be considered. Their rate of progress should have improved and the attainment gap between the child and their peers should have reduced (compared to when they were added to the SEN register).

Everyone must be confident that normal class provision and interventions will be enough support for them to continue to make progress and fulfil their potential.

Section 7

Supporting pupils and families

At St John's C of E Primary School, we value, listen to and act upon the views and contributions of parents and pupils. We recognise that pupils and parents have the right to be involved in decision making.



- We work in partnership with **parents** in various ways:
 - Regular meetings with class teacher and SENDCo throughout the year.
 - Written report on their child's progress in the Spring and Summer terms.
 - Pass on advice and reports from outside agencies.
 - Ask for parents to complete questionnaires if relevant.
 - Provide an 'open-door' approach so that parents feel confident to share their thoughts and concerns.
 - Regular telephone and email contact where appropriate.
 - 'Welcome' parent meeting at the beginning of the year.
 - Provide the SENDCo's email address as another means of communication.
 - Parent workshops.
- We work in partnership with **pupils** in various ways:
 - Involve pupils to review their progress and targets on a termly basis.
 - Involve pupils in annual reviews (if they have an EHCP).
 - Explain targets to pupils every term (providing pictures if needed).
 - Get feedback from children via questionnaires.
 - Regular informal chats with pupils about how they feel lessons, interventions and school in general is for them.



What is the Hampshire Local Offer?

The Hampshire Local Offer brings together in one place information about the help and services (health, education and social care) in Hampshire for children and young people with SEND and their families. Our arrangements for assessing and identifying pupils as having SEN is agreed and set out as part of the Local Offer. For more information, please visit:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

How do we manage transitions between phases of education?

The school has well established links with feeder settings/nurseries and the secondary schools that the children go on to.

In the summer term, the EYFS teachers and teaching assistants arrange home visits and visits to pre-schools to gather information about the children's needs and progress. Pre-schools are invited to bring groups of children to visit the school in the summer term. An open evening is also held so that parents can ask questions and share their concerns.

In the autumn term, children in the EYFS come to school for a few half days before starting full time in their second week. The EYFS teachers may have additional meetings with key workers or the SENDCo to further plan appropriate provision. This all helps parents, pupils and staff to plan and prepare appropriately for the transition into our school setting.



In the summer term, the Year 6 teacher and SENDCo have a meeting with a representative from the secondary schools our children are going on to. In the same way as above, information about children's needs and progress is shared. Parents and pupils are informed of open evening and additional 'taster' days which can be arranged, where pupils get to visit the secondary school.

Section 8

How do we support pupils with medical conditions?

At St John's C of E Primary School, we recognise that pupils 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, we will comply with the Equality Act 2010 when deciding what support or provision to put in place.

What are our admissions arrangements?

We are committed to being an inclusive school and all pupils are welcome, including those with SEN, in accordance with Hampshire County Council admissions policy.

Section 9

Monitoring and evaluation

Regular learning walks, book sampling, pupil conferencing and discussions with teachers, parents and pupils help the SENDCo to monitor the effectiveness of the provision for children with SEN. The Governing Body appoints a SEND Governor who monitors provision and outcomes for children with SEN on a regular basis. A record of this is logged in the minutes of Full Governing Body meetings and in governor visit records. The SENDCo presents an update to Governors on an annual basis.



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Section 10

How is SEN funded? What training and resources does our school have?

A proportion of the school budget is used to support pupils with SEN and disabilities. This is allocated as follows:

- o Non-contact time for SENDCo
- o Learning Support Assistants
- o Support from outside agencies
- o EP support package
- o Training for staff
- o Resources (e.g. dyslexic-friendly books and iPad apps, assessment resources etc)



In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. Staff performance management reviews support the identification of areas for development. After SEN reviews, the SENDCo liaises with the rest of the SLT about training for staff that may need to take place so that children's needs can be adequately met. Training to be undertaken is specified in the school professional development plan which is updated annually. Training is offered through a range of in-house training and external training courses.

The equipment and facilities to support children with SEN will be secured by the SENDCO and headteacher through managing budgets and applying for additional funding.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo regularly attends the local SENDCo network meetings in order to keep updated with local and national changes in SEND.



Roles and responsibilities

Role of the SEND governor	The SEND governor has specific oversight of the school's arrangements for SEND. She meets regularly with the SENDCo/ Inclusion Team and is responsible for reporting to the full governing body on all issues regarding SEND, including the deployment of funding, equipment and personnel. The Governing Body is responsible for: • having due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs • doing its best to secure the necessary provision for any pupil identified as having special educational needs • ensuring that all teachers are aware of the importance of providing for the SEN children • consulting with the LA and other schools, when appropriate, and reporting annually to parents on the success of the school's policy for children with special educational needs • ensuring that parents are notified of any decision by the school that SEN provision is to be made for their child
Role of the SENDCo	The SENDCo is responsible for reporting to the SEND governor on the day-day management of SEND policy. Key responsibilities include: • overseeing the day-day operation of SEND policy • co-ordinating provision for children with SEN and disabilities • liaising with and advising teachers (and Designated Teacher where a looked after child has SEN) • Ensuring that Individual Learning Plans are kept up-to-date and provide the most appropriate support for children with SEND • Overseeing learning support assistants (LSAs) hours and work • ensuring the school keeps the records of all pupils with SEND up to date • liaising with parents of children with SEND (<i>in conjunction with appropriate staff</i>) • contributing to the training of staff • liaising with external agencies and next providers of education • allocating delegated budget to the benefit of pupils with additional needs (including staffing provision)



Role of the class teachers	Class teachers provide high quality targeted learning for all children and are responsible for: • knowing which children are on the SEN register. • Informing parents of children with SEN of the progress their children are making • informing parents of any change of SEN status ie new to register, move on register up or down • Writing and reviewing Individual Learning Plans for children with SEN needs. • Scaffolding work and providing appropriate resources • Liaising and reviewing progress with LSAs, SENDCo/Inclusion Lead and Headteacher. • A consistent approach to behaviour management. • The consolidation of any programmes within the classroom • Being aware of the programmes that children with special education needs are using and the progress they are making • Contributing to any paperwork or meetings necessary for individual children with special educational needs • Ensuring that children on specialist programmes are withdrawn and re-integrated with minimum effect on the children. Programmes should have maximum impact and be time limited. • Supporting LSAs working under their direction.
Role of LSA	• Working in a partnership with the class teacher and other adults in the class • Support the children and the teacher as directed by the class teacher • Prepare necessary resources for the children the LSA is working with • Familiarise with daily planning before the day starts • Follow the marking policy, including the use of the independence triangle • Follow the behaviour policy • Make necessary adjustments during lessons for all children LSA is working with, including those with SEND • Report important information on CPOMS • Liaise with parents/carers under the direction of the class teacher, when necessary
Speech and Language LSA	• Liaise with Speech and Language Therapist • Ensure Speech and Language plans are being implemented in the classroom • To work with children with speech and language needs across the whole school • Work in the Year R unit to deliver speech programmes and carry out initial Speech Links assessment at the start of the academic year • Regular updates about the children's progress on speech and language programmes to the SENDCo • Work with LSAs across the school on train them on using speech programme within the class, when necessary



Designated Teacher with specific Safeguarding responsibility (Designated Safeguarding Lead, or DSL)	Headteacher: Carolyn Wilkinson Deputy Head: Gemma Havey SENDCO and Inclusion Lead: Sarah Chambers Behaviour Support Lead: Daphne Rose
Person responsible for managing Pupil Premium Grant (PPG) and Looked After Children (LAC) funding	Headteacher: Carolyn Wilkinson
Person responsible for meeting the medical needs of pupils	Headteacher: Carolyn Wilkinson



How is information stored and managed?

Information about a child's SEN or disability is kept up to date and in an individual file, in chronological order. This may include information from school (e.g. ILPs), from parents (e.g. letters) or outside agencies (e.g. EP and SALT reports, letters from the paediatrician). Files are kept locked in a cupboard. ILPs and specific educational information is shared with teachers (e.g. EP and SALT reports, behaviour plans etc) so that they are kept informed about the child's needs.

The school manages data in line with the requirements of the Data Protection Act (2018).

Section 13

How and when do we review the SEND policy?

This policy is updated by the SENDCo on an annual basis and is reviewed by the Headteacher and Full Governing Body. This is then shared with staff so that they are aware of any changes to our policy.

Sections 14

Other useful policies

- Accessibility policy and plan
- Complaints policy
- Anti-bullying policy

All of which can be found on the school website: www.st-johns-gosport.hants.sch.uk

