Leigh and Bransford Primary School

Special Educational Needs Policy

May 2023

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Who reviewed this policy?	Leona Dean
Approved by:	Full Governing Body

Contents

Our SEND Ethos and Values 2
Aims and Objectives 2
Compliance 2
Definition of SEN and Disability (SEND) 3
Key Roles and Responsibilities 3
SEN Information Report 4
Our approach to SEND support 5
Consulting Parents and Pupils 6
Placement on the school's SEND register 6
The graduated approach to SEN support 7
School-based SEN provision 8
Education, health and care (EHC) plan 9
Evaluating and monitoring the effectiveness of SEN provision 10
Expertise and training of staff 10
Links with external professional agencies 11
Complaints about SEND provision 11
APPENDIX 1: Key Documentation 11

Our SEND Ethos and Values

At Leigh and Bransford School we believe passionately in the importance of inclusion and equality for all children. These values are at the heart of our Special Educational Needs and Disabilities (SEND) practices. All pupils are offered inclusive first quality teaching, which aims to remove barriers and enable children to reach their full potential. We strongly believe that every child has the right to be happy, healthy and feel that they are included and valued as an equal member of the wider school community. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish, feel safe and become independent lifelong learners.

Aims and Objectives

Aims:

We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

All children at Leigh and Bransford benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

Objectives:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To work within the guidance provide in the SEND Code of Practice, 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for SEN and Disabilities.
- To raise expectation and aspirations for all children, whilst offering a broad and balanced curriculum.
- To provide training and support as well as advice for all staff working with SEND pupils.
- To support parents and their children with SEND.

Compliance

This policy complies with the statutory requirement laid out by the Department for Education (DfE) and Department of Health (DoH), 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 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 Handbook, which sets out governor/trustee 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
- The school's Safeguarding Policy
- The school's Accessibility Plan

Definition of SEN and Disability (SEND)

At our school we use the definition for SEND from the SEND Code of Practice (2014). This states:

- **Special Educational Needs**: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**.
- Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England
- **Disability**: Many children and young people who have SEN 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'**. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Special educational needs and disabilities provision can be considered as falling under four broad areas:

1. **Communication and Interaction** – Children and young people with speech, language and communication needs (SLCN) Children and young people with Asperger's Syndrome, and Autism may have language and communication difficulties.

2. **Cognition and Learning** – Children and young people with learning difficulties, despite appropriate differentiation, may still require additional support. Learning difficulties may include specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

3. **Social and Emotional Health** – including mental health issues, attachment disorders, challenging or disruptive behaviours such as anxiety or depression, self-harming, eating disorders and unexplained physical symptoms.

4. **Sensory or Physical** - Children or young people who may have a disability which prevents or hinders them from making use of the educational facilities provided. These may include visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI) and physical difficulty (PD).

Many children's difficulties fall into one of the areas outlined above however, there are some children whose needs fall into two or more areas.

Key Roles and Responsibilities

Email: LBPSOffice@metacadmies.org.uk Telephone: 01886832342

SENCo – Miss Leona Dean

Headteacher – Mr Stuart Bill

SEND Link Governor – Claire Sanders

Role	Responsibilities
Special Needs Co-ordinator (SENCo) Leona Dean	• Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school. • Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made. • Make sure the school keeps its records of all pupils with SEND up to date and accurate. • Have day-to-day responsibility for the operation of this SEND policy. Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils. • 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. Identifying any specific staff training needs. • 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. Review and publish the local offer.

	• 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. • 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.
Headteacher Stuart Bill	• 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 an overview of the needs of the current cohort of pupils on the SEND register. • 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, reviewing the provision that is available locally.
SEND link Governor Claire Sanders	• 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
Governing Body / Trustees	• Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND • Make sure that the school has arrangements in place to support any pupils with medical conditions. • Ensure the school has a published SEN information report about how the school is implementing its SEND policy. • Ensure 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. • Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
Class teachers	• 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: o Set clear outcomes and review progress towards them o Discuss the activities and support that will help achieve the set outcomes o Identify the responsibilities of the parent, the pupil and the school o Listen to the parents' concerns and agree their aspirations for the pupil
Parents or 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.
Pupil	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.

SEN Information Report

There is an SEN information report on our website, which sets out how this policy is implemented in our school for parents. The information report will be updated annually and as soon as possible after any changes to the information it contains.

Our approach to SEND support

Identifying pupils with SEND and assessing their needs

Within our school a 'special educational need and /or disability' is identified when a child is experiencing **significant** difficulty accessing the curriculum making significantly less progress than the majority of their peer group or their difficulty is greatly hampering their progress.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

It is important to note that many factors may impact upon a child's progress and attainment with their learning. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Schools are allowed to make reasonable adjustments to account for low achievement because of difficulties encountered in specific areas such as:

- Attendance and Punctuality
- Health and Welfare
- Pupils whose first language is not English (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being adopted
- Being a child of Servicemen/women
- Travellers

Potential short-term causes of impact on behaviour or performance will be considered, such as friendship difficulties or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN

- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Early Identification

Early identification is a priority and all pupils are assessed regularly over their years at the school.
Schools will use the following strategies to determine whether additional support/provision is required:

On admission

- Consultation with parents at a home visit prior to the child attending school
- Child's previous history including pre-school education
- Baseline Assessment and parent liaison
- Medical reports within first year of entry
- Teacher observations and records
- End of year report by class teacher and the start of the Individual pupil profile that will record a child's progress through both Key Stages

Subsequently

- Close scrutiny of teacher assessment data
- SAT results at both Key Stage 1 and Key Stage 2 and phonics screening
- Use of non-statutory testing at Years 3, 4 & 5
- Assessment of progress using the attainment level descriptors from the National Curriculum
- Ongoing teacher assessment and observations
- End of year reports to parents and the parents' consultation evening
- Advisory discussions with outside agencies and support services for formal referrals
- Pupil progress data compared to national expected outcomes
- Termly pupil progress meetings. Where children are identified as not making progress in spite of 'Quality First Teaching' they are discussed with the SENCO and a plan of action is agreed with the teacher.
- Senior Leadership Teams (SLT) will analyse the data regularly and look for any anomalies which could indicate a pupil has a special educational need.

Consulting Parents and Pupils

The school will put the pupil and their parents at the heart of all decisions made about special educational provision. We will formally notify parents if it is decided that a pupil will receive special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

Pupils and young people with Special Educational Needs and Disability often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.

Placement on the school's SEND register

Once a child is established within their school community, if a concern is raised by teaching staff or teaching assistant about a child's progress, academically or socially and emotionally, they will then liaise with both parents

and the SENDCo about possible support strategies. The starting point of liaison will be to consider the effectiveness of the quality first wave teaching approaches already deployed and discussion of the other possible strategies which might be effective. If it is felt that additional support is required due to less than expected progress, then with parental support, the pupil will be placed on the SEND register as requiring SEND support.

Where a student is identified as having a special educational need or disability a pupil passport and individual targeted plan will be created outlining the areas of additional support required. This gives advice on suitable strategies to enable the pupil to access a full, broad, balanced and inclusive curriculum. These are then kept up to date by class teachers, so they accurately reflect the student's current needs to help inform lesson planning and intervention.

A child with a diagnosed Special Educational Need or Disability, such as Autism, Dyslexia or Dyspraxia will also be placed on the SEND register **if** their disability is a barrier to learning. Where this is not the case they may be placed on a monitoring register.

Parents of any pupil identified with SEND may contact the Worcestershire Special Educational Needs and Disabilities Information, Advice and Support Service.(SENDIASS)

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Scholar Pack, and will be made accessible to staff in the format of a Pupil Passport and Individual Target Sheet.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

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. On the census these pupils will be marked with the code K. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

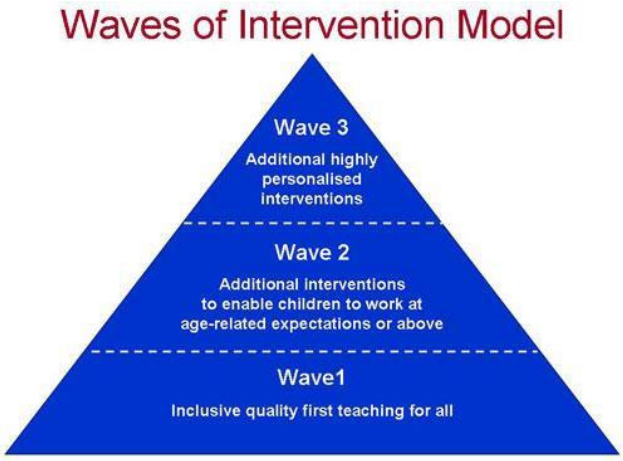
Specialist services include but are not limited to:

- Educational Psychology Service (EPS)
- Learning Support Team (LST)
- Speech and Language Therapy Service (SALT)
- Behaviour Support Team (BST)
- Autism Team (CCN)
- Physical/Sensory Support Service
- Educational Welfare Officer
- Worcestershire Children's Services- Children, Families and Communities
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Services (CAMHS)

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

Waves of Support:

A Graduated Response is adopted for pupils identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and learning support staff. Following the Assess – Plan – Do – Review cycle there are three levels of support. Wave 1 is what every child can expect from the school. Wave 2 is extra help targeted at particular difficulties. It includes short-term 1:1 or small group interventions. Wave 3 is for pupils who have very specific and/or long-term needs.



WAVE 1: Quality First Teaching

Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; new vocabulary will be carefully explained; lively, interactive teaching styles will be used and maximum use made of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

WAVE 2: SEN Support/Small group intervention/more personalised learning Wave 2 describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Wave 2 intervention is designed for children for whom a well-structured short- term programme, possibly delivered by a teaching assistant working with a teacher, is all that is needed to enable them to make accelerated progress.

WAVE 3: Additional highly personalised interventions

Wave 3 is about intervention for children for whom Quality First Teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise.

It is recognised that these stages are not necessarily consecutive and the needs of the pupil will be accurately assessed to ascertain appropriate provision. There is an expectation that pupils receiving extra support will make progress in line with their peers or which is accelerated.

It is also noted that pupils do not need to remain on the SEND register if they have made adequate progress and no longer meet the criteria for identification. Likewise pupils do not need to be on the SEND register to receive Wave 1 or 2 provisions. It is likely however for pupils receiving Wave 3 provision.

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. A very small minority of children may require an EHCP or enter school with one in place. 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.

School may request with the parents an EHCP assessment by the Local Authority; parents themselves can request an EHCP assessment by the Local Authority. These children will already have outside agencies and professionals involved with them. Where a request for an EHCP is made there must be strong evidence that the **Assess –Plan-Do-Review Cycle** has been in place and that there is little or no progress being made in the child's learning within the school and that there is a significant educational need.

When an EHCP consideration request is made parents, children and professionals will all be involved. Information will be gathered as:

- Family Conversation
- Pupil Voice
- Medical questionnaire
- Professional reports
- An RS36
- Provision maps
- Other useful evidence

The Local Authority will then decide whether to make a full assessment following strict guidelines about the procedure, length of time this takes and parental guidance.
https://www.worcestershire.gov.uk/send-local-offer-0/education-schools-and-colleges/send-school-provision-and-education-health-care

Once finalised an EHCP plan will outline the needs of the child and will have long term and annual targets. Children with an EHCP will have an **Annual Review of Education, Health and Care Plans.** All EHCPs will be reviewed at least annually with the parents, the pupil, the LA (if appropriate) and relevant outside agencies. Collectively we will discuss the student progress against the targets set out in the plan and consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified. The Annual Review should focus on what the child has achieved as well as any difficulties that need to be resolved, review the levels of attainment in relation to basic literacy, numeracy and life skills, and set new targets for the coming year. The reviews held in the student's penultimate and final year at the school will be particularly significant in preparing for the pupil's transition to their next school.

Evaluating and monitoring the effectiveness of SEN provision

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

- Ensuring staff's awareness of pupils with SEND at the start of the autumn term
- Tracking pupils' progress, including by using individual target plans
- 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
- How early pupils are identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community

Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Monitoring the Policy

This policy will be reviewed by the SENCo **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.

Expertise and training of staff

Training needs are identified in response to the needs of pupils currently on the SEND register. An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

- The Special Educational Needs Coordinator engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.
- The school also seeks advice and guidance from local special schools to review, evaluate and develop

provision for pupils who have the most complex needs.

- We regularly self-evaluate our Inclusion and SEND strengths and areas for development. Priorities are identified and built into School Improvement Plan.
- The school has a commitment to staff development in the area of SEND, to ensure that all staff effectively meet the needs of pupils.
- In-house or external training is arranged as priorities in the School Development Plan

Links with external professional agencies

The 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 or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

See the Worcestershire Local Offer - https://www.worcestershire.gov.uk/sendlocaloffer

Complaints about SEND provision

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Leigh and Bransford to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved parents may wish to use the Worcestershire Information, Advice and Support Service for Special Educational Needs and Disability (SENDIASS) or engage with the School complaints procedures.

Complaints will be handled in line with the school's complaint's policy, available at https://www.metacademies.org.uk/policies/

APPENDIX 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Special educational needs and disability: a guide for parents and carers
https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

Supporting pupils at school with medical conditions https://www.gov.uk/government/publications/supporting-pupils-at-school-with- medical-conditions--3

Keeping children safe in education https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

MET wide policies - Available at: www.metacademies.org.uk/policies

- Complaints

- Equalities
- Admissions

Other SEN documentation - Available at: https://www.leighbransford.worcs.sch.uk/send

- SEN information reports
- The Local Offer
- Accessibility Plan

School Policies – Available at www.leighbransford.worcs.sch.uk/policies

- Attendance Policy
- Safeguarding/ Child Protection Policy
- Behaviour Policy