



**WALKERINGHAM
PRIMARY SCHOOL**
think smart be kind

SEND Policy

Approved by Governors: February 2026
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Special Educational Needs and Disability Policy

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Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The way in which provision and support is made for children and young people with special educational needs and/or disabilities in England changed in 2014. New Legislation (The Children and Families Act 2014) enacted on the 13th March came into force on the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.gov.uk/government/publications/send-code-of-practice-0-to-25

One significant change arising from the reforms was that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission Statement

At Walkeringham Primary School we will all endeavour to make school a place where staff, parents and governors can work closely together to ensure our children receive an inspiring, well balanced, rich and engaging education enabling every child to become a lifelong learner with a desire to aim high in all areas of their life.

We believe our school will nurture all children in their journey to achieve their full potential academically, socially, emotionally and physically. We are committed to developing a welcoming, safe and stimulating learning environment that will enable our pupils to become responsible young adults and lifelong learners.

All children may experience difficulties with their learning at some stage in their educational career. Special Educational Needs may arise in any pupil at any intellectual level and may stem from learning, behavioural, emotional, social and physical problems. In implementing this policy, we believe pupils will be helped to overcome these difficulties.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

The fundamental principles of the school policy are that **all** children have the right to a broad and balanced curriculum. We will value individual children's strengths and try to help them develop to their full potential.

Our aims to achieve this are:

- To provide an inclusive environment in which all children feel valued and confident to participate.
- To ensure that school systems for identification of those children with special educational needs are robust and that children are identified early and provision adjusted accordingly.
- To provide appropriate support to allow all children, including those with special educational needs, to access a wide and varied curriculum that meets the requirements of the new Primary National Curriculum and that offers appropriate levels of challenge.
- To ensure that pupils identified with SEND are involved, where practicable, in decisions affecting their future SEND provision.
- To target resources effectively to maximise the learning opportunities for all children.
- To work effectively with external agencies so that school approaches and strategies are guided by appropriate, specialist advice.
- To work closely with parents and carers to ensure that everyone is well informed and contributes to decisions around school provision.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, and health and care services prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo/Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.
- **To work together with the whole Family of schools within the Retford Oaks Family on matters of SEND and behaviour.**

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is the Head Teacher, **Mr Luke Scoffield.**
- The person co-ordinating the day to day provision of education for pupils with SEND is the SENDCo, **Mrs Sally Senior.**
- The link governor for SEND is **Mrs Sophie Grand.**

3. Arrangements for coordinating SEND provision

The SENDCO will hold details of all SEND Support records such as provision maps, Pupil Profiles, reports from external agencies, structured conversations and subject and/or behaviour targets for individual pupils.

All staff can access:

- The SEND Policy;
- A copy of the full SEND register;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their Pupil Profile or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

- Information on the staff IT system on individual pupils and their special needs and requirements
- Information on current legislation and SEND provision
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

For admission arrangements please visit the Walkeringham Primary School website.

Pupils with SEND are known to the Family of schools through the SENDCo meetings and transition arrangements put in place on an individual needs' basis.

5. Specialist SEND provision

We are committed to whole school inclusion. For more information on our provision for inclusion see section 10.

6. Facilities for pupils with SEND.

Our school complies with all relevant accessibility requirements:

1. Wheelchair access
2. Access to assistive technology as required
3. Reasonable adjustments and assistance to ensure increased access to the curriculum
4. Assistance with examinations as identified and required
5. Hygiene suite for personal and intimate care.
6. Highly qualified staff

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved and moderated by the Family of Schools (Additional Family Needs AFN). (Our Family of Schools comprises of Retford Oaks Academy (secondary school) and its feeder primary schools).

Children are monitored carefully in the school and if they are displaying significant difficulties that are impacting on their education, then the class teacher will initially discuss this with the SENDCo. Together they can look at the provision and environment that the child accesses and look for things that can be changed to see if it has an impact. After a graduated response has been considered, including consultation with parents, a support package will be arranged. This may include support in the classroom, a referral to Springboard or an application for extra funding. Springboard is a consultation that occurs each term. All SENDCOs from the Family

of Schools attend alongside representatives from the Local Authority SEND support services and the Family Educational Psychologist.

For those with the most complex needs, additional funding is retained by the local authority (High Level Needs HFN). The SENDCO, with the approval of the Family SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

AFN (Additional Family Funding)

SENDCOs will complete the Family AFN forms for pupils who are new to the family or have not previously received AFN funding. Bids will also be re-submitted for review prior to transfer to a new key stage or change to the pupils' circumstances/ provision. Bids will prioritise which descriptor of need best addresses the nature of provision applied for. Copies for SENDCO's and agency representatives will be available for the group to consider at least a week before each meeting. SENDCOs will identify whether they consider the submission to be high, medium or low-level weighting and indicate it on the form prior to the meeting. The LA criteria will be used to inform these decisions.

At the AFN meetings applications will be sorted into the following areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory, Physical and/or Medical

Individuals receiving AFN funding can have their level of need altered according to success of outcomes.

It is expected that if low level need funding is rejected provision must be made for these individuals from the school's ASN budget.

Each school will keep a list of individuals who are considered to be causing concern, their progress will be monitored by the school and they may be put forward at subsequent family meetings if necessary.

It would be expected that generally any individual put forward for AFN would be at SEND Support Category within school or beyond on the Code of Practice and known to one or more of the external agencies.

Schools will be expected to evaluate the success of the support arrangements for each child and report this to the group as bids are considered at transfer of key stage. On the basis of these reviews provision will be adjusted as necessary.

In addition to the above, some pupils are in receipt of additional funding/resources including pupil premium, LAC, adopted monies and /or equipment. These are then allocated according to individual need.

HLN (High Level Needs)

SENDCOs will complete the LA forms and at the moderation meeting copies will be available for the group. If it is agreed the pupils have met the LA criteria for HLN then the submission will be made.

For pupils to be considered for HLN funding they must have previously been moderated and awarded high level AFN funding wherever possible.

8. Identification of pupils needs

Identification

Pupils have special educational needs and disabilities if they have a learning need that calls for special education provision to be made. Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Education Authority
- Is under compulsory school age and falls within the definitions above or would do so if special educational provision was not made for them

Pupils must not be regarded as having a learning difficulty solely if the form of language of their home is different from the language in which they will be taught.

A graduated approach: *Quality First Teaching*

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school information. The aim of formally identifying a pupil with SEND is to help ensure that effective provision is put in place and to remove barriers to learning.

The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the class teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with Teaching Assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo will revise the

support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Educational, Health and Care Plans will be taken at a progress review. The application will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by the Local Authority about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

Telephone: 0300 500 80 80

Email: enquiries@nottsc.gov.uk

or by contacting the **ICDS (Integrated Children's Disability Service)** on:

Helpline: 0115 8041275

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. The SENDCO will consult with the child's parents for other flexible arrangements to be made if needed.

The school curriculum is reviewed on a regular basis and agreed by the Governing Body.

A whole school provision map is drawn up following termly data collection and pupil progress reviews for all children inclusive of those identified with special educational needs.

We consider the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEND

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the school staff together with the SENDCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, Multi-Agency Safeguarding Hub and the Bassetlaw Primary Behaviour Partnership.

Some of the ways we support children are:

- Visual timetables
- Use of signs and symbols
- Sensory assessments
- Meet & greets and handovers
- Speech & Language support
- Extended transitions
- Personalised timetables

- Personalised curriculum
- PEEPS (Personal, Emergency Evacuation Plans)
- Physiotherapy programmes
- Adapted seating
- Intimate care plans
- Manual handling
- Epilepsy monitoring
- Emotional health and well-being

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback via discussions and questionnaires from staff, parents and pupils throughout the year.

Evidence collected will help inform school development and action planning which may include:

- Use of different teaching and learning styles
- Suggestions for work for teacher/TA to use with the pupil
- Provision of alternative learning materials/special equipment
- Group support (using Wave 2 interventions)
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Termly the school's data for children identified as SEND is monitored by the SENDCo. Strategic meetings with the class teachers take place to discuss and implement relevant interventions/support for those individuals or groups of children who are not meeting expectations.

Provision maps and Pupil Profiles are updated termly to reflect the above so that all staff are aware of the priorities for these children. These should be discussed termly with parents for their contributions and agreement.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. This evaluation is carried out by the SENDCo, Head Teacher and SEND link governor and information is gathered from different sources such as surveys, questionnaires, consultation evenings and parent meetings. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

12. Complaints procedure

Please see the Complaints Policy published on the school website.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO and/or the Head Teacher, who will be able to advise on the formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Staff take part in specialist programmes, professional development days, training organised by the LA and conferences on a regular basis. This might include government, LA-based training, school cluster, subject, key phase or whole school training. Training is available for all groups of staff, e.g. teaching assistants, Early Career Teachers (ECTs), parents, midday meals supervisors.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SENDCO, with the Head Teacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

Staff have attended training on the following in the academic year 2022-23 and Autumn term 2023:

- Safeguarding
- Understanding & Supporting Cognitive Load in the Classroom
- Handling Children & Young People with a Physical Disability
- Epilepsy for Teachers
- Inclusion in the NASEN (National Association of SENCOs) SEND Professional Development Group
- SEND Network attendance
- ATTEND framework training to address persistent absence
- Measuring and Tracking Progress of pupils with SEND in Primary Schools
- In-house SEND awareness and updates of current practice

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo, who will then inform the child's parents.

The following services will be involved as and when is necessary:

Schools and Families Specialist Services

Specialist teachers and teaching assistants work with children and young people with a range of complex SEND from birth to nineteen years in homes, early years settings and schools. Providing specialist assessments and interventions, including services for children and young people who are hearing impaired, visually impaired, are on the Autistic spectrum, have communication and language difficulties and those who have cognitive learning difficulties.

Education Psychology Services

Enable improvements in the attainment and emotional health and well-being of the most vulnerable children through the application of psychology to education and child development

Ask Us Nottinghamshire (formerly the Parent Partnership Service)

Ask Us offers impartial information, support and advice to children and young people, their parents and carers, to enable them to make informed decisions about their child or young person's education.

PDSS (Physical Disability Support Service)

Provides specialist advice to schools to promote the inclusion of pupils with complex physical or medical needs.

Speech and Language Therapy Service

Provides specialist advice to schools to promote communication.

NHS Support

Provides specialist advice to schools such as Healthy Family Team, Early Help Unit, General Development Assessment pathway, Neurodevelopmental Behaviour Support Service, occupational therapy, physiotherapy, CAMHS etc

BPBP (Bassetlaw Primary Behaviour Partnership)

A non-for-profit partnership supporting pupils with Social, Emotional and Mental Health difficulties in Bassetlaw Primary schools

HRET (Health Related Education Team)

Provides short term education for pupils aged 5 – 16 who live in Nottinghamshire and who are temporarily unable to attend school for health-related reasons.

ICDS (Integrated Children's Disability Service)

Provides support for children and young people with disabilities aged 0 to 25 years.

15. Working in partnerships with parents

We believe that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents are welcomed into school on a regular basis through parent evenings and appointments for additional individual discussions can be requested.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority ICDS and/or Ask Us where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child. They are kept up to date and consulted on any points of action drawn up with regards to the provision for their child. The

school's SEND Governor can be made available to discuss any issues relating to SEND matters.

16. Links with other schools

Walkeringham Primary School is part of the Retford Oaks Family Collaboration which enables schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

There is a full transition programme in place for all pupils transferring within the Family. Extra transition arrangements are put into place on an individual basis as necessary and all documentation is confidentially and securely passed on to the designated person at the receiving school, so that a history is kept on that child.

17. Links with other agencies and voluntary organisations

We invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following:

- School and Family Support Services
- Education Psychology Service
- Behaviour Support Service
- Physical Disability Support Service
- Early Help/ Social Services
- Healthy Family Team
- Speech and Language Service
- HRET
- ICDS
- Family SENDCo

Representatives from voluntary organisations and other external agencies may be invited to liaison meetings as necessary to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

This policy will be reviewed annually.