CHILTERN VILLAGE SCHOOLS FEDERATION

SEND & INCLUSION POLICY

Policy Review		
Approved by:	HT's/Governors	Autumn 2026
Last reviewed:	Autumn 2026	
Next review due by:	Autumn 2027	

Introduction

At Chiltern Village Schools Federation (CVSF), we recognise every child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. High quality teaching is provided and adapted to meet the needs of the majority of children. Some children will need additional support from what is provided for the majority of children; this is the special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

This Special Educational Needs and Disabilities (SEND) policy details how Chiltern Village Schools Federation will do its best to ensure that the necessary provision is made for every pupil who has special educational needs. It aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. The staff and governors will work to ensure that all SEND pupils are given opportunities to fulfil their potential, are fully included within the relevant school community and are able to make successful transfers between educational establishments.

Every teacher is responsible and accountable for all pupils in their class wherever the pupils are working and whoever they are working with. All teachers are teachers of SEND pupils. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND pupils requires partnership working between all those involved – Local Authority, school, parents/carers, pupils, children's services, health and all other agencies.

Pupils may have special educational needs either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for pupils with SEND take account of the type and extent of the difficulty experienced by the pupil.

Aims and Values

We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Chiltern Village Schools Federation aims to provide all pupils with strategies for dealing with their needs in a supportive environment. In particular:

- We have a whole school approach through record keeping, liaison and support and sharing of ideas.
- We recognise that class teachers, with guidance from the SENDCo, have responsibility for the initial informal assessments and the establishment of individual education programmes.
- We will endeavour to support parents/carers through the process of moving on to and through the SEND process.

- Teachers are aware of the importance of early identification and of providing for the needs of pupils with SEND that they teach.
- The SENDCo maintains a confidential register of all pupils with special educational needs.
- Class teachers retain responsibility for pupils with SEND and with the support of the SENDCo compile SEND support plans and reports that inform annual reviews for those children with EHC plans.
- Referrals are carried out to external agencies where further support is required for pupils with SEND.
- Continuing Professional Development (CPD) needs are reviewed annually in order that staff can better meet the needs of children with SEND.
- SEND pupils are included in the life of the classroom as fully as possible, with reasonable adjustments made in order to achieve this.
- Advice is sought from external professionals including but not limited to Educational Psychologists (EP's), Occupational Therapists (OT's), Speech and Language therapists and the Specialist Teaching Service (STS) including disabilities team, to support staff with SEND pupils.

Objectives

The Chiltern Village Schools Federation objectives are to:

- Ensure implementation of Government and Local Authority special needs recommendations and ensure that Chiltern Village Schools Federation's SEND policy is implemented by all staff.
- Identify barriers to learning and participation and provide appropriately to meet a diversity of need ensuring any discrimination or prejudice is eradicated.
- Ensure all pupils have access to an appropriately adapted curriculum and that we recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents/carers, teachers and governors in supporting their child's education.
- Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs.
- Provide appropriate resources, both human and material and to ensure their maximum and proper use.
- Involve the child in the process of identification, assessment and provision and to ensure that the child is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- Involve parents at an early stage to develop a home school partnership working together for the benefit of the child.
- Work with specialists' services including but not limited to Educational Psychologists (EP's), Occupational Therapists (OT's), Speech and Language therapists and the Specialist Teaching Service (STS).
- Work with the MHST to help with early intervention to support pupils and staff with SEMH provision.

Legislation and Guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on 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 co-ordinators (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 guide for maintained schools which sets out governors' 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
- This policy was developed by the SENDCo's of each school in the federation in consultation with Governors and school staff and is shared with all stakeholders on each of our schools' websites.

Inclusion and equal opportunities

At each 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.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:
"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her".

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is "… a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".
Each school within the Chiltern Village Schools Federation will make reasonable adjustments for pupils with disabilities so that they are not at a substantial disadvantage compared with their peers.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.
Chiltern Village Schools Federation also has regard to statutory guidance re supporting pupils with medical conditions (DfE 2014)

Areas of need

The SEND code of practice recognises four broad areas of need:

Code of Practice needs	Examples
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 not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • 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
Social, emotional and mental health difficulties	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical needs	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Identification, assessment and review

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 (updated 2024) outlines a graduated response to pupils' needs (ASSESS - PLAN - DO - REVIEW cycle) recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual adapted curriculum and strategies.
The Code recognises two broad levels of provision within the continuum: Those with SEND support plans and those with EHC plans.

Roles and Responsibilities

Provision for pupils with SEND is a matter for each school within the Chiltern Village Schools Federation as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the Chiltern Village Schools Federation procedures for identifying, assessing and making provision to meet these needs.
The governing body in co-operation with the Headteachers, have a legal responsibility for determining the policy and provision for pupils with special educational needs - they maintain a general overview and have appointed a representative who takes particular interest in this aspect of the Chiltern Village Schools Federation.

Governors must ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils

- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if their school decides to make SEND provision for their pupil
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee all of the Chiltern Village Schools Federation school's work for pupils with SEND.
- Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:
    - they are involved in the development and monitoring of the Chiltern Village Schools Federation SEND policy, and that the schools as a whole will also be involved in its development
    - SEND provision has a yearly action plan across the federation and is an integral part of each schools Development Plan
    - the quality of SEND provision is regularly monitored

The Headteacher of each school within the Chiltern Village Schools Federation has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCO
- the deployment of all SEND personnel within the school
- the overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.

The special educational needs and disabilities co-ordinator (SENDCo) of each school within the Chiltern Village Schools Federation is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND when the class teacher refers
- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- Complete the annual SEND report

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately adapted curriculum so that every pupil achieves their potential.
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND.
- keeping a class inclusion file giving the names of all pupils in the class with SEND and copies of the pupil's SEND support plans and other relevant information.
- the progress of SEND children in their class.

Learning support assistants

They work as part of a team with the SENDCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in implementing

support and EHC plans and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum. LSAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and monitoring the success of different strategies.
- Support the teacher in delivering an adapted programme of work to a child/group.
- Keep records up to date.
- Lead intervention groups for children with SEND
- Keep the Class Teacher informed of progress and children's needs.

Lunch time supervisors
They are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the Head teacher or a senior teacher in relation to behaviour management and other issues for particular pupils.

SEN Annual Report
Chiltern Village Schools Federation publishes a SEN Annual report on each school's website, which sets out how this policy is implemented in the school.
The annual report will be updated annually and as soon as possible after any changes to the information that it contains.

Admission arrangements
Chiltern Village Schools Federation strives to be fully inclusive. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA admissions policy (or the Diocese for Little Missenden). If a parent wishes to have mainstream provision for a child with an EHC plan the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

Coleshill - The school building is accessible for children with physical disabilities and those using wheel chairs although due to the nature of the Victorian building the pupil would need to go outside to be able to access the toilets from the school. We have recently installed a ramp to enable access from the playground to the toilets. See school accessibility plan.

Hyde Heath - The school building is accessible for children with physical disabilities and those using wheel chairs. For children using a wheel chair, access to the school from outside would need to be made from a rear door. In order to access the disabled toilet on site pupils would need to go outside and enter a different door, this is owing to stairs in the building. See school accessibility plan.

Lee Common – Where there are steps there are hand rails so that it is accessible for children with physical disabilities. There is access into school via the classrooms where there are no steps so it is accessible for wheel chair users. See school accessibility plan.

Little Missenden – The school is on one level, and has no steps, so is accessible for children with physical disabilities and those using wheel chairs. See school accessibility plan.

Accessibility plans are found on the website of each school within the Chiltern Village Schools Federation. These detail the extent to which disabled pupils are able to participate in the curriculum and access all areas of the site.

Accessibility and Equality

Coleshill

- The school has access for wheelchairs, including toilet and washing areas.
- The school has a ramp to enable access from the playground to the school.

- Curriculum resources are carefully selected to challenge stereotypes and promote equality for all children.
- The school actively identifies barriers to learning and uses professional expertise within school or seeks guidance from outside agencies to put support in place to help the child to achieve their potential.
- Extra-curricular activities and visits are available for all children regardless of their needs.
- All children are expected to participate with school trips. These are adapted to meet the needs of individuals when necessary.
- The school has an open-door policy with parents and will aim to meet with parents who make a request/ have a concern or query as soon as possible.

Hyde Heath

- The school has access for wheelchairs, including toilet and washing areas.
- The school has a disabled toilet.
- The school has a ramp to enable access from the playground to the school.
- Curriculum resources are carefully selected to challenge stereotypes and promote equality for all children.
- The school actively identifies barriers to learning and uses professional expertise within school or seeks guidance from outside agencies to put support in place to help the child to achieve their potential.
- Extra-curricular activities and visits are available for all children regardless of their needs.
- All children are expected to participate with school trips. These are adapted to meet the needs of individuals when necessary.
- The school has an open-door policy with parents and will aim to meet with parents who make a request/ have a concern or query as soon as possible.

Lee Common

- The school has access for wheelchairs via the classrooms.
- The school has a disabled toilet.
- The school has hand rails where there are steps.
- Curriculum resources are carefully selected to challenge stereotypes and promote equality for all children.
- The school actively identifies barriers to learning and uses professional expertise within school or seeks guidance from outside agencies to put support in place to help the child to achieve their potential.
- Extra-curricular activities and visits are available for all children regardless of their needs.
- All children are expected to participate with school trips. These are adapted to meet the needs of individuals when necessary.
- The school has an open-door policy with parents and will aim to meet with parents who make a request/ have a concern or query as soon as possible.

Little Missenden

- The school has access for wheelchairs as it is all on one level.
- The school has a disabled toilet
- Curriculum resources are carefully selected to challenge stereotypes and promote equality for all children.
- The school actively identifies barriers to learning and uses professional expertise within school or seeks guidance from outside agencies to put support in place to help the child to achieve their potential.
- Extra-curricular activities and visits are available for all children regardless of their needs.
- All children are expected to participate with school trips. These are adapted to meet the needs of individuals when necessary.
- The school has an open-door policy with parents and will aim to meet with parents who make a request/ have a concern or query as soon as possible.

Allocation of Resources

All schools in Buckinghamshire receive funding for pupils with SEND in these main ways:

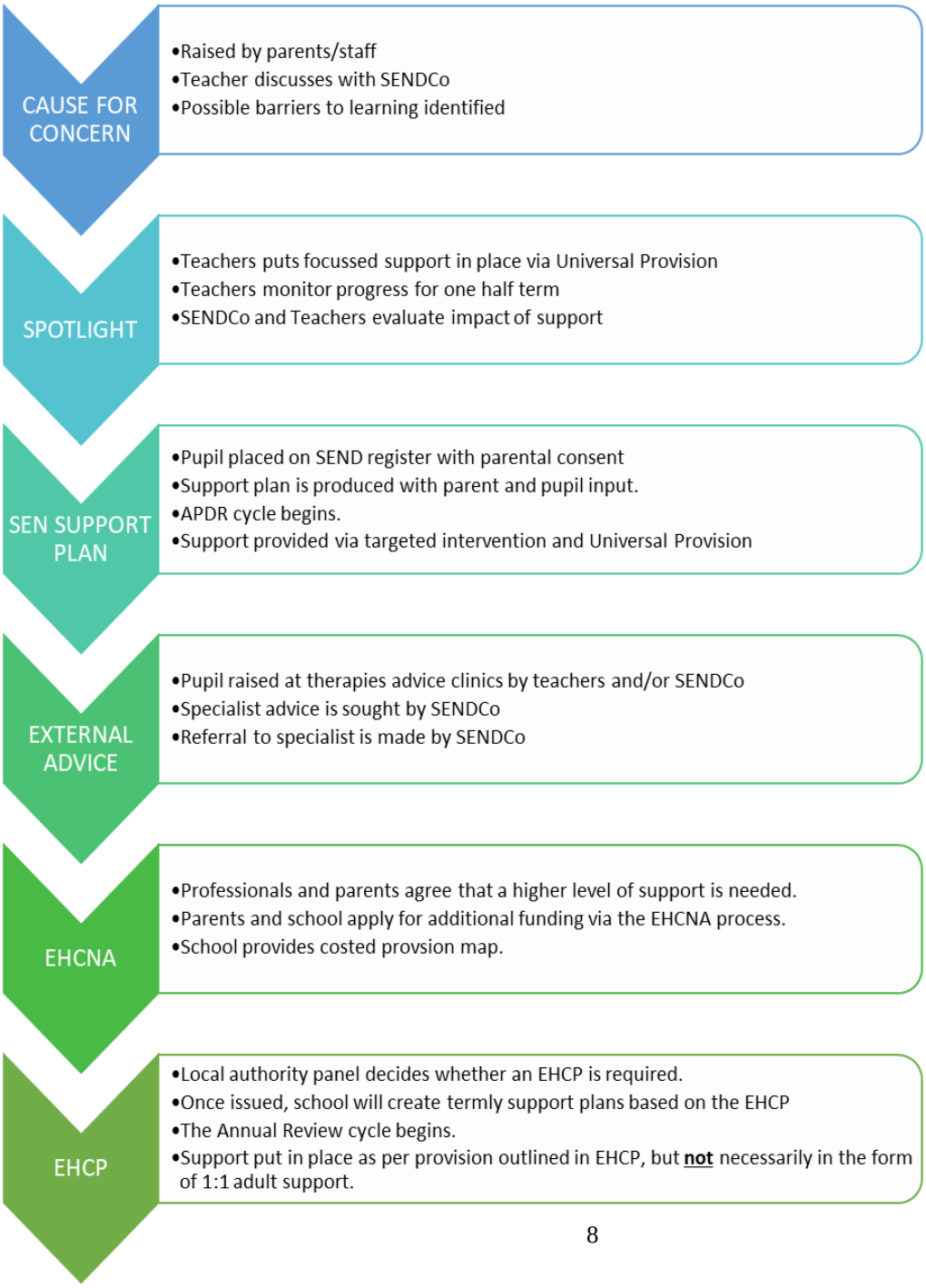
- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENDCo
- Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for each school to provide high quality appropriate support from the whole of its budget.
- The Headteachers, SENDCo's and the governors of Chiltern Village Schools Federation to regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on each school's SEND budget.
- Any money allocated as a result of statutory assessment (EHC Plan) is spent according to the terms outlined in the resulting statement of SEND.

Chiltern Village Schools Federation Schools follow LA guidance, as given in the SEND Code of Practice to ensure that all pupils' needs are appropriately met.

Graduated Response – SEND Identification Process and levels of provision

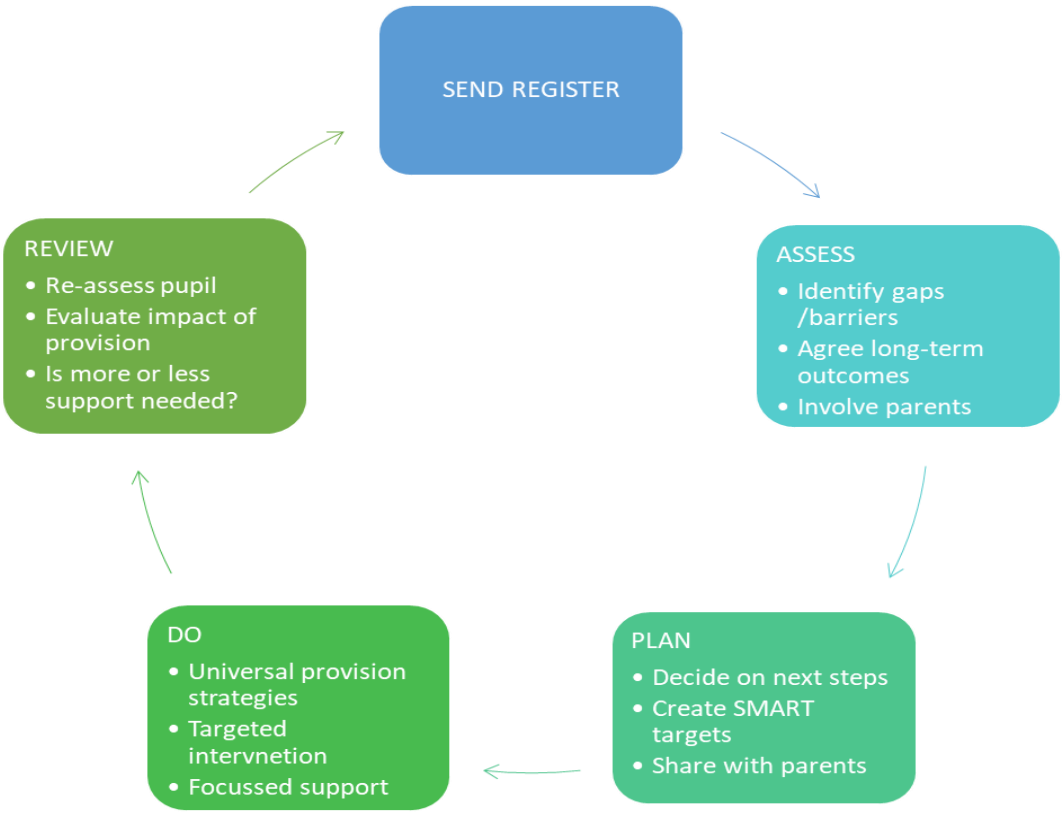
Graduated Response

Chiltern Village Schools Federation follows a graduated response to identify pupil needs and determining the level of provision required:



Assess, Plan, Do and Review

Support and SEN support in school is based on four types of action – ASSESS, PLAN, DO & REVIEW



Review

Reviews of pupils with SEND support are normally carried out towards the end of each term. Parents are invited, but if they cannot attend, they may arrange to meet the class teacher at a later date. If a child has made enough progress to no longer require support, they will be taken off the SEND register. These children may continue to have some support and will continue to be monitored. This decision will be made in consultation with parents.

Annual Reviews

For pupils with EHC plans, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the EHC plan should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement or EHC plan, are invited to attend or submit a written report.

Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including interventions
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/careers

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be impacted and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the SEMH support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

Expertise and training of staff

At Chiltern Village Schools Federation:

- Sharing of expertise is welcomed and encouraged
- Special educational needs and disabilities is a part of each school's development plan and is an item at staff meetings.
- SENDCo ensures that regular meetings are held with parents once a term, to review SEND support plans and provision, and that parents are invited
- There is regular informal contact between all staff to monitor individual pupils and to discuss concerns
- Pupils are involved as far as practicable in discussions about their targets and provision
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- Training needs are identified throughout the federations self-evaluation process and are discussed specifically at performance management meetings of all teaching and support staff. These needs are reviewed by the Head teacher and the relevant training organised.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCo attends the LA's SENDCO network meetings where possible in order to keep up to date with local and national updates in SEND.
- The SENDCo ensures that the following information is easily accessible to staff:
    - Chiltern Village Schools Federation SEND policy
    - Chiltern Village Schools Federation SEND action plan and vision
    - Chiltern Village Schools Federation Annual Report
    - SEND register
    - an overview of SEND provision
    - Chiltern Village Schools Federation's internal arrangements for SEND, including a clear description of the responsibilities of all staff

At Chiltern Village Schools Federation, we believe that evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

Links with external professional agencies

Each school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians

- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Teams
- Social services

Considering complaints

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. If required the SENDCO or Headteacher will get involved. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the complaints policy which can be found on the website. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

The Buckinghamshire SEND Information, advice and support service is available to offer advice.

Supporting pupils and families

- Each school contributes to the Bucks LA Local Offer.
  https://familyinfo.buckinghamshire.gov.uk/send/
  https://familyinfo.buckinghamshire.gov.uk/send/get-started-with-send/about-local-offer/

- Chiltern Village Schools Federation provides a SEND Annual report which is published on our website.
- Each school will liaise with any transition schools and support parents with information and advice about alternative schools if needed.
- Parental permission is always sought for a formal referral to any external service. Buckinghamshire SEND Information, Advice and Support Service provides a range of support for parents of pupils with SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEND at any age or stage. The organisation also gives information about mediation services. It arranges meetings and produces leaflets and Audio guides about many aspects of SEND. They can be contacted on 01296 383754.
- Each School will support pupils at school with medical conditions – see the Chiltern Village Schools Federation school's policy for supporting pupils with medical conditions.
- Chiltern Village Schools Federation recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case each school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- The SENDCo of the receiving school, where possible, attends the final annual review of pupils with statements for whom the particular school has been named

Areas that are not SEND:

These areas may impact on progress and attainment but are not necessarily SEND (see definition);

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child **
- Being a child of Serviceman/woman

Identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to child or young person's behaviour should be described as an underlying response to a need and responded to in line with our school behaviour policy.

**Not all young people who are Looked After by Local Authorities have special educational needs, but the SEND Co-ordinator should be made aware of those who do and the appropriate action should be taken.

Links with other schools and transfer arrangements

- SEND records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective new school
- pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- for pupils with a statement of SEND or an Educational Heath care plan, the pupil's EHC plan is amended in the Spring term of the year of transfer where possible. It must be amended in the light of the recommendations of the annual review, the parents' views and preferences and the response to consultation by the LEA with the schools concerned
- the SENDCo of the receiving school, where possible, attends the final annual review of pupils with statements for whom the particular school has been named
- Representatives from nurseries can visit our school to meet parents and pupils before transfer when necessary.

Storing and managing information

- SEND documents are locked in the Head teacher's office.
- Support plans are stored and archived electronically on the secure staff drive so that all can access at all times. Individual schools may also store these in inclusion class folders.

Links with other policies and documents

- SEN Annual report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaint's policy