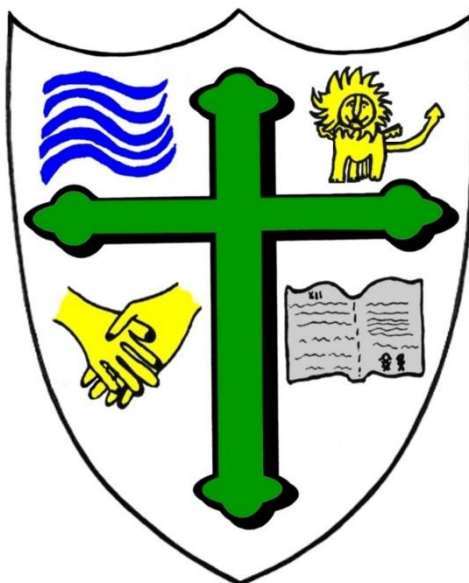


# Highcliffe St Mark Primary & Fledglings Pre-School



## SEND Inclusion Policy

Reviewed (date)	January 2025
Reviewed by (name)	Claire Barker
Approved by Governors (if applicable)	21 <sup>st</sup> January 2025
Review due (date)	January 2026

## ***SEND Inclusion Policy***

### ***Compliance***

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25(*July 2014*), and has been written with reference to the following guidance and documents:

Equality Act 2010: Advice for schools – (*DfE June 2018*)

SEND Code of Practice 0 to 25 (April 2020)

Schools SEN Information Report Regulations (2014)

### ***AIMS AND OBJECTIVES***

At Highcliffe St Mark Primary School we have high aspirations for all children identified as having SEND in our school. Our School vision is “Learning for Life and a Respect for All” which reflects how we strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into secondary education and later into adulthood, whether into employment, further or higher education or training. We focus on individual need and strive to ensure that the provision we provide for children with SEND is high quality and enables them to become independent successful learners.

### ***AIMS***

- To be committed to the implementation of the SEND Code of Practice 2014.
- To ensure the wellbeing of all pupils in relation to being healthy, staying safe, and developing a positive mind-set about themselves and their learning and their self-esteem.
- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To provide a rich and balanced curriculum for all children to enable them to actively contribute and make good progress within all areas of their learning.
- To ensure early identification of children with Special Educational Needs.
- To openly encourage a close working partnership between teachers, parents and support agencies.
- To ensure consultation with parents throughout the graduated response process as noted in the Code of Practice (COP) .
- To encourage children with SEND to be involved in all stages of planning for and reviewing intervention and provision, ensuring their opinions are considered by all concerned.
- To ensure teachers are provided with access to specialist advice from the SENDCo and outside agencies.
- To provide quality training for staff that suggests strategies to help them to support children with Special Educational Needs and Disability.

## **OBJECTIVES**

- To identify and provide for children who have Special Educational Needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole child, whole school” approach in the management and provision of support for children with Special Educational Needs or Disability
- To employ a Special Educational Needs Co-ordinator (SENDCO) who will work within the bounds of the SEND Inclusion Policy
- To provide support and advice to all staff who work with children with Special Educational Needs.

## **KEY ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL**

### ***The Governing body***

Will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that the school’s arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The following policies are published on the school’s website:

- Supporting children with medical conditions and managing medicines
- Single Equality
- Behaviour
- Child Protection

These policies are regularly reviewed by the Governing body, in consultation with the school’s SENDCO, staff and parents and are updated accordingly.

### ***The Governor with oversight of the arrangements for SEN and Disability***

The special educational needs designated Governor is Mrs Sheila Carnan.

Responsibilities:

- assisting in the formulation of the special educational needs policy
- monitoring the implementation of the special educational needs policy
- liaising with the Headteacher, SENDCo and governing body
- providing the governing body with information to enable them to fulfil their statutory responsibilities with regard to special educational needs

### ***The Headteacher***

Mrs Claire Barker, Headteacher has overall responsibility for Special Educational Needs and Disability in Highcliffe St Mark Primary School.

Responsibilities:

- day-to-day management of all aspects of the school’s work, including provisions for children with SEND
- liaising with SENDCo and the SEND designated Governor to ensure the school meets its responsibilities with regard to the SEND Code of Practice 2014

- deployment of the school's delegated budget and other resources to meet children's needs effectively

### ***The SENDCOs***

The designated teacher responsible for coordinating SEND provision for children/young people is Charlotte Sampson, who is also the Assistant Head Teacher and is a member of the Senior Leadership Team. Charlotte has completed the National Award for SENDCo accreditation. Charlotte is supported in her role by Gemma Stiles. Gemma works under the direction of Charlotte and is also a SENDCo. Together Charlotte and Gemma form our Inclusion Team and they are responsible for co-ordinating the support and provision for children/young people at the school identified as SEN and those with a Disability.

#### **Responsibilities:**

- Supporting staff in identifying barriers to learning and monitoring progress of all pupils to ensure that provision is having a high impact on the children accessing it.
- Address any areas identified by the School Improvement plan which relate to SEND.
- Managing and supporting the professional development of teachers and teaching assistants, ensuring that specific SEND training is available to everyone and coordinating and contributing to in-service training relating to special educational needs
- Co-ordinating provision for children with special educational needs, including interventions
- Developing and disseminating good practice
- Maintaining the school's SEND register and over-seeing the records of all children with special educational needs and ensuring these are kept up to date
- Managing Education Health Care Plans and cycles of provision
- Liaising with and strengthening links between parents/carers of children with special educational needs
- Liaising with external agencies to support children and families
- Liaising with the Headteacher and the SEND designated Governor to ensure the school meets its responsibilities with regard to the SEND Code of Practice 2014.
- Developing links with existing SENDCo networks to be well informed of current legislation, borough and national issues, and SEND
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Securing and accessing additional funding for SEND provision within the school

### ***Whole School Responsibility***

'Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.' (SEND Code of Practice 2015)

Provision for minimising barriers to achievement is the responsibility of the whole school, where all members of staff have important day to day responsibilities. All teachers are teachers of children with SEND. Within each class, there is a continuous cycle of evaluation, assessment and planning, which takes into account a wide range of abilities, interest and learning styles of the children. The majority of children will learn and make significant progress within these arrangements. Children whose attainment falls significantly below the expected range may have special educational needs. Teachers will discuss concerns with the

Inclusion Team and together, consider evidence of areas of difficulty and any further assessments that may be required to identify and learning needs. Targets and provisions for such children will be planned and regularly reviewed by the teacher following discussion with a SENDCo, parents/carers, the individual child and support staff.

### ***Class teachers Responsibility***

- Valuing all children and helping them to develop self-esteem
- Assessing individual strengths and learning difficulties
- Providing an inclusive curriculum
- Identifying children with special educational needs and devising interventions additional to or different from those provided as part of the school's usual differentiated curriculum
- Bringing the needs of individual children to the attention of the Inclusion Team and parents/carers
- Managing the classroom environment to promote optimum learning opportunities
- Planning and deploying learning support assistance to best meet the needs of children with SEND
- Maintaining and passing on all records
- Liaising with parents/carers, colleagues, a SENDCo, the Headteacher and other agencies

### ***PARTNERSHIP WITH PARENTS/CARERS***

The relationship between parents/carers of children with special educational needs and the school has a crucial bearing on the child's educational progress and the effectiveness of any school-based action. Class teachers will always discuss the learning and development of their child with parents/carers and address any concerns. We aim to foster an atmosphere of mutual trust and openness. This is important if we are to work in partnership to provide the necessary support. We also feel that it is important for parents to be able to voice their concerns about their children and they are always encouraged to come in and discuss these matters with class teachers and/or a SENDCo.

### ***Parents/carers are encouraged to:***

- communicate regularly with the school staff and alert them to any concerns they have about their child's learning or provision, including sharing all relevant information about issues that may be affecting their child's progress
- attend review meetings and inform the class teacher of any problems that occur between review meetings
- work with school staff and outside agencies to regularly set clear outcomes and review progress towards them
- be well informed and ask questions about the activities and support that will help their child achieve
- take an active responsibility in supporting their child at home and at school

### ***ADMISSION ARRANGEMENTS***

Highcliffe St Mark Primary School uses the local authority arrangement for School Admissions.

The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, Highcliffe St Mark Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, the school liaises with the Local Authority and Diocese, Health Services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions.

### ***FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY***

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with Disability as defined by the Act.

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

- Small amounts of acoustic tiling
- Wheelchair access
- Accessible toilets including hydraulic changing table
- Assistive technology
- Specialist tools to allow access to creative activities such as painting
- Increased access to the curriculum and assistance during examinations
- All weather sports area

### ***SEN INFORMATION AND LOCAL OFFER***

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

Our SEND Information report can be found on our website

<http://www.highcliffeprimary.dorset.sch.uk/send-and-disabilities-1/>

More information can be found in the Local Offer information held on the Local Authority's website:

[Special Educational Needs and Disability | BCP FID \(poolefamilyinformationdirectory.com\)](http://www.bcpfamilyinformationdirectory.com/Special-Educational-Needs-and-Disability)

### ***DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES***

As defined in The SEND Code of Practice 2015 'a child has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for them'. A disability is 'a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities'. A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within

the area of the local educational authority. Special education provision is provision that is additional to, or different from, that which is available at a universal level to all children.

A child will not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is taught. Only those who have Special Educational Needs / Disabilities (SEND), as defined in the SEN Code of Practice, alongside English as an Additional Language will be included on the SEND register. Children with Social, Emotional and Mental Health (SEMH) difficulties also need our consideration when defining special needs, particularly if these difficulties hinder their learning or the learning of others. These children will go onto the SEN register if their SEMH is having a significant effect on their progress and attainment. Our approaches to supporting children with these difficulties are clearly stated in our Behaviour policy.

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice: 0 to 25 (*January 2015*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

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

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Each teacher is responsible for tracking the progress of the children in their class, including where they access support from Teaching Assistants or specialist staff. Regular assessments of all children are made using a variety of tools. When a teacher is concerned that a child's progress is not as it should be, they intervene early. The Senior Leadership Team also monitor pupil progress closely.

### **EARLY IDENTIFICATION**

We believe early identification is crucial. We liaise with our EYFS colleagues in pre-schools, nurseries, children's centres and previous schools/settings to gather relevant information in order to identify those children who may require SEND provision. Charlotte Sampson, SENDCo will undertake pre-school visits for those children identified with SEN alongside the EYFS leader. Children under NHS Speech and language therapy will have their latest report sent into school via their therapist. Children with an EHC Plan will also be highlighted at the point of admission to the school and a meeting will be arranged. The knowledge, expertise and views of the parents will be actively sought and acknowledged.

In school, teacher's ongoing assessment of each child, together with context based assessments and observations, will provide information about areas where a child is not making adequate progress. Teachers will share concerns with the SENDCo and further assessments and observations may be required. Children may then be highlighted as having SEND needs.

### **MANAGING THE NEEDS OF CHILDREN WITH SEND**

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We

regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have Special Educational Needs. In this instance, following the class teacher raising concerns with the Inclusion Team, a support plan will be devised and implemented in consultation with parents and the child and the school will keep a careful record of this in order to monitor progress.

Where a child is identified as having SEND and or a Disability, the school adopts a process of “Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree action and monitor individual progress over time so that Special Educational Needs for all children are addressed appropriately, effectively and with good outcomes.

Learning needs are managed through SEN Support Plans, personalised timetables, additional adult support to deliver interventions or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or Disability will have their needs met by the school.

### **SEND SUPPORT PLANS**

Children with SEN have an SEN Support Plan (SSP) which is written by the teacher in consultation with the child and parents. The SSP identifies the aspirational long term outcomes desired by all concerned for the child and outlines strengths as well as areas of difficulty. It describes shorter term outcomes to be achieved in the next 12-18 months. The SSP also clearly identifies targets which are Specific, Measurable, Achievable, Realistic, Time related, Evaluated and Reviewed (SMARTER). The way the targets can be met is also clearly outlined in the SSP. This section reflects what works well for the child and their preferred learning styles and activities. It brings together information from the teacher, parent and also the child. The teacher is responsible for making sure that progress against these targets is reviewed alongside the child regularly. New targets are set *at least* every 6 weeks and the SSP is reviewed by the teacher termly (or sooner if necessary) with parents. The review should inform the process of the “assess, plan, do, review” cycle detailed in the SEND code of practice: 0 to 25 (January 2015). The Inclusion Team monitor the SSPs via ‘Provision Map’ software where copies are kept securely via this package.. The phase leader will also discuss the progress of children with an SSP at the termly child progress meetings with class teachers.

### **RECORD KEEPING AND PROVISION FROM EXTERNAL AGENCIES**

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child’s parents / carers are informed both in writing and through a meeting with the class teacher and/or SENDCo. Special Educational provision will be discussed and agreed at the meeting and subsequent meetings will be arranged. All provision for children is recorded and reviewed using Provision Map software.

In order to provide additional support, a child may also receive an assessment from a variety of outside agencies. If concerns are raised that a child is making little progress, despite well founded support that is matched to the child’s area of need or if access to additional advice

and support regarding a child's needs is felt appropriate, the school will consider involving outside agencies. This will always be discussed with parents/carers prior to a referral being made. Outside agencies will support the school in making provision for the child. This may take the form of attending review meetings, setting up programs of support, planning provision and interventions, advise around resourcing or referring onto other agencies.

The outside agencies we currently work with include:

- Educational Psychologist
- Inclusion services
- BCP social care
- Child & adolescent mental health Services (CAMHS)
- Speech and Language Therapy (NHS)
- School Nursing team (NHS)
- NHS Community Health Services – Physiotherapy and Occupational Therapy, Consultant Paediatricians and Health Visitors
- Hearing or Visual support Services
- BCP Specialist Outreach services

### ***SPEECH AND LANGUAGE THERAPY (SALT)***

Staff work closely with NHS Speech and Language Therapists and we a teaching assistant that is able to deliver SALT programmes as directed by the Therapist in EYFS and KS1. If children require SALT after year 2, class teachers and teaching assistants work together with the therapist and SENDCo to ensure programmes are followed and children are supported to make progress.

### ***COMING OFF THE SEND RECORD***

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. However, it is possible that some of these children may require on-going support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children, it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan. However, in this instance, the child's progress will continue to be monitored by using the school's tracking systems.

### ***MONITORING PROGRESS OF CHILDREN WITH SEND***

The Inclusion Team will use the school's tracking system and comparative National data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but

nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues

In the instance that a child is not making progress against targets set in their SSP, the teacher must review the provision which was in place and also review the SMARTER target. This is often done in consultation with a SENDCo. The SENDCo must decide whether advice from outside agencies should be sought to support the provision which the school has made. When the school is satisfied that the SSP reflects high quality provision for a child with SEND and the child has not met their targets, the SENDCo may consult with the school's Educational Psychologist and other outside agencies for further guidance and support. This ensures that the school is following the graduated response detailed in the SEND code of practice: 0 to 25 (July 2014).

BCP have created a graduated response guidance and Toolkit that can be found here: [School Age Graduated Response Guidance and Toolkit | BCP FID \(bcpcouncil.gov.uk\)](https://www.bcpCouncil.gov.uk/school-age-graduated-response-guidance-and-toolkit/)

### **Educational Health Care Plan (EHCP)**

Where the school, in consultation with the Educational Psychologist and other agencies, feels that a child's need is such that further Educational or Health Provision is needed they will follow the local authority guidelines for requesting statutory assessment for an Education and Health Care Plan (EHC Plan). The decision to grant an EHC plan is made by the Local Authority and not the school. The parents, school and outside agencies, through this 20 week process, are consulted. If the Local Authority is satisfied that the child's needs are complex, a draft EHCP may be drawn up for school, professionals and parents to agree on. Once agreed, the EHCP will be put in place. Children with an EHC plan will have an annual review of their needs and progress through a Person Centred Annual Review (PCAR). This will be facilitated by the school's SENDCo.

### **MONITORING AND EVALUATING THE QUALITY OF OUR PROVISION FOR SPECIAL EDUCATIONAL NEEDS & DISABILITY**

The class teacher is responsible and accountable for monitoring the impact of provision in place for children with SEN and Disabilities. This is overseen by the school's Inclusion Team and the Senior Leadership Team. The SENDCo evaluates the impact of the provision through analysis of assessment results via Provision Map software. The school sets aspirational targets for children with Special Educational Needs and expects those with additional provision to make accelerated progress in order to ensure that the gap between those with SEND and other children does not widen. The Inclusion Team details progress made on the

school's SEND register. Children are expected to make double the rate of progress when receiving intervention. For example in 1 month of intervention a child would be expected to make 2 months progress. Those on the SEND register are closely monitored and where this is not the case a SENDCo or phase leader will discuss intervention with the class teacher. The results of this discussion informs future intervention and could lead to further involvement from other agencies or a change in intervention.

The Inclusion Team regularly monitor the quality of interventions through analysis of written records and observation. INSET for staff is based on these findings as well as feedback from teaching assistants, teaching staff and the senior leadership team following phase meetings.

The school maps provision for children with SEND through 'Provision Map' software. In addition, individual SSPs detail the provision made available to each child. This allows the Inclusion Team and Leadership Team to evaluate the provision in place across the school. This is viewed in relation to the SEND register which details the progress which children have made on a termly basis.

Provision for children with SEND is detailed on the teacher's weekly lesson plans for English and Maths. Teachers are responsible and accountable for ensuring that children with SEND can access the curriculum and are given every opportunity to achieve their best through differentiated, multi-sensory learning tasks. A variety of independent and supported activities ensures that those with SEND do not become dependent on others to access learning. The inclusion leader regularly monitors the quality of planning for children with SEND through planning and work scrutiny. The Leadership Team also attends planning meetings with their phases. The outcomes from this informs future staff training.

The Governor responsible for SEND, Mrs Sheila Carnan, meets once per term with the school's Inclusion Team in order to monitor the provision in place in the school. Mrs Carnan reports on her findings to the Headteacher and Governing body.

### **INVOLVEMENT OF CHILDREN**

We recognise that 'all children have the right to be involved in making decisions and exercising choice'. (SEND Code of Practice 2015). We are committed to finding ways to enable all children to have a voice.

Children are encouraged to:

- state their views about their education and learning
- identify their own needs
- to participate in and share ideas for individual target setting (child led targets)
- self-review their progress and set new targets
- to participate in support plan/annual reviews, EHCP meetings
- to recognise their own strengths and talents
- to know their own areas for development

### **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law. The school strictly follows GDPR.

All paper records will be held in line with the school's policy/protocol on security of information.

### **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

Highcliffe St Mark Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to Disability must be treated favourably and that we are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the school's policy on "Supporting children at school with medical conditions".)

### **TRANSITION ARRANGEMENTS**

Highcliffe St Mark Primary School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

Teachers meet to discuss individual needs of children prior to transfer to the next year. For children with SEND, this discussion is supported by the school's Inclusion Team.

The Inclusion leader and phase leader meet with the head of year and SENDCo of the receiving school to discuss children with SEND in the Summer term before children transfer to secondary education. The inclusion leader ensures that all relevant paperwork and records are transferred to the child's Secondary school.

For children with an EHC Plan, the SENDCo of the receiving school is invited to attend the Annual Person Centred Review, which takes place in the Autumn Term prior to transfer. This ensures that provision for these children is planned in good time for the transition to be as successful as possible.

The inclusion leader will contact the receiving school of children with SEND who leave our school before transfer to secondary school. The inclusion leader is responsible for ensuring all relevant records and paperwork are transferred to the receiving school.

### **TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need of both staff and children as and when required. The Inclusion Team will provide information on specific needs for new staff.

The Inclusion Team attend termly Inclusion Network briefings which are led by the local authority. In consultation with the Headteacher and Governor for SEND, they then ensure that the school's policy and practice is in accordance with local and national guidance and statutory requirements.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

### **ACCESSIBILITY**

Highcliffe St Mark Primary publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found here:

<https://primarysite-prod-sorted.s3.amazonaws.com/highcliffe-st-mark-primary-school/UploadedDocument/4cafb493-8613-4340-b3ac-3e4a26bab9c5/accessibility-plan-2023-2026.pdf>

### **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment should be made, in the first instance, with a member of the Inclusion Team. These meetings are usually coordinated by the Inclusion leader. If this discussion does not lead to a satisfactory outcome, the school’s complaints policy should then be followed.

Highcliffe St Mark Primary publishes its Complaints Policy on the school website; this information can be found in the parent, policies tab on the website.

### **REVIEWING THE SEND POLICY**

This policy will be reviewed and updated annually. Parents are invited to make any comments on the policy. This can be done via email to [office@highcliffeprimary.dorset.sch.uk](mailto:office@highcliffeprimary.dorset.sch.uk) or by writing to the Headteacher or Inclusion Team using the school address Highcliffe St Mark Primary School, Greenways, Highcliffe, Christchurch, Dorset, BH23 5AZ.

The staff and Governing Body will review the policy and agree any changes annually.

### **LINKS TO OTHER RELATED POLICIES**

- Supporting children at school with medical conditions and managing medicines
- Accessibility Plan
- Single Equality Policy
- Child Protection
- Anti bullying
- Data protection

<b>VERSION</b>	<b>DATE</b>	<b>REVIEWER</b>	<b>COMMENT</b>
2	Jan 2024	CB	Changed to reflect that we have 1 SALT not 2, change Head of School to Headteacher
3	Jan 2025	CB	Changed Charlotte Sampson role to Inclusion leader and added new Sendco Gemma Stiles. Changed throughout to reflect change to an Inclusion Team lead by Charlotte Sampson. Added correct link to accessibility plan 2024-2027