



**The Eliot Bank and Gordonbrock
Schools Federation**



SEND Policy

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1. Aims and Objectives

The aim of this policy is to explain how the federation makes provision for pupils with additional educational needs, in line with current legislative requirements (see section 2 for further information).

We are inclusive schools and aim for all children with SEND to reach their full potential regardless of need. We believe that inclusion is underpinned by the principles of equal opportunities for all learners, whatever their age, gender, ethnicity or religion, attainment or background. We pay particular attention to the provision for and the achievement of different groups of learners. We do this by personalised learning and addressing barriers to learning. We want every child, whatever their need to reach their full potential. We focus on improving outcomes for each child using the resources, strategies and interventions available to us within a mainstream, inclusive context.

1.1 Objectives

- To identify pupils who have special needs/ additional needs and determine their barriers to learning;
- To work within the guidance provided in the code of practice 2014;
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND, where quality first teaching supports the needs of all children;
- To provide support and advice for all staff working with pupils;
- To involve parents, carers and children in planning and decision making;
- To work collaboratively with outside agencies to provide the best outcomes for all children;
- To work proactively with the local authority (LA) and other agencies, including children's social care, parent support groups, psychologists and medical services, in identifying, assessing and meeting SEND;
- To develop and maintain a range of professional expertise within the school; and
- To monitor, review and evaluate policy and provision on a regular and systematic basis.

2. Legislation and Guidance

This 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
- The [Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definitions

4.1 Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

4.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.
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	<p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<p>Cognition and learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment

	<ul style="list-style-type: none"> • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
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5. Roles and Responsibilities

5.1 The SENDCo

The SENCo at our schools are:

Eliot Bank Primary School	<p>Lorraine McGuire</p> <p>Tel: 020 8699 0586</p> <p>Email: info@eliotbank.lewisham.sch.uk</p>
Gordonbrock Primary School	<p>Sophie Long</p> <p>Tel: 0208 690 0704</p> <p>Email: admin@gordonbrock.lewisham.sch.uk</p>

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.2 The governing body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Cooperate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

5.3 SEND link governor

The SEND link governor is:

Peter Fidel (Chair of Governors)

Tel: 020 8699 0586

Email: info@eliotbank.lewisham.sch.uk

The SEND link governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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

5.4 Executive Headteacher / Head of School:

The Executive Headteacher and Head of School will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.5 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school

- o Listen to the parents' concerns and agree their aspirations for the pupil

5.6 Parents and Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

5.7 Pupils

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. Our approach to SEN support:

7.1 Identifying pupils with SEND and assessing their needs:

We use a range of approaches to identify children's needs including the Record of Concern document, classroom observations, informal and formal assessments, discussions with teachers, parents and other professionals.

Eliot Bank and Gordonbrock have a comprehensive Teaching and Learning Policy which includes a robust Assessment Policy. This outlines a range of assessments used throughout the schools based on formative (day-to-day) and summative (end-of-term) assessments.

Termly data tracking and pupil progress meetings are held with members of the Senior Leadership Team to review the assessment outcomes. In addition to this:

- Termly screening meetings are held with class teachers to identify and review children with SEND.
- Teachers who have any concerns about a child, academically, socially or emotionally will approach the SENDCo directly.
- Where a child is identified a Record of Concern Sheet is completed. The SENDCo will then carry out an observation. Any concerns will then be raised with parents.

7.2 Consulting and involving parents and carers, and pupils

Parents will be consulted at all stages, from identification of SEND needs onwards and we are committed to working with parents and carers to ensure that children's needs are identified, supported and met within the Federation. Parents' evenings occur on a termly basis and teachers meet with parents on an informal basis whenever the need arises.

We endeavour to involve parents at every stage of the SEND consultation process in the following ways:

- Learning ladders are sent to parents termly. These specify the child's attainment based on the latest assessments, together with individual learning targets and SEND provision
- Termly Parents' Evenings
- Records of Concern are shared with parents either at Parents' Evening or other agreed meetings.

- Meetings between SENDCo and parents as appropriate
- Regular meetings are held between parents with a SEND child and external agents, to review progress
- Annual reviews are held for pupils with EHCPs
- Parent questionnaires are given out at parents' evenings; in this way parents can provide feedback on any aspects of school life

The level of involvement of your child will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting

7.3 The graduated approach to SEN support

Every teacher at our schools is committed to ensuring the highest possible achievement for every child. We do this through the provision of outstanding quality first teaching in the context of a creative and differentiated curriculum. We adapt our teaching to meet the needs of children with SEND to support them to reach their full potential. Teachers have high expectations of all children and they look for ways to support them as individuals, preparing them for a successful, fulfilling future.

7.3.1 Quality First Teaching

Within the federation, all class teachers are fully aware of their responsibility and accountability for the progress and development of all pupils in their classes. Quality first teaching and a differentiated curriculum are the first step in responding to pupils who have or may have SEND. Our pedagogy, classroom environments and provision reflect best practice in the teaching of pupils with a range of SEND. In addition, learning support assistants or specialist staff and differentiated learning outcomes support children with SEND to access the curriculum.

7.3.2 Graduated approach to SEN support

As part of our commitment to quality first teaching and inclusive practice, our staff work as a team to meet the needs of all of our children.

Teachers continually assess children throughout the year. Pupil progress meetings occur on a termly basis. These meetings ensure children's progress is fully monitored and underachievement is identified. All teachers meet with our SENDCo every term to complete screening sheets. Where underachievement and possible SEND is identified, interventions will be provided.

If class/school intervention is not successful in raising achievement/removing a barrier to learning, our SENDCo will utilise the specialists within school and/or liaise with a range of specialist teachers, outreach advisors and medical/educational specialists to further investigate. Teachers and staff across the school implement any advice and recommendations that may subsequently follow.

Where a pupil's learning difficulty or disability identifies a need for special educational provision (namely provision different from or additional to that normally available to pupils of the same age) he/she is identified as having SEND and is placed on the school's SEND register. The school then puts in place SEND support. This takes the form of a four-part cycle referred to as 'Assess-Plan-Do-Review'.

We implement this cycle by:



I. Assess

A clear analysis of the pupil's needs through the teacher's assessment and experience of the pupil, previous progress and attainment, the views and experience of the parents/carers, the pupil's own views and, if relevant, advice from external support services. We run our screening meetings and progress reviews alongside this process

II. Plan

The teacher and SENDCo agree in consultation with the parent/carer the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

III. Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class, the teacher retains responsibility for the pupil and works closely with the SENDCo, any Learning Support /Teaching Assistants and specialist staff involved to plan and assess the impact of support and interventions and how these can be linked to classroom teaching.

IV. Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed by the class teacher and SENDCo, in consultation with the parent/carer and any external support services as appropriate, changes to the support are then agreed upon.

7.4 Levels of Support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

7.5 Evaluating the effectiveness of SEN provision

Interventions are closely monitored by the teacher and reviewed with the SENDCo at the end of the agreed cycle. The teacher retains the responsibility for evidencing progress and outcomes are evaluated.

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after [number of] weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Depending on the child's needs and evidence gathered, a referral may be made to outside agencies, for more information see section *6.9 How does the federation work with other agencies in meeting and supporting pupils with SEND, including supporting their families?*

The school also regularly reviews and monitors progress of pupils through:

- Regular progress meetings
- Book scrutiny
- Intervention records
- Data analysis
- Learning ladders

- Reports to Governors
- Link Governor

In addition, the SENDCOs in both schools work very closely together to review and evaluate the impact of our practice, in the individual schools and across the federation. One of the ways in which they do this, is to carry out an annual SEND Audit, where they look closely at the SEND practice in each other's schools and present their findings – strengths, and areas for further action to senior leaders and governors.

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

9. Links with external professional agencies

Depending on the child's needs and evidence gathered, a referral may be made to outside agencies such as:

- Educational Psychology (EP)
- Speech and Language therapist (SALT)
- Occupational Therapist (OT)
- Physiotherapist
- Child Adolescent Mental Health Service (CAMHS) and Children Welfare Practitioners Team (CWP)
- Paediatrician
- Specific Learning Difficulties (SpLD)
- New Woodlands Behaviour Outreach
- Drumbeat ASD Outreach
- School Nursing Team
- YoungMinds
- Art Therapists

- Lewisham SEND Team – including consultation with SEND advisory team

For referrals to the above agencies a referral form will need to be completed in partnership with the parents/carers, class teacher and SENDCo to enable the access to these services.

10. Admissions and accessibility arrangements

10.1 Admission arrangements

Admissions are managed by Lewisham Local Authority.

Lewisham implements admissions criteria for oversubscribed schools to decide which children are offered a place.

For information about the admissions process, including the admissions criteria, please visit:

<https://lewisham.gov.uk/myservices/education/schools/school-admission/applying-to-start-primary-school>

If your child has an EHCP, your application for a primary school will be managed by our Children with Complex Needs service. More information is available at:

<https://lewisham.gov.uk/myservices/education/special-educational-needs/admissions/applying-for-a-primary-school-place-for-children-with-an-education-health-and-care-plan-2018-admission>

Smooth transitions are vital to children succeeding in a new setting/environment. We support transition from Early Years settings to Reception, KS1 into KS2 and Year 6 to Year 7. All predictable changes are accounted for and provision is continuous. Our whole-school policies ensure that learning and environments do not suddenly change. Expectations and routines are maintained throughout.

10.1.1 Admission to Early Years Foundation Stage (starting Reception)

When a child starts at our school we support their transition through:

- Liaison with pre-school settings to share information
- Transition meetings where appropriate
- Home visits.

10.1.2 Transition within the school (new classes / between phases)

Where possible all classes meet their new teacher at the end of the summer term and visits to new classrooms / new playgrounds are organised and new routines are rehearsed and accommodated.

In addition to this transition to new classes / phases are supported through:

- Planning our provision so that it builds on and from the previous year and there are no sudden changes
- Handover meetings between current and future class teachers
- Transition programmes are thorough particularly for ASD children. They may include 1:1 meetings between children and teaching staff to facilitate a seamless transition, pre visits, learning mentor support
- For children with specific needs, social stories and transition books are used.

10.1.3 Transition to secondary school (Year 6 to Year 7)

When children leave our school to move to secondary school we liaise with our secondary colleagues to aid smooth transition and a 'Starting a Lewisham Secondary School' transition form is completed for every child.

In addition to this, for children identified as needing extra support with secondary transition, additional measures are put in place to aid the smooth transition from Year 6 into Year 7. These can include:

- A 'My Learning Passport' is sent to the new school about a child's specific needs
- Learning Mentor support,
- Support from other services such as the SALT and OT services
- Support from the New Woodlands Outreach Inclusion Service
- Meetings between the primary and secondary SENDCos to handover information.

10.2 Accessibility arrangements

The Eliot Bank and Gordonbrock School's Federation has a duty to prepare an accessibility plan for disabled pupils in order to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

For more information, see our [Accessibility Policy and Plan](#).

11. Complaints about SEND provision

Concerns about SEND provision in our school should be made to the class teacher and SENDCo in the first instance.

11.1 Dealing with complaints

Parents'/carers' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the whole School [Concerns & Complaints Policy](#).

If the complainant remains concerned after following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter. If disagreements have not been resolved at the local level, under sections 496 and 497 of the Education Act 1996 complaints can be made to the Secretary of State for Education.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our schools have 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

11.2 Storing and managing information

Records on all children with SEND are securely stored in individual files. These are maintained throughout the pupil's time in the school and forwarded to the pupil's next school as necessary. Where a pupil moving to another school is no longer on the SEND register, the SENDCo will share the pupil's SEND history with the importing school, and SEND on any documentation which may continue to be relevant, e.g. agency assessment reports. Any documentation which is no longer relevant and so is not required by the next school will be shredded.

11.3 Where can families of pupil's with SEND get further information, help and support?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Lewisham's local offer. Lewisham publishes information about the local offer on their website:

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

12. Monitoring and evaluation arrangements

12.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

12.2 Monitoring

This policy will be reviewed by the Deputy Headteacher for Inclusion and the SENDCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

13. Links with other policies and documents

This policy links to the following documents. All policies are available in the policy section on each school website: [Eliot Bank Primary School](#) and [Gordonbrock Primary School](#).

- SEN information report
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Lewisham's SEND Local Offer: This aims to provide information on local services and support for children from birth to 25 years with special educational needs (SEND) and/or disabilities. For information about Lewisham's SEND Local Offer, [visit the Lewisham Council website](#).