

**ST EDMUND CAMPION CATHOLIC
PRIMARY SCHOOL**

A VOLUNTARY ACADEMY



SEND Policy

2017



St Edmund Campion Catholic Primary Academy

Special Educational Needs and Disabilities (SEND) Policy

Adopted: Created by the family of schools in the Multi Academy Trust (2013-2014)
Review date: January 2017

Contents:	Page:
Mission Statement	3
1. Aims and objectives	3-4
2. Responsibility for the coordination of SEND provision	4-5
3. Arrangements for coordinating SEND provision	6
4. Admission arrangements	6
5. Specialist SEND provision	6
6. Facilities for pupils with SEND	6
7. Allocation of resources for pupils with SEND	6-7
8. Identification of pupils' needs	7-9
9. Access to the curriculum, information and associated services	9-10
10. Inclusion of pupils with SEND.....	10
11. Evaluating the success of provision	10
12. Complaints procedure	10
13. In service training (CPD)	10-11
14. Links to support services	11
15. Working in partnership with parents	11
16. Links with other schools	12

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A pupil under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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 will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.SENDlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

Hand in hand with Jesus Christ we live, love and learn together

We live by the teachings of our faith, to value and respect everyone
We love by celebrating, caring and supporting everyone
We learn by being supported, challenged and encouraged to achieve our best

1. Aims and objectives

1.1 Aims

We aim to provide every pupil with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*. As such our aims are:

- a. To ensure that all pupils have access to a broad and balanced curriculum.
- b. To provide a differentiated curriculum appropriate to the individual's needs and ability.
- c. To ensure the identification of all pupils requiring Special Educational Needs provision as early as possible in their school career.
- d. To ensure that pupils with Special Educational Needs and/or disabilities take as full a part as possible in all school activities.
- e. To ensure that parents of pupils with Special Educational Needs and/or disabilities are kept fully informed of their pupil's progress and attainment.
- f. To ensure that pupils with Special Educational Needs and/or a disability are involved, where practicable, in decisions affecting their future Special Educational Needs provision.

United together, we are committed to ensure that children with Special Educational Needs and Disabilities (SEND) achieve their fullest potential in a safe, stimulating environment. The aim of the policy is to consistently and effectively support all children with SEND together with all stakeholders. This document should inform and guide, to implement provision to support the child. Whole school monitoring ensures that if a child experiences difficulties, staff work together with the child and parents, to overcome them.

1.2. Objectives

- a. Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the pupil's entry into the school. We recognise this is an essential part of successful transition.
- b. Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- c. Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- d. Work with parents to gain a better understanding of their pupil, and involve them in all stages of their pupil's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their pupil's progress, and providing information on the provisions for pupils within the school as a whole.
- e. Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- f. Create a school environment where pupils feel safe to voice their opinions of their own needs. Pupil participation is a right and all pupils' views will be gathered before any meeting and shared on their behalf. Their views will help inform decision-making.

1.3 Links with external agencies and organisations

- a. The School recognises the important contribution which external support services make in assisting to identify, assess, and provide for pupils with Special Educational Needs.
- b. When it is considered necessary, colleagues from the LA Children and Young Peoples support services will be involved with pupils with Special Educational Needs.
- c. The school has an Education Welfare Officer who works across the trust and works closely with the SENDCo.
- d. The school has a Faith in Families Social Worker.

2. Responsibility for the coordination of SEND provision

Staffing

The person responsible for overseeing the provision for children with SEND is Miss Jessica Chipperfield

2.1 The role of the Governing Body

- a. Ensuring that provision of a high standard is made for pupils with Special Educational Needs.
- b. Ensuring that pupils with Special Educational Needs are fully involved in School activities.
- c. Having regard to the Code of Practice when carrying out these responsibilities.
- d. Being fully involved in developing and subsequently reviewing the Special Educational Needs and Disabilities policy.
- e. Reporting to parents on the School's Special Educational Needs and Disabilities Policy.
- f. Ensuring there is a Special Educational Needs liaison Governor.

2.2 The role of the headteacher

- a. Has the overall responsibility for the provision of Special Educational Needs in School.
- b. Keeping the Governing Body well informed about Special Educational Needs within the School.
- c. Working closely with the Special Educational Needs and Disabilities Coordinator/Special Educational Needs team.
- d. Ensure that parents are informed of the fact that Special Educational Needs provision has been made for their child.
- e. Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

2.3 The role of the Special Educational Needs and Disabilities Coordinator

Working with the Headteacher and Governing Body to determine the strategic development of the policy, supported by the TA team other responsibilities include:

- a. Overseeing the day-to-day operation of the policy.
- b. Coordinating the provision for pupils with Special Educational Needs.
- c. Liaising with and giving advice to fellow teachers.
- d. Managing Teaching Assistants along with lead teaching assistant Mrs Day.
- e. Overseeing pupils' records.
- f. Liaising with parents.
- g. Making a contribution to INSET. Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.
- h. Arranging review meetings for all SEN pupils with EHC plans.

- i. Arranging for reports to be produced and circulated.

For effective coordination staff must be aware of:

- The roles of the participants.
- The procedures to be followed.
- The responsibility all teachers have in making provision for pupils with Special Educational Needs.
- The commitment required by staff to keep the Special Educational Needs and Disabilities Coordinator well informed about pupils' progress.
- Mechanisms which exist to allow teachers access to information about pupils with Special Educational Needs.
- What exactly constitutes a 'level of concern' and at which point a pupil is entered onto the SEND register.
- Mechanisms which exist to alert the Special Educational Needs and Disabilities Coordinator to such 'levels of concern'.
- The procedure by which parents are informed of this concern and the subsequent Special Educational Needs provision.

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

'The role of the SENDCO is crucial in school for meeting the needs of pupils with SEND because we are the ambassadors of these children. We are the voice for many and are responsible to ensure that, as their needs may evolve we instil a drive, so that together, as a school, we remove their barriers to learning. Our role is to support staff, parents and children and we are committed to initiating a shared vision. We provide a platform allowing stakeholders to consider provision and explore other options to help children with SEND achieve to be the best they can be.'

2.4 The role of the class teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- a. Being aware of the School's procedures for the identification and assessment of, and subsequent provision for pupils with Special Educational Needs.
- b. Collaborating with the Special Educational Needs and Disabilities Coordinator to decide the action required to assist the pupil to progress.
- c. Working with the Special Educational Needs and Disabilities Coordinator to collect all available information on the pupil.
- d. Working with pupils with Special Educational Needs on a daily basis to deliver any agreed individual programmes.
- e. Developing constructive relationships with parents.
- f. Being involved in the development of the School's Special Educational Needs policy.

We are responsible for whole class teaching, including planning and monitoring inclusive provision for all. We use assessment tools to identify needs and track children's progress. We work closely with other staff and the parents to ensure that we aid and support children with SEN to be confident learners.

2.5 The role of the teaching assistant

At St Edmund Campion we have a dedicated team of teaching assistants who implement provision to support children with SEND.

We liaise and work alongside the teachers to support and encourage children to shine and make progress. We lead small group work and carry out interventions to boost learning. We monitor progress and feedback to teachers. We help to create a stimulating environment where we nurture each child's ability to learn and develop. We regularly attend additional training opportunities to help us support children with SEND. We work

alongside the teachers by making recommendations and suggestions on how to adapt learning to meet a child's need.

3. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND Support records including provision maps, progress data and subject targets for individual pupils.

All staff can access:

- a. The St Edmund Campion SEND Policy;
- b. A copy of the full SEND Register
- c. Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- d. Information on individual pupils' special educational needs, through archived Individual Education Plans (IEPs).
- e. Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- f. Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

All matters referring to Admission arrangements can be found in the schools admissions policy which can be accessed on the school website.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Transition

Information regarding pupils with SEND will be gathered on transition into the school through

- a. Information passed on from Portage, previous schools/nurseries.
- b. Information passed to the school from parents.
- c. Discussions with parent's at Parents Evenings and reviews.
- d. Information will be passed on to the receiving secondary school by inviting the SENDCo from the receiving secondary to discuss pupils prior to transition and by passing on detailed pupil records.
- e. SENDCo's from receiving secondary schools will be invited to attend CAF or Team Around The Child reviews at the primary school for pupils with complex needs once the child has been offered a place at the secondary school.
- f. Information gathered through the Springboard process led by the Local Authority

5. Specialist SEND provision

St Edmund Campion has experience of supporting pupils with a wide variety of Special Educational Needs and Disabilities. We work closely with specialist outside agencies and voluntary bodies to ensure our pupils have access to specialist support where necessary.

6. Facilities for pupils with SEND

The school has a range of specialist SEND facilities in place. These are:

- a. Toilets and changing facilities suitable for disabled pupils, staff and visitors.
- b. The building is fully wheelchair accessible.
- c. Wide corridors making movement around the building easier for pupils with SEND

7. Allocation of resources for pupils with SEND

The Governing Body will endeavour to ensure that resources are available to support appropriate provision for all pupils requiring it.

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. The Family SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Use of Support Staff

The Special Educational Needs and Disabilities Coordinator in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions may be:

- a. Deployment of extra staff to work with the pupil.
- b. Provision of alternative learning materials or special equipment.
- c. Group support.
- d. Provision of additional adult time in devising interventions and monitoring their effectiveness.
- e. Staff development and training to undertake more effective strategies.
- f. Access to LA support services for advice on strategies, equipment, or staff training.

8. Identification of pupils needs

Identification

At St Edmund Campion we have adopted a whole-school approach to Special Educational Needs policy and practice. As far as is practicable, pupils identified as having Special Educational Needs are fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the School. All teachers are responsible for identifying pupils with Special Educational Needs and, in collaboration with the Special Educational Needs and Disabilities Coordinator will seek to ensure that those pupils requiring different or additional support are identified as early as possible.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The pupil's class teachers will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

- e) Through (b) and (d) it can be determined which level of provision the pupil will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their pupil's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The pupil is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the pupil on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the pupil. The frequency of these meetings is dependent on the individual pupil's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the

impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statutory assessment will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.SENDlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the pupil's needs are not being met by the support that is ordinarily available. The school and the pupil's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the

pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. However, pupils will also have access to interventions outside of the classroom to meet their needs. To ensure curriculum accessibility it is important to;

- a. Keep subject staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- b. Provide training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- c. Make use of all class facilities and space.
- d. Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- e. Make sure that individual or group support is available where it is felt that pupils would benefit from this provision.
- f. Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEND.

Staff at St Edmund Campion are committed to whole school inclusion. The school will seek advice, as appropriate, around individual students, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil, staff and parent voice is used as part of the quality assurance process.

Pupil progress will provide evidence for the success of the Special Educational Needs policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting individual targets.
- Use of standardised tests at the end of KS 1 & 2 and termly Teacher Assessment at pupil progress meetings.
- Evidence generated from review meetings.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

Provision mapping will be used to monitor, review and evaluate interventions used to support pupils. Information from provision management will be used to identify how effective provision is in enabling pupils to achieve academic and wider outcomes.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCo and Head Teacher with responsibility for Inclusion. Information is gathered from different sources including pupil and parent surveys, teacher and staff surveys, parents evenings and feedback through review meetings. This will be collated and published by the IEC on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

The School's Complaints Procedure should be used if the need arises.

If a parent or carer has any concerns or complaints regarding the care or welfare of their pupil, an appointment can be made by them to speak to the SENDCo, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school accesses training programmes through LA conferences, LA training events, Family of School training events, Trust events and through private and voluntary providers. Training needs are considered for teaching staff, teaching assistants, NQT's, parents and Midday supervisors.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train *all* our staff on SEND issues. The SENDCO, with the leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the pupil's parents.

The following services will be involved as and when is necessary:

- a. Educational Psychology
- b. Schools and Family Specialist Services(SFSS)
- c. Educational Welfare
- d. School nurses
- e. Social services
- f. Speech and Language therapists
- g. Paediatricians and specialist health professionals
- h. Physiotherapists
- i. Any voluntary or community organisations that can provide specific support

15. Working in partnerships with parents

St Edmund Campion School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents can contact the SENDCo by phone or email, we have an open door policy. The SENDCo will reply as soon as is possible. Parents are kept up to date with their child's progress through end of year reports, parent's evenings, provision reviews, CAF reviews and team around the child meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school is a member of the South Nottinghamshire Catholic Academy Trust and as such has close links to other schools within the trust. The Becket SENDCo also has the role of Family SENDCo for the Becket Family of Schools which includes St Edmund Champion School. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

St Edmund Champion invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND.

In cases where a pupil is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ *A. Blake* _____ Mrs A. Blake (**Headteacher**)

Date _____ *17.01.17* _____

Signed _____ *J. Chipperfield* _____ Miss J. Chipperfield (**SENCO**)

Date _____ *17.01.17* _____

Signed _____ *M. Jemson* _____ Mr Michael Jemson (**SEND Governor**)

Date _____ *17.01.17* _____

This policy will be reviewed annually (January 2018).