



Welcome to SEND at Hamstel Infant School and Nursery

SEND Policy and Information Report

Autumn 2025 – Autumn 2026

Key People



Ms P. Verkooijen

SEND Coordinator (SENCO)

I lead and manage SEND in school.

How to Contact us

PVerkooijen@his.porticoacademytrust.co.uk

01702 468461



Mr S. Roche

Principal

I lead and manage the whole school.

- I set an inclusive ethos for the school.
- I lead and manage the staff team, including the SENCo.
- I check on the quality of education. This includes SEND provision.

How to Contact Me

Office@his.porticoacademytrust.co.uk

01702 468461

Welcome to Hamstel Infant School and Nursery

Hamstel Road, Southend on Sea, Essex, SS2 4PQ

Ages 3 – 7

This welcome booklet aims to find information around SEND for parents and staff more easily. Any questions or comments, please get in touch.

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Hamstel Infant School and Nursery

Hamstel Infant School and Nursery is a school for 3 to 7 year olds in Southend-on-Sea. We have 432 children in our 14 classes (including Nursery).



- **What is SEND?**

A child has SEND if they have a **learning difficulty** or **disability** that we need to make **special provision** for.

Some key terms explained:

- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different to what is typically provided.
- **What are our Values?**

Every child with SEND can thrive. We do everything that we can to make sure that happens.

That means we:

- provide lessons that meet the needs of every child
- make **reasonable adjustments** to lessons and our school environment
- provide staff training to expand our SEND expertise.

- **What are our ambitions for children who have SEND?**

We are ambitious for all children with SEND. We want them to make excellent progress. This means they will know more, remember more and be able to do more, despite their SEND.

We want to give them the knowledge and skills they need for adult life. We think about both long term and short term.

In the long term, we want our children with SEND to:

- have excellent basic skills (especially in reading, writing and maths)
- have good friends and relationships
- live a healthy and independent life in the community
- be successful in work.

What are the types of SEND?



The four categories of SEND

Schools follow the guidelines from the government's SEND Code of Practice, where SEND is broken up into four categories:

- **1. Cognition and Learning (C&L), including:**
 - Learning difficulties
 - Dyslexia & dyscalculia
 - Focus, attention, or memory difficulties.
- **2. Communication and Interaction (C&I), including:**
 - Autism / ASD
 - Social communication difficulties (other than autism)
 - Speech & language difficulties (e.g., receptive language difficulties, selective mutism, tongue tie).
- **3. Social, Emotional Mental Health (SEMH), including**
 - ADHD
 - Anxiety
 - Dysregulated behaviour.
- **4. Physical / Sensory needs, including:**
 - Physical needs (e.g., cerebral palsy, dyspraxia)
 - Deafness or hearing difficulty
 - Blind or visually impaired.

Some children have more than one type of SEND.

We welcome children with all the above types of SEND who have applied for a place.

If a child has complex needs, we consider admissions on a case-by-case basis (through an Education Health and Care plan consultation). For more information on this, please contact our SENCO.

Identification of SEND



How do we decide if a child has SEND?

We will assess the child. This might be an assessment of reading, writing or maths. It could also be assessing a child's social skills or behaviour.

Some parents give us extra information to help us make decisions. For example, this could be an eye clinic report about sight loss, or an autism diagnosis letter.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

When we assess, we always look out for:

- A child making less progress than their classmates
- A child making less progress than they did before
- A child not closing the gap between them and their peers (despite any extra help that we have given).

Sometimes, we ask outside experts to assess children and give us advice.



Is it always SEND?

Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND, we also consider other factors such as:

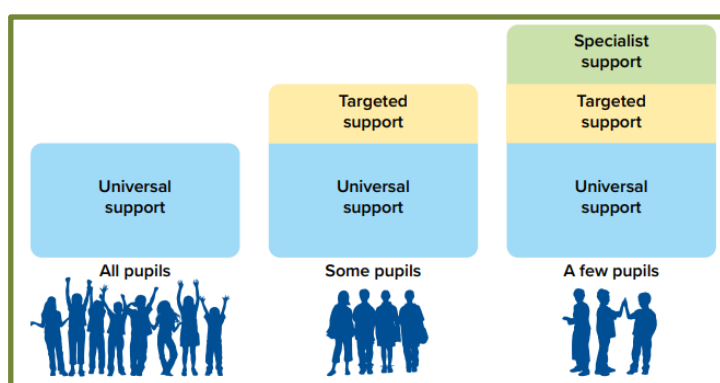
- Attendance
- Issues in that child's life (e.g., bereavement)
- Issues in school (e.g., friendships)

Often teachers address progress issues via adjustments to what is already on offer, without needing SEND provision.

A child does not have SEND just because English is not their first language (although they could have SEND as well).

Also, a child doesn't have SEND just because they were born in the summer term (and so have had less time in school than their September born classmates).

How we meet children's needs?



Overview

Children's SEND is varied. Not all children need the same level of support. Where need is higher, we usually take more actions. Where need is lower, we might only need two or three adjustments.

We match the level of support to the child's level of need. This matching is called our **graduated response**.

In Southend the levels of support are called:

- **Universal:** Support and opportunities that every child gets.
- **Targeted:** Support and opportunities for children who need a little extra help.
- **Specialist:** SEND support for children to meet their very individual needs.

Teachers and support staff all work at all levels of support.

Universal

This is quality teaching lead by the class teacher. It includes:

- The learning environment makes pupils feel safe, confident, and valued.
- Positive attitudes are communicated and modelled by staff.
- Proactive and motivational language is used.
- Tasks are modelled or scaffolded by the teacher or adult working with the pupil, and they check for understanding.
- Strategies develop independent learning skills, cooperation, and collaboration.
- A range of lesson activities is planned to take in to account different learning styles.
- Regular opportunity to work cooperatively within a small group.
- There are opportunities for the pupil to explain their learning to others.
- Verbal and or visual cues to assist self-organisation and attention to activity.
- Clear and concise instructions and expectations given by the teacher and other adults working with the pupil for activities and expected learning behaviours.

Targeted

This is for children who need extra support to catch up with their peers. It is often small group work, either in the classroom or elsewhere in school. For example:

- Strategies to support learning and progress are used by the teacher, under the guidance of the SENCO.
- There might be an individualised curriculum which remains similar to that followed by most pupils, but which supports the pupil's specific learning objectives.
- Individual management strategies are in place.
- The pupil's interests and preferences are gathered, and it is considered how teaching can support these through a personalised learning.
- SMART targets are set and clear plans in place to achieve outcomes.
- Adult support is provided, for example, from time to time linked to certain topics or subjects, dependent on the activity or during unstructured times and where the pupil is required to interact with peers, for activities that specifically relate to the area of need.
- Strategies and advice from the outreach services might be sought and put in place for assessment and intervention, which may be on-going.

Specialist

This means personalised SEND interventions. For example:

- Specialist agencies and equipment is used.
- Specialist teaching as outlined in an agreed plan.
- Group size, staffing, care, and the environment is highly modified to help access to the curriculum and engagement.
- A tailored curriculum with specialised approaches is in place by staff that have the expertise to adapt daily as need be.
- Staff working with the pupil are appropriately trained by a suitably accredited provider, e.g., as advised by the outreach service, health professional or specialist.



- **Assess, Plan, Do, Review**

All our SEND support fits into a four-part cycle called *Assess, Plan, Do, Review*.

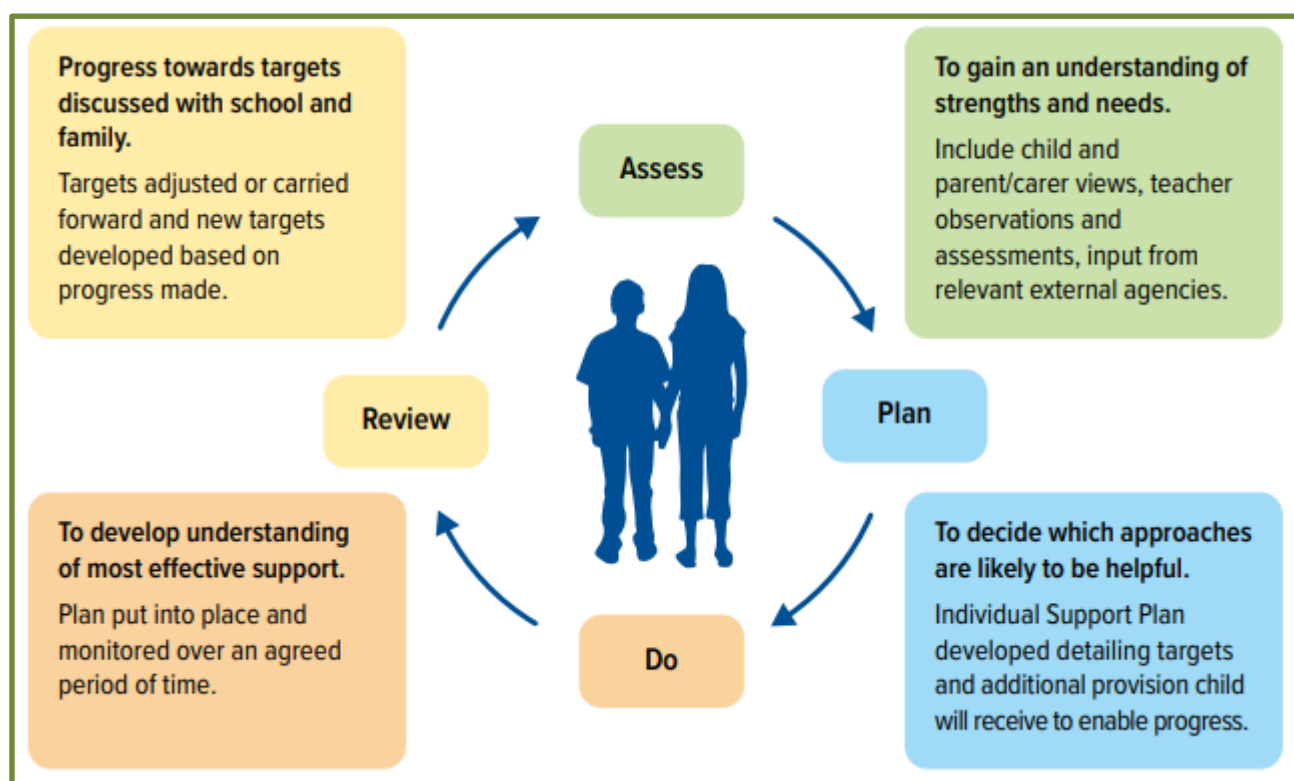
Assess: We decide what the child's needs are.

Plan: We set targets. We decide how we support the child to meet these targets.

Do: Everyone follows the plans we've agreed.

Review: We look at how well the plans worked. We agree what to do next.

Each cycle takes one school term and there are three cycles per year.

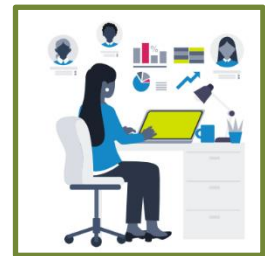


Targets



SMART Targets

We set targets for children with SEND so that staff, parents, and children know what we are all working towards. These targets are part of a child's Individual Support Plan (ISP). We use Edukey, an online tool to write the ISPs. Parents will be provided with a code so they have access to view their child's ISP online.



We often call these **SMART** targets. SMART targets are:

- ✓ **Specific:** We say exactly what the next small step will be for the child.
- ✓ **Measurable:** We say how we will know if the child is meeting the target.
- ✓ **Achievable:** We will be ambitious for the child, but it still needs to be achievable.
- ✓ **Relevant:** We link it to the child's difficulties or what they need to achieve next.
- ✓ **Time bound:** Targets are normally set to for one term (10-14 weeks).

How are Targets Specific?

Specific targets say what the child **can do**. We avoid words that are vague. Instead, we use action words to write targets (e.g., read, write, take turns).

Vague Words (We avoid these)	Specific Action Words (We use these)	Examples
Improve	Add	Jo can add numbers up to 6 using apparatus (e.g. cubes).
Continue	Read	Jo can read all Year 1 tricky words.
Develop	Say	Jo can say sentences that include where or when something happened (e.g. "In the water, the shark hunted her lunch"; "The woodcutter ate his lunch when the sun was high").
Behave	Use	Jo can use calming strategies (e.g. blutack, weighted dog, time out) when he is anxious in class.

The Role of Parents

For ease of reading, this booklet uses the term “parents” to mean anyone who acts in the role of parent. This can include carers, other family members and, for children who are “looked after”, the local council.



Teamwork with Parents and Families

Parents are vital to the success of children with SEND:

- Their knowledge helps us to get a complete view of a child's SEND.
- They tell us what strategies work well at home (often good ideas from home can help the child in school).
- Parents have the option to attend termly SEND Reviews so we can review their child's progress as a team.
- Parents use ideas from school to help the child at home.
- Parents share useful information with us to help us meet the child's SEND (e.g., clinic reports).

When we think a child might have SEND, we discuss this with parents. This is so that we can:

- Find out more about the parent's views;
- Chat about what the next steps might be (this might include setting targets);
- Agree some long-term goals (we might refer to these goals as outcomes).

Excellent teamwork between us and parents is very important to us.

Co-Production

The word *co-production* means parents being a key part of planning SEND support and what's provided for SEND.



Co-production is important to us. Parents help by coming to SEND reviews and giving their input or by keeping us up to date on their child's life.

Just as importantly, parents help us to improve our SEND support through our parent surveys, coffee mornings or SEND events.

Support for Parents

SENDIASS Southend

SENDIASS is the **Independent Advice and Support Service** for parents.

The service is free.

They offer a range of help:

- Information on local groups and services
- Information on SEND laws
- Information on local council procedures for SEND
- Help to prepare for meetings.

Parents do not need anyone to refer them to SENDIASS. They can just get in touch:

- Tel: 01702 215 499
- Email: iass@southend.gov.uk
- Web: www.sendiasssouthend.co.uk/
- Facebook: www.facebook.com/sendiasssouthend



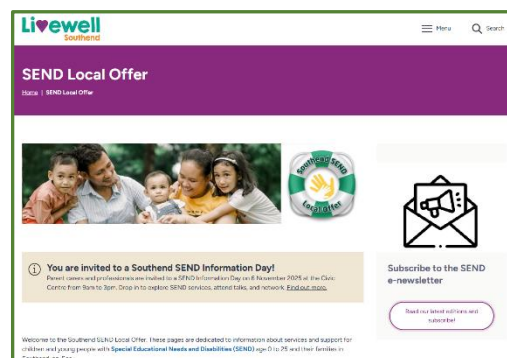
SENDIASS also have leaflets available in the ten most spoken languages in Southend schools:

- European: Albanian, Czech, Polish, Portuguese, Romanian
- Asian: Bengali, Chinese (simplified font), Malay, Tamil, Urdu

The Local Offer: <https://www.livewellsouthend.com/send-local-offer>

The Local Offer is a website that is written for families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:

- Support services
- Health services (such as contacts for the NHS speech and language team)
- Schools
- Leisure activities (such as SEND sports clubs)
- Contacts for SEND charities



Our staff, SENDIASS and the Local Offer can all help parents through the SEND maze.



For information about, providing your child with a nutritious diet and healthy lifestyle information, how to support the mental health of the whole family and how to help with the communication and language development of your child.

<https://abetterstartsouthend.co.uk/about/projects/>



For support from parents with autistic children who are happy to share their knowledge and experience. <https://www.autismcentral.org.uk/>



To find information, resources, and training If your child is, or may be, dyslexic. <https://www.bdadyslexia.org.uk/advice/children>

For a directory of help services for families of autistic people.

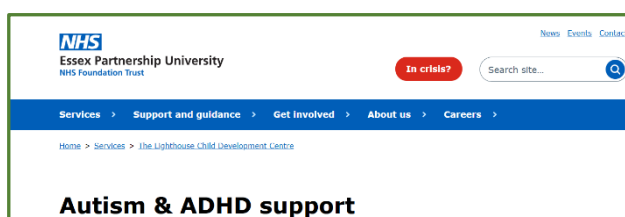
<https://www.autism.org.uk/autism-services-directory>



For information about the parent/carers forum who aim is to make sure that services in their area meet the needs of local disabled children and their families. <https://www.southendsendindependentforum.co.uk/>

For information leaflets about the needs of neurodevelopmental needs, including those with Autism Spectrum Disorder/Condition (ASD/C), Attention Deficit Hyperactivity Disorder (ADHD), tics and Tourette's and Dyspraxia.

<https://www.eput.nhs.uk/services/lighthouse-development-centre/autism-adhd-support/>



School Nurses work in partnership with families and other professionals to promote the health of all children and to support children with health needs in the school environment. This includes care planning with schools and parents to School Nursing ensure the needs of children with diagnosed conditions are met.

Website: <https://www.livewellsouthend.com/school-nursing>

Telephone: 01702 534843



The Role of Children



The role of children is to **do their very best** so that they **learn more, remember more** and **can do more** for the rest of their lives!

It is also important that adults listen to the views of children with SEND. The child's input can help us unlock extra progress.

- Children are routinely asked to reflect on their learning and use 'tickled pink' and 'green for growth' vocabulary to identify successes and areas for improvement respectively.
- All children in Key Stage 1 are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.
- All children with SEND share with a trusted adult, at the beginning of the year things which are important to them and how they like to learn. These views are the start of an Individual Support Plan (ISP).
- We use the Zones of Regulation to help children recognise and communicate their emotions.
- All children have access to a feelings box to communicate any feelings that they might have.

• Can a child with SEND join in day trips or after school clubs?



Yes – we make adjustments so that children who have SEND can join in all of school life.

Staff may need to talk to parents to plan adjustments. Or, a parent can talk to their class teacher or a SENCO about if they are worried that their child might need adjustments to be successful.

It is very rare that we must make the hard decision for a child to not attend – in the very small number of occasions this is due to safety, wellbeing, or both. This decision is always made in collaboration with parents.

The Role of the Inclusion Team

The SENCO: Ms P. Verkooijen

- I oversee and co-ordinate SEND provision for children with SEND.
- I support and guide staff and parents so that children with SEND have both high-quality teaching and ambitious support.
- I advise on the use of school's SEND budget and resources to meet children's SEND.
- I work with the Principal to plan how we will enhance our SEND work.
- I identify training needs and make sure that SEND INSET enhances staff skills.
- I liaise with Early Years settings and other schools to help a smooth transition both in and out of our school.
- I am the key contact for external SEND support services.
-

The SEND teacher: Mrs L. Walter

- I manage the SEND base in the school.
- I plan and support identified children with high SEND needs.
- I provide other staff with advice and support.

The Speech and Language HLTA: Mrs Walker

- I work with children with a speech and language care plan.
- I can assess children that have speech and language Needs.

The ARB manager: Mrs T. Horton

- I manage the Autism Resource Base (ARB).
- I plan for and teach the children in the ARB
- I work with the parents of the children in the ARB.



The Nurture Base manager: Ms A. Phillips

- I manage the Nurture Base.
- I support staff with children exhibiting behaviours that might be challenging.

The Child and Family Support Officer: Mrs S. Eastment

- I support families that need some help.
- I can advice families of other services that can support them.

The role of Teachers and Teaching Assistants:

“Every teacher is a teacher of SEND”



“Every teacher is a teacher of SEND”

- **What do our teachers do for SEND?**

- Teachers are responsible for the development of every child they teach.
- Teachers work closely with support staff to plan and review support.
- Teachers adapt lessons to make them accessible for every child.
- Teachers use assessments to review progress and plan the next steps.
- Teachers follow advice from any support services.
- Teachers to create a safe, inclusive learning environment.

- **What our Teaching Assistants, do?**

Teaching Assistants are a key part of helping children reach for their best. They support children during lessons and also lead both SEND groups and 1:1 work inside and outside of the classroom.

Staff Training

Our team have lots of SEND expertise. However, it is important we refresh and develop our learning and further develop our skills.

To train and develop our team, we use:

- Staff meeting and INSET day training
- Staff supporting each other
- Online courses and webinars
- Online information
- Face to face courses
- External expertise
- Sharing good practice across Portico Academy trust



Specialist Help

Some children have needs that are very specific or complex. Therefore, we work with support services to benefit from specialist advice. You may sometimes hear us refer to these support services as “external agencies”.

Support Services we work with include:

Health services including:

- GPs
- school nurse
- paediatricians
- specialist teachers' team
- speech and language therapists
- occupational and physiotherapists

Children's Services including:

- Supporting Families
- social workers
- educational psychologists
- specialist outreach teachers



For most children, we meet their SEND without needing support services. This is because our staff have training and skills to **adapt classrooms and lessons** to meet their needs.

If we think we need extra advice from a SEND support service, we discuss this with the child's parent. Parents understand the many benefits for their child, but they are welcome to chat with the class teacher or SENCO. The parent makes the final decision.

Support services advise teachers and the SENCO. Teachers make sure advice is followed and the SENCO monitors this.



When Children Join or Leave

(This is called transition)



How do we help children joining our school?

- ❖ For children starting in Nursery and Reception, home visits are carried out by key staff. This is an opportunity for parents to discuss any needs.
- ❖ Two stay and play sessions are offered in early September for all Early Years children.
- ❖ For children starting in Reception, the Early Years team hold a meeting for parents to support transition into school.
- ❖ We encourage all new children to visit the school prior to starting.
- ❖ We can create 'social stories' with/for the children if transition is likely to prove challenging.
- ❖ Where a child has additional needs the SENCO may also attend an early home visit or visit the child in their current setting. If needed further conversations can happen.
- ❖ Additional visits to the school will be arranged where necessary in consultation with parents and carers.

How do we help children leaving our school?

- ❖ We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- ❖ If your child has complex needs, then an EHCP review may be used as a transition planning meeting to which we will invite staff from both schools.
- ❖ Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.

Transition to Year 3

- ❖ Year 2 to Year 3 transition is carefully planned and tailored to meet the needs of the children.
- ❖ Teachers from each school meet and discuss the needs of individual children.
- ❖ Where needed, opportunities for children to meet key members of staff are provided in a familiar environment.
- ❖ Year 2 children with SEND have extra visits to their new school.

Our Buildings

Indoor and Outdoor

- Our school has an accessibility policy, and this is constantly adapted to meet the changing needs of our children.
- All areas of the school accessed by children and parents, or carers are accessible by wheelchair.
- Accessible toilet facilities, containing a hoist and shower, are available.
- We regularly assess and consider the environment for individual children's needs.



If you have specific access queries or concerns, please speak with us.

Equipment for children with SEND

Some children need extra items to help them be successful at school. Most of these are not expensive and we buy these from our budget.

From time to time, equipment may be more expensive (e.g., hoists, hearing aid loops). If so, we might ask for extra funding from the local council's SEND funds. We do not ask parents to pay for SEN provision from their own money.



Looked After Children,

LAC stands for Looked After Children. Being looked after means that parents are unable to care for a child and the council or court takes on parenting decisions. This can be temporary or permanent. There are a few ways the child's new care might be provided. Two common ways are foster care or children's homes.

Who's Who?

Miss P Verkooijen
SENCO

I lead LAC support in school. The full name for my role is "*Designated Teacher for Looked After and Previously Looked After Children*".

Contact me:

- PVerkooijen@his.porticoacademytrust.co.uk
- 01702 468461

- **For our pupils who are LAC and have SEND, we:**

- Monitor progress through a termly Personal Education Plan (PEP).
- As often as we can, schedule PEP meetings at the same time as SEND meetings so that PEPs and SEND plans are joined up.
- Work well with LAC support services (e.g. social workers, the Virtual School Headteacher).
- Make sure LAC pupils with SEND can join in extra activities, by making extra arrangements such as:
 - Permission from both a social worker and a pupil's carer to allow them to go on a residential trip
 - Liaising with carers and taxi drivers so that a pupil is collected early and gets to school in time for the day trip leaving at 8.00am.
- Use Pupil Premium plus money to get the best outcomes for the pupil.
- Give LAC children equal access to SEND provision that is no less than they would get if they were not LAC.
- Support staff to understand the effects of loss or separation from birth families.
- Know that SEND can make it even harder for some LAC children to trust adults, and how we might overcome this.
- Have big ambitions for our pupils who are LAC and SEND. National data shows that this group of pupils aren't achieving well enough. We'll make sure that no LAC & SEND child is failed by us.

- **Extra Funding (Pupil Premium Plus)**

We get extra money for LAC pupils and those who were LAC but aren't anymore (e.g. pupils who've been adopted after time in foster care). This money is called Pupil Premium Plus. From time to time, you might also hear it being called LAC Pupil Premium.

Being LAC and having SEND does not mean that a pupil is behind in their learning. For example, a LAC pupil who is very able at maths and English but experiences social difficulties that are identified as a SEND.

Your Questions Answered

1. Does a child need a diagnosis in order to have SEND?

No. Some children do have a diagnosis (e.g., autism, ADHD), but we can address a child's SEND even if they don't have a diagnosis.

We know that families often want diagnosis so that they can be sure what is going on for their child. But, it's also important that we help the child as soon as we can – so we don't need to wait for a diagnosis to make adjustments for a child.

2. What is an EHCP?

EHCP is short for *Education, Health and Care Plan*. This is like a contract between a local council, school, and parents.

Most children's SEND can be met without an EHCP - we use our SEND funding to do this. Some of these children will have Individual Support Plans (a plan that sets out their needs and how we'll meet them).



A small number of children with more complex SEND have an EHCP (about 5.3% of all children). Some of these children are in special schools and some are in mainstream schools.

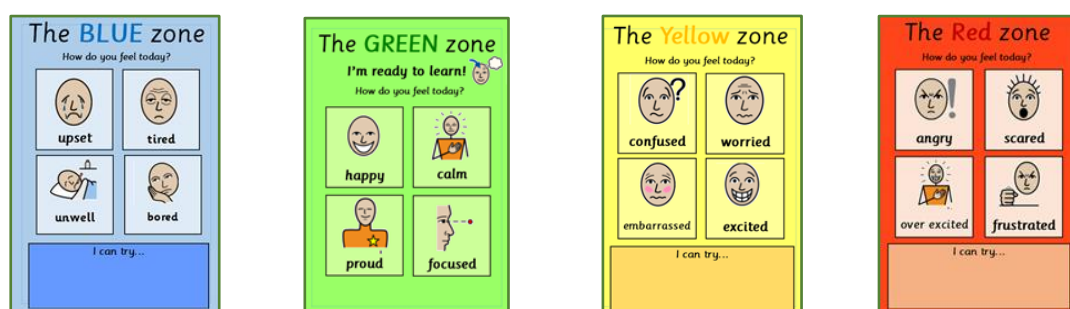
More information on EHCPs can be found on the Local Offer website or you can ask our SENCO about EHCPs.

3. Are emotional difficulties always SEND?

No. Some children have time when they are withdrawn or sad (e.g., because of a death of a family member or loved pet).

When a child is distressed, this is often short term. We have a range of emotional support we can offer, depending on a child's difficulties.

Some adverse experiences lead to longer term or more severe emotional issues. If so, the child's difficulties might be assessed as SEND.



Zones of Regulation help children learn about emotions.

More Questions Answered

4. What support is available for social and emotional needs?

We are proud to be a caring, nurturing, and supportive school. We believe that children need to feel happy, secure, and safe in order to meet their potential.

Every child is treated as an individual. If a child exhibits behaviour that is challenging, we try to find the causes and then adapt so we can alleviate the behaviour.

Some of our support is available to all children:

- School assemblies about emotions and feelings
- PHSE lessons in all classes
- Clear systems for managing behaviour
- Play equipment for children to enjoy at playtime and lunch time
- Staff who offer pastoral support

Some children also have extra support, including:

- Small groups to support social skills
- Timetabled sessions in the Nurture Base
- Ready to Learn Plans to help some children regulate their emotions

5. Why don't schools include a child with autism or ADHD as having a sensory need on the paperwork or the school SEND register?

Every school must follow the government's SEND handbook. This is called the SEND Code of Practice. It tells us what categories of SEND we are allowed to use and what each category means.

The government's category "Physical / Sensory Needs" includes three specific sensory needs:



- | | |
|----------------------------|---|
| • Visual impairment: | Loss of some or all, of their sight; |
| • Hearing impairment: | Loss of some or all, of their hearing; |
| • Multisensory impairment: | Loss of some or all, of both their hearing & sight. |

Each of these sensory needs refers to the loss of sight and/or hearing.

Children with ASD or ADHD can also have sensory needs but they have not lost the use of their senses. It's more that they might be over or under-sensitive to sights, smells or sounds etc. Their needs are usually about processing of sensory information rather than loss of vision or hearing.

Although we can't put these needs into the government's sensory needs category, it doesn't make a difference to the support that the child receives.

If you have any other questions regarding SEND, please do not hesitate to contact the SENCO!

Other Information

Suspensions and permanent exclusions

We reduce the risk of suspensions and permanent exclusions by making adjustments to help everyone fully access life in school.

However, you can find out more about exclusions in our **Behaviour and Anti-bullying Policy** on the Key Information; policies and statements page of our website.

Where to find more SEND Information?

Visit our website: www.hamstelinfants.co.uk to read other policies that link to SEND:



Accessibility plan

A three-year plan to be a more inclusive school.

Behaviour and Anti-bullying Policy

Rewards, rules, sanctions, approach to bullying and much more.

Medical Conditions Policy

Support for children with medical conditions and what we do about medicines.

Want to read more?

If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice

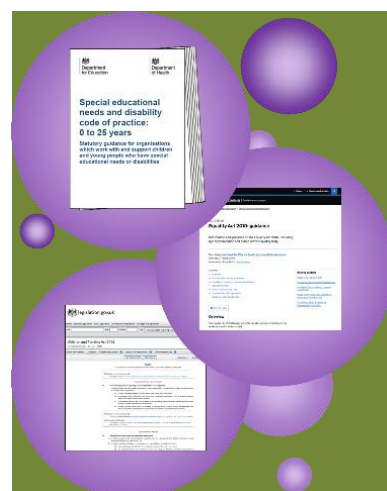
- This is the Government's SEND rulebook.
- Find out more: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Equality Act

- This 2010 law outlines our duties to make reasonable adjustments and not discriminate.
- Find out more: www.gov.uk/guidance/equality-act-2010-guidance

The Children & Families Act

- This 2014 law outlines our duties for children with SEND.
- Find out more: www.legislation.gov.uk/ukpga/2014/6/contents/enacted



Status of our SEND Policy

This policy is statutory. That means that the law says schools must have a SEND policy and a SEND information report. The DfE say that these can be a single document.

We use a single document so that it is easier to find out about our SEND work. This booklet has all the essential parts of both the SEND Information Report and SEND Policy.

Evaluating our SEND Policy

The SENCo and other school leaders have five key ways to check how well our SEND policy is working:

- Monitoring how much progress children have made.
- Monitoring how well children with SEND are meeting their SMART targets.
- Regular reviews of interventions with teachers and support staff.
- School leaders visit classrooms to observe, or looking through workbooks.
- Asking parents and children about SEND in our school.

Reviewing this policy

We review this policy every 12 months. Our SENCo oversees the policy review. Then the Trustees discuss and approve it.

We hope you found this SEND document helpful. Thank you for reading.

We welcome questions and comments – please get in touch with our SENCO.

