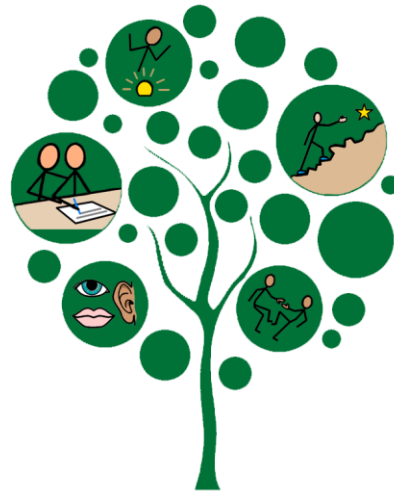


# Special Educational Needs and Disabilities (SEND) Policy and Information Report

The Cedar School



**Communication**

**Empowerment**

**Discovery**

**Aspiration**

**Resilience**

**Approved by:** The Governing Body **Date:** 7<sup>th</sup> December 2021

**Last reviewed on:** 7<sup>th</sup> December 2021

**Next review due by:** December 2022

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## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We are a school community that works in open partnership to meet the physical, health and learning needs of our children. All of our children have Special Educational Needs and Disabilities (SEND) that result in the need for a unique approach to their education. As such we ensure our learning activities are enriching, relevant, multi-sensory and concrete so that learning is secure and can be applied in a range of circumstances and contexts.

We are determined to problem solve around opportunities and experiences for young people to ensure they are safe, secure, and happy whilst also meeting their individual learning requirements. All our young people are encouraged to be as independent as possible, to communicate effectively and to make genuine, informed choices. We have a genuine 'I-can culture,' and every individual is embraced and celebrated for what they can bring to our overall school learning ethos for the benefit of all.

All classes are fully inclusive and are determined by children's individual level of need and circumstances as opposed to year groups. We have high levels of expectations for all our children and we aim to fully extend their academic and social development alongside overcoming many of the challenges that our young people face daily. High levels of staffing and individualised learning programmes ensure both the learning and social needs of each child are met within their class team, alongside their physical requirements, access to learning needs, health requirements, personal care and well-being.

Through close partnership and multi-disciplinary working we believe that The Cedar School:

- Offers all of our pupils the relevant, bespoke skills and experience which they require to **c**ommunicate, to be **e**mpowered, to **d**iscover opportunities, to have high **a**spirations and to thrive through **r**esilience. Our strategy is for Cedar children to achieve our five Cedar Hopes (*and achievement will look very different for each individual child*) and, as a result, to access life as independently as possible.
- Provides a positive learning environment where children develop new skills and learn how to apply them in a concrete and meaningful way
- Encourages, supports and challenges all pupils to achieve their full potential
- Embraces individual needs and promotes their self esteem
- Develops and supports children to be healthier and more able to understand their own personal challenges
- Provides a caring, safe and secure environment where children are taught to understand their own place in their wider community and to ensure personal, individual success
- Promotes effective working partnerships with parents/carers, and external agencies and works in conjunction with NHS colleagues
- Works in a multi-disciplinary way to attend to the holistic needs of our young people and to support our children's families
- Teaches pupils to communicate effectively and to be independent and be able to make good choices
- Utilises the community to enhance the learning curriculum and to support pupils to practise and extend their social skills
- Develops pupils' self-esteem, confidence and independence in preparation for their challenges ahead in adult life

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

## 4. Roles and responsibilities

### The SENCO

The SENCO is Becca Farwell: [beccafarwell@cedarschool.co.uk](mailto:beccafarwell@cedarschool.co.uk)

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND
- Provide professional guidance to colleagues and work with staff, parents/carers and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Ensure the school keeps the records of all pupils with SEND up to date

**The SEND governor will:**

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

**The Headteacher will:**

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

### Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND information report

### The kinds of SEND that are provided for

Cedar School supports children with primary needs that are physical and medical. Children can have needs in several of the areas but our resources and provision are specialist for children with physical and medical needs. We have specialist health services onsite provided by the Children's Therapy Service (NHS Solent Trust) including Physiotherapy, Occupational Therapy, Speech and Language Therapy and School Nursing.

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, speech and language difficulties
- **Cognition and learning**, for example, moderate/severe/profound and multiple learning difficulties
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties,
- **Health needs and specific conditions**, for example, epilepsy

### Identifying pupils with SEND and assessing their needs

All pupils at The Cedar School have an Education, Health and Care Plan (EHCP) and therefore their needs have been identified prior to coming to our school. As a specialist school, the provision in place on a pupil's EHCP (from a mainstream placement) is reviewed and updated to reflect the change of placement. This is done through the Annual Review in conjunction with parents/carers. Staff are continually developing their understanding of the individual needs of each pupil. The provision will be updated at each Annual Review to reflect the current needs and support for each pupil.

Pupils who are placed at The Cedar School without an EHCP in place are usually children in the Early Years or those who have moved from abroad. We aim to make an application for an EHCP assessment after a term of getting to know that child's needs. The health services work with the pupil immediately on admission to the school, in order to get appropriate support in place as soon as possible.

### Assessing and reviewing pupils' progress towards outcomes

Each pupil has 'Overall Outcomes' in one, or more, areas of need, as stated in the EHCP. These long-term targets are broken down into smaller steps to work on over the academic year. At Cedar, we refer to these as Individual Learning Targets (ILTs) and these are suggested by teachers but are discussed and agreed at Annual Review. Our curriculum is highly differentiated and personalised to each individual, and so we integrate these ILTs into our curriculum lessons and routines of the day. We also have two sessions a week dedicated time for pupils to work on these ILTs. EHCP targets are discussed at Annual Review and the next steps are agreed by everyone at the meeting. If appropriate, pupils are invited to attend part of their own Annual Review and are involved in their own target setting.

At Annual Review we will review the outcomes, targets and provision in all areas of need. The following will also be discussed:

- The teacher's assessment and experience of the pupil
- The child's previous progress and attainment or behaviour skills
- An updated target sheet from Children's Therapy Services (*Occupational Therapy, Physiotherapy, Speech and Language Therapy*)
- Specialist Teacher Adviser reports (*Visual Impairment, Hearing Impairment, Teacher of the Deaf*)
- A medical report from the community pediatrician.
- The pupil's own views
- The views and experience of parents/carers
- Any other reports shared by parents/carers (eg. Child and Adolescent Mental Health Services (CAMHS), private reports)

All staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **Supporting pupils moving between phases and preparing for adulthood**

### **Internal transition**

Cedar School has 10 classes of pupils: 5 classes in the Primary Department and 5 classes in the Secondary Department. Classes are arranged in Key Stages, rather than year groups, as we can have small numbers of children in each year. Therefore, there are fewer changes of classes within key stages but we still do prepare children for these changes by having:

- 2 transition mornings in new classes in the summer term
- a written transition proforma for each individual pupil detailing key information for supporting that child's needs (eg. learning, personal care, communication, independence)
- All EHCP and Annual Review paperwork is accessible for staff
- Class meetings with new class team to ensure health support is in place – nursing, SALT, OT and Physiotherapy
- Pupil passports updated and shared with new staff team
- Bespoke support for individuals including: social stories, pre-visits to class with familiar adult, specialist adults to remain with some pupils to support specific needs

## **Post-16 transition**


We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this. The Cedar School also makes the following arrangements:

- The process begins in Year 9 with discussions at Annual Review
- Parents/carers complete a 'Preparation for Adulthood' plan in Annual Reviews from Year 9. This is revisited and reviewed in Years 10 and 11
- Support from Local Authority is requested as appropriate
- We have strong links with local Post-16 provisions so information is shared of events such as open mornings
- Information mornings offered in collaboration with the Local Authority
- School staff attend a transition meeting with the new setting
- Parents/carers are also provided with an information pack of Post-16 provision to make their own enquiries



## Our approach to teaching pupils with SEND


Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in providing for all pupils. This will be differentiated for individual pupils.


We will also provide the following provision and interventions:

Area of need	Universal provision Quality First Teaching	Targeted provision for small groups or individuals (short/medium term)	Specialist provision for individuals (medium/long term)
<p>Communication and interaction</p> 	<p>Makaton used daily by adults</p> <p>Language rich learning environments</p> <p>Symbols used across the school</p> <p>Positive role modelling of language by staff</p> <p>An ethos of mutual respect and open communication</p>	<p>Extra PSHE sessions focusing on social skills</p> <p>PECS and use of symbols as appropriate</p> <p>Objects of reference for specific lessons and areas of the school</p> <p>Use of specific social games</p> <p>Shared Attention</p>	<p>Body signing</p> <p>Support from a Speech and Language Therapist</p> <p>Augmentation &amp; Alternative Communication (AAC) devices provided as required</p> <p>Support from the Ace Centre coordinated by the Speech and Language Therapist</p> <p>Bespoke Speech and Language programmes for individual pupils who meet the criteria</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cognition and learning</b></p> 	<p>Highly differentiated and personalised lesson planning</p> <p>Skills based curriculum</p> <p>High ratio of staff support in each class (4:9 on average)</p> <p>Half-termly learning targets linked to EHCP outcomes</p> <p>Child-centred approach</p> <p>Real-life experiences and practical hands on activities</p> <p>Holistic development as well as academic</p>	<p>Pre-formal curriculum for sensory learners</p> <p>Specific resources to support groups with learning concepts</p> <p>Ipads with a variety of apps</p>	<p>Bespoke support from the Specialist Teacher Advisor for Visual Impairment (STAVI) for Braille users</p> <p>Individual work stations if required.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Social, emotional and mental health</b></p> 	<p>High ratio of staff support in each class (4:9 on average) with a key worker assigned to each pupil to act as a link to families as well as the teacher</p> <p>Designated Mental Health Lead</p> <p>Daily assemblies in either classes, key stages or whole school</p> <p>Reward systems in each class</p> <p>All staff trained in Managing and Preventing Challenging Behaviour (Securicare).</p> <p>Promotion of independence skills</p>	<p>Emotional Literacy Support Assistant (ELSA) input from two teaching assistants</p> <p>Support in class for emotional needs (e.g. Feelings tree, visual timetable, now and next boards)</p> <p>Advice and support from school behavior lead</p> <p>Visual timetables</p> <p>Now and next boards</p>	<p>Individual behaviour plans regularly reviewed</p> <p>Core work and specialist input from our assigned Educational Psychologist</p> <p>'Safe space' within classroom if required</p> <p>CAMHS input</p> <p>5 trainers in Managing and Preventing Challenging Behaviour (Securicare) in staff team</p>


<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Sensory and physical</b></p> 	<p>Wheelchair accessible environment</p> <p>Onsite Health teams including nursing, Occupational Therapy, Physiotherapy and Speech and Language Therapy</p> <p>Staff trained in Manual Handling procedures</p> <p>Hoists in all classrooms and bathrooms</p> <p>An initial assessment by the Children's Therapy Services to establish levels of support required.</p> <p>Lead member of staff in Manual handling who trains all staff in procedures</p>	<p>Adapted equipment for accessibility. This includes switches, touchscreen technology, portable hand basins,</p> <p>A sensory room</p> <p>A physiotherapy treatment room</p> <p>A soft play room</p> <p>Adapted and accessible outdoor play equipment</p>	<p>A range of physio and OT equipment for individuals (e.g. standing frames, walking frames,)</p> <p>Individual personal care programmes</p> <p>Physiotherapy packages of care regular reviewed and updated.</p> <p>Individual feeding programmes devised by a Speech and Language Therapist and carried out by school staff.</p>
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Area of need	Universal provision	Targeted provision for small groups or individuals	Specialist provision for individuals
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Nursing and health</b></p> 	<p>Onsite nurses from the School Nursing Team</p> <p>Emergency call buzzer in each classroom and bathroom</p> <p>Annual medical review by a community pediatrician</p>	<p>Staff trained in enteral feeding</p> <p>Staff trained in epilepsy</p> <p>Staff trained in asthma awareness</p>	<p>1:1 Health Care Assistants from the NHS</p> <p>1:1 Education, Health and Care Assistants supporting individuals</p> <p>2:1 Care nurses from private nursing</p>


### **Adaptations to the curriculum and learning environment – our curriculum intent:**

- We provide an ambitious 'knowledge and skills-based curriculum' where every child is challenged and encouraged to maximise their learning and potential.
- Every learning opportunity is exciting, capturing the imagination and interest of each individual child, as well as broadening their interests and helping their understanding to grow.
- Every child makes robust, secure progress through our hierarchy of knowledge and skills.
- Every child progresses at different rates and learning is personalised for every child.
- Knowledge and Skills are at the core of every child's learning.
- Children experience and learn knowledge and skills in the context of learning opportunities based mainly around the national curriculum and other curriculum sources.
- We have adapted the national curriculum and other curriculum sources to meet children's needs.
- In Early Years and Key Stage One most learning is in the context of *My Home*, in Key Stage 2 it is in the context of *My Community/Town*, in Key Stage 3 it is *My Continent* and Key Stage 4 focuses on *My World*. Wherever each child is on the hierarchy of knowledge and skills, the context for their learning will largely be based on these themes.
- We have a modified, pre-formal curriculum for our most sensory children.
- Development of literacy knowledge and skills is prioritised across our curriculum. Every class bases much of its work each half term on a quality book as well as on a piece of work from the Arts. This supports children's cultural development.
- We promote independence and knowledge/skills for life.

	Universal provision Quality First Teaching	Targeted provision for small groups or individuals (short/medium term)	Specialist provision for individuals (medium/long term)
<b>Learning environment</b> 	<p>Whole school on one level and compliant with spacious corridors</p> <p>A shared outdoor environment for each class</p> <p>Spacious classrooms set up to maximise independence</p> <p>Hydrotherapy pool</p> <p>Spacious wider outdoor environment which includes a sensory garden, football pitch, play area with adapted play equipment, Forest School, allotment</p> <p>A stimulating library with a range of books and resources</p> <p>Each pupil has a risk assessment for the following areas: transfers, mobility, personal care, equipment transport, swimming, off-site activities</p>	<p>Sensory Room with a range of multisensory equipment</p> <p>An Independence room for bespoke Life Skills teaching</p> <p>Soft play room used as part of the curriculum or as a break out space</p>	<p>A physiotherapy treatment room with dedicated resources for individual interventions</p> <p>Trailing wall throughout the whole school</p> <p>Adaptations for pupils with Visual Impairment (VI) such as light contrast in the ceiling</p>
<b>Physical resources</b> 	<p>iPads, touch screen computers and adapted ICT equipment to enable access</p> <p>Height adjustable tables</p> <p>Magic carpet (ICT projection which is movement activated)</p> <p>Laptops for classes</p>	<p>Supply of Bag Books, oversized books, Brailled books, audio books, sensory stories</p> <p>Adapted technology such as switches</p>	<p>OT equipment</p> <p>Physio equipment – standing frames, walking frames, Mobility Platform (Akka), Acheeva bed,</p> <p>Eye gaze machine</p> <p>Specialist resources for pupils with Visual Impairment</p> <p>Writing slopes</p> <p>Laptops for individuals to support writing</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Curriculum</b></p> 	<p>A focus on 'independence' as a key strand throughout all of our work</p> <p>Termly Individual Learning targets (ILTs) linking directly to outcomes of the EHCP</p> <p>Ongoing assessment of pupil's progress and attainment. Tracking analysed twice a year and additional need for interventions identified.</p> <p>Off-site visits</p> <p>Regular swimming sessions in our hydrotherapy pool</p>	<p>Teachers experienced in delivering a range of programs such as Sensology, Shared Attention, Tac Pac</p> <p>Trained Forest School Leader</p> <p>Modified skills-based curriculum for our most sensory children</p> <p>Transition Challenge for Year 9</p> <p>Entry Level Certificate in English and Maths (Pearson)</p> <p>Life and Living Skills in English, Maths and ICT (OCR)</p>	
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### Additional support for learning


	<b>Universal provision</b>	<b>Targeted provision for small groups or individuals (short/medium term)</b>	<b>Specialist provision for individuals (medium/long term)</b>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Support for learning</b></p> 	<p>Annual Review meetings with parents/carers and school plus any other professionals involved</p> <p>Ongoing contact with parents/carers through home/school books, emails, phone calls and bespoke meetings</p> <p>3 first aiders</p> <p>Daily class team meetings to discuss needs, support and learning</p> <p>Small class groups with an average of 9 pupils to 4 adults (1 teacher and 3 Special School Assistants)</p> <p>Weekly whole staff briefings for key updates</p>	<p>5 members of staff are Designated Safeguarding Leads</p> <p>Assigned Designated Safeguarding Leads (DSLs) to ensure children are safeguarded.</p> <p>Weekly teachers' meetings which includes work moderation across the year</p>	<p>Multi-agency meetings as required to review needs and levels of support</p> <p>1:1 and small group support across the day as required</p> <p>Funded 1:1 support for some pupils approved by the Local Authority</p> <p>Links between education, health and social care</p>

## Expertise and training of staff

We have a team of **37** Special School Assistants (SSAs) who each have specialist skills they have acquired throughout their careers.

We have **4** SSAs assigned 1:1 for children with specific complex needs.

Below is a table showing staff training in the last year:

2020-2021	Whole Staff training	Targeted training for small groups or individuals	Specialist training
<p data-bbox="100 794 129 976" style="writing-mode: vertical-rl; transform: rotate(180deg);">Staff expertise</p> 	<p>Fully qualified and experienced teaching staff</p> <p>Specialists Disability sports coaches</p> <p>Manual handling</p> <p>Safe oral feeding</p> <p>Safeguarding</p> <p>Managing and Preventing Challenging Behaviour (Securicare)</p> <p>Rising Stars Rocket Phonics</p> <p>Postural management</p>	<p>Enteral feeding</p> <p>Epilepsy</p> <p>Asthma</p> <p>Class nursing needs</p> <p>Individual pupil's speech devices</p> <p>Understanding Adverse Childhood Experiences and its Impact</p> <p>Selective Mutism</p> <p>Contender Charlie Leadership</p> <p>Pool lifesaver training</p> <p>Outdoor Leader</p> <p>EYFS reforms for EYFS Leaders</p> <p>Early Years Framework Revision</p> <p>Transition into Year 1</p> <p>Continuous Provision</p> <p>ELSA (future date - 03.22)</p>	<p>Designated Safeguard Lead</p> <p>Designated Teacher Training</p> <p>Managing and Preventing Challenging Behaviour (Securicare) trainers</p> <p>Catheterisation</p> <p>Data Protection and General Data Protection Regulation (GDPR)</p> <p>Early reading Framework</p> <p>Early Writing</p> <p>Ofsted Inspector Update</p> <p>Ofsted Enhanced SEND Inspector training</p> <p>South West Association for Leaders in Special Schools (SWALSS): Early Years Reforms; pre-formal curriculum, reading, EYFS groups</p> <p>PE lead training</p> <p>New Living Difference RE Curriculum</p> <p>Diverse Tests: teaching Racism in the Classroom</p>

## **Securing equipment and facilities**

Cedar School purchases specialist equipment and learning resources to support pupils as required. The school budget is managed in order to support this and we work with the Health team to seek external funding to purchase certain equipment where possible. The school building and physical environment is specifically designed for multiple SEND needs and the building is 6 years old and fully accessible.

## **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each half term
- Recording pupil views at each Annual Review
- Regularly seeking pupil feedback in classes and discussing how to support pupils best
- Monitoring by the SENCO, Senior Leadership Team and Health teams
- Holding Annual Reviews for all pupils
- Regular communication with parents/carers for any changes and updates

## **Working with other agencies**

Cedar School has close links with the Local Authority - Anna Gunn is our case officer from Southampton City Council who liaises regularly with the SENCo. The SENCo also works alongside Health colleagues and Health managers to ensure a joined up approach in supporting pupils and staff members. Health colleagues are onsite and integral to supporting pupils. The Lead DSL links with Social Services to ensure school is up to date with arrangements. A termly meeting between school, Social Care and Health services provides these updates. Referrals to other agencies (such as Child and Adolescent Mental Health Services (CAMHS), Educational Psychology, Specialist Teacher Advisers) are made as required. We also have links with play therapy, Pets as Therapy, Jigsaw, Saints Foundation, SWALLS, and other special schools across the city.

## **Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## Contact details of support services for parents/carers of pupils with SEND

Cedar School has connections with services to support parents/carers. This includes:

### **SENDIASS (Information and Advisory Service)**

<https://www.southamptonendiass.info/>

<https://www.hampshiresendiass.co.uk/>

### **Parent Carer Forum**

<https://www.sotonpcf.org.uk/>

<http://www.hpcn.org.uk/>

### **No Limits**

<https://nolimitshelp.org.uk/>

## Contact details for raising concerns

If you have any concerns at all, please contact your child's class teacher in the first instance. Other key contacts are:

**Assistant Headteacher SENCO:** [beccafarwell@cedarschool.co.uk](mailto:beccafarwell@cedarschool.co.uk) for any questions linked to EHCPs, Annual Reviews, SEND provision

**Assistant Headteacher Primary phase:** [zoegreatbatch@cedarschool.co.uk](mailto:zoegreatbatch@cedarschool.co.uk) for questions linked to the Primary Department

**Assistant Headteacher Secondary phase:** [katyleonard@cedarschool.co.uk](mailto:katyleonard@cedarschool.co.uk) for questions linked to the Secondary Department

**Deputy Headteacher:** [cesiamoran@cedarschool.co.uk](mailto:cesiamoran@cedarschool.co.uk)

**Headteacher:** [neilrevell@cedarschool.co.uk](mailto:neilrevell@cedarschool.co.uk)

## The Local Authority local offer

Our contribution to the local offer is: <https://sid.southampton.gov.uk/kb5/southampton/directory/service.page?id=1Aqvlfn2O6w&localofferchannel=6-9-5>

Our Local Authority's local offer is published here: <https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.



## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions

