



Woolston Infant School

Special Educational Needs and Disabilities Policy

Authorised on behalf of the Governing Body:	Andy Steege Chair Governors Date: January 2025	Next policy review due: January 2026
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Purpose and Intent

This policy complies with the statutory requirement laid out in:

- The SEND code of practice 0-25 (2014)
- The Equality Act 2010: Advice for schools (2014)
- Schools SEND information report regulations (2014)
- Statutory Guidance for Supporting children in school with Medical Conditions (December 2015)
- The National Curriculum (2014)

At Woolston Infant School we believe that everyone matters. We believe that every child is entitled to access a broad and balanced curriculum relevant to their needs, benefitting as fully as possible from their education: regardless of gender, disability, creed or ethnicity. We aim to provide a happy, caring and safe learning environment in which children will develop their academic, personal and social skills. We will ensure that all children can reach their full potential through a curriculum that is ambitious, enriching and purposeful.

Partnerships, both within the school and across our wider community, are valued and developed. It is our ambition that all children become independent, healthy and responsible members of our community – equipped with the skills, knowledge and attitudes necessary to become lifelong learners. As a school we acknowledge and value the vital role that parents/carers play in the education of their children and the enormous contribution they make. Parents will be encouraged to actively share in their child's learning and wider school life.

We believe children with Special Educational Needs and Disabilities (SEND) should work within the classroom with their peers wherever possible. SEND should be addressed by a whole school approach to inclusion, an approach that it is not confined to specialist staff. Every teacher at Woolston Infant School is a teacher of SEND.

Special Educational Needs are defined in 4 broad areas of need:

- Communication and interaction
e.g. Difficulties with speech, language or social communication and autistic spectrum disorder
- Cognition and Learning
e.g. Learning difficulties, developmental delay, specific learning difficulty
- Social, Mental and Emotional Health
e.g. depression, attachment disorder, attention deficit hyperactive disorder
- Sensory and Physical needs
e.g. physical disability, sensory disorder, visual or hearing impairment

A more detailed explanation of these can be found in The SEND Code of Practice [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. We will act in accordance with the Special Educational Needs and Disabilities Code of Practice 2014 and the Equality Act 2010 which provides statutory guidance on duties, policies and procedures relating to Part 3 of The Children and Families Act 2014 and in line with Southampton City Council.

Aims:

- To identify all children with SEND at an early stage and provide them with suitable opportunities to develop their maximum potential by matching the provision to the nature of their need.
- To ensure all SEND pupils feel valued regardless of gender, creed, ethnicity, ability, behaviour or disabilities.
- To enable all SEND pupils to be included and to participate in the life and work of the school to the best of their abilities and, whatever their need, to receive support in achieving their maximum potential.
- To enable all SEND pupils to access all areas of the curriculum by adapting it to meet individual needs.
- To ensure disabled pupils are not placed at a substantial disadvantage compared to their peers. (*Equality Act 2010*)

The SENCO

The Special Educational Needs Coordinator (SENCO) is Mrs Amy Vaux who is responsible for managing and overseeing provision for the children with SEND in our school.

Contact details: Mrs Amy Vaux: 02380444447 senco@woolstoninfantschool.co.uk

The SENCO works closely with the Headteacher and teachers and are closely involved in the strategic development of the SEND policy and provision by maintaining the SEND Register, developing an Action Plan, managing the Provision Map and adjusting resources according to meet current needs in an inclusive setting. They have responsibility for day-to-day operation of the school's SEND policy and co-ordinate the day-to-day provision for pupils with SEND.

The SENCO is responsible for the overall management of teaching assistants within the school and will meet with the LSAs regularly to review targets and progress. The SENCO will keep the head teacher and class teachers up to date on all relevant issues. Within our school all children are valued equally, all children are provided with suitable opportunities to develop their maximum potential, and all children are entitled to a broad, balanced and relevant curriculum.

The Headteacher, Mr Simon Arthur, has overall responsibility for the provision for children with SEND. He will keep the Governing Body fully informed and will work closely with the SENCO; There is a designated governor for SEND who works closely with the Headteacher and SENCO.

School ethos to inclusion of SEND pupils

Our planned curriculum considers a wide range of children's individual needs by:

- Creating whole school quality first teaching opportunities for building success, developing confidence and application of new skills and knowledge.
- Providing opportunities for the assessment of needs and the monitoring of progress through observation, assessment, planning, doing and reviewing.
- Ensuring that there are adaptations in teaching and learning, and appropriately scaffolded tasks.
- Making sure that resources are readily available, including additional adult support when necessary.
- All staff maintain high expectations of learning and behaviour in the light of our inclusion policies, considering the Behaviour Policy; the Child Protection Policy and Safeguarding Policy; the Health and Safety Policy.

Safeguarding children with SEND

Woolston Infant school recognises that the welfare of **all** children is paramount and that **all** children regardless of ability have equal rights of protection. Woolston Infant School has a duty to do everything it can to provide a safe environment whilst children are in our care. Safeguarding is everyone's responsibility, and all staff have a responsibility to provide a safe environment in which all children can learn.

Early Identification

At Woolston Infant School we recognise that early identification of need is essential to providing timely and effective support for children with SEND. We identify those children with Special Educational Needs by applying the Graduated Approach model of identification, assessment, and planning. We will also assess and meet the needs of other difficulties or barriers to learning which may impact on progress and attainment. Teaching and learning will be adapted as required.

Attendance and Punctuality, Health and Welfare, English as an Additional Language, being in receipt of Pupil Premium grant, being a Child Looked After, or being a child of a Service person may also affect progress or attainment, however, these in isolation are not SEND.

Quality first teaching is referred to in the SEND Code of Practice as being the first step to responding to learners' needs. We will provide individual or group programmes of work in addition to a wide range of Quality First Teaching.

Most children's needs will be met by their Class Teacher, through universal high-quality first teaching to meet the individual needs of each child. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social and emotional needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, 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.

Where children need more support, this will be detailed within their Individual Education Plan (IEP). Pupils with an Educational and Health Care Plan (EHCP) will receive support as outlined in their plan and in line with the SEND code of practice. (May 2015)

Identification of pupil's needs and their progress is made through:

- Use of Pre-school records and discussion with Pre-school practitioners
- Early Years Foundation Stage observations and assessments
- Consultation with parents
- Graduated approach to identification
- Consultation with SENCO
- Pupil's views
- Class assessments and observations
- Tracking of attainment and progress for National Curriculum core subjects
- SEND register kept by SENCO on the school's management information system, Bromcom
- Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs)
- Discussion advice & support of Outside Agencies and Outreach advisors

All Individual Education Plans (IEPS) will be reviewed each term or more frequently if required. Review takes place through termly consultation meetings between SENCO, Class teacher and LSAs. All Education Health and Care Plans are reviewed annually by LA in consultation with School and all involved outside agencies.

Pupils are identified under the internal school category of Early Identification of SEND if they do not make progress and they are beginning to access a range of adjustments and interventions alongside personalised teaching. We record liaison, intervention strategies and all responses to need which have been put in place. We informally seek advice and liaise with professionals as appropriate. Information is shared with parents and carers at all stages.

Parent Partnership

Working with parents/carers is a key area in our SEND provision and we value their input and support. Staff and parents will work in partnership to ensure the best provision for the needs of the child. Therefore we will;

- Inform parents at an early stage of any concerns regarding SEND and what provision is being made for their child.
- Inform parents of their child's progress and enable them to make positive contributions to the implementation and termly review of their child's targets as outlined on the child's Individual Education Plan.
- Record on the Individual Education Plan the views and comments of parents and ensure they receive a copy of their child's Individual Education Plan targets after each review.
- Ensure parents have regular contact with class teacher (and SENCO if required) to monitor child's progress and address concern.

Parents will be kept fully informed of their child's special needs at all stages and their support actively sought. Parents should be aware of the aims and methods for SEND provision.

We encourage parents and carers to play an active and valued role in their child's education, and by providing school with information, advice, and support from their knowledge of their own child and from appropriate professionals.

Pupil Voice

As part of the school's review of SEND provision and its effectiveness pupils are consulted for their views.

Pupils can share their views and their opinions about their achievements and progress, how the school has helped them to successful and well the school has met their needs. This is done in a 'child friendly' model using adults to scribe and the use of pictorial symbols.

Leadership and Management of SEND

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher keeps the governing body fully informed and works closely with the school's SENCO.

The Governing Body should in co-operation with the Headteacher, determine the school's policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. The SEND governor will monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body.

The SENCO works closely with the Headteacher, Senior Leadership Team, teachers and in school ELSA and is involved in the strategic development of the SEND policy and provision. The SENCO has responsibility for day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND and advising teachers on the graduated approach providing SEND support. The SENCO compiles and maintains SEND records and monitors Individual Education Plans. Contact with parents and liaison with outside agencies is part of the role. Management of Learning Support Assistants and contribution to the In-service training of staff is another key area. Contact is maintained with Governors by the provision of a written annual report on SEND.

All teaching and non-teaching staff should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing, and making provision for pupils with SEND. Teachers are responsible for completing Individual Education Plans.

Evaluation / Governor's accountability of SEND provision.

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

- Reviewing pupils' individual progress towards their individual targets each term
- Reviewing the impact of interventions termly
- Monitoring by the SENCO and SLT
- Holding annual reviews for pupils with EHCPs.

The SENCO and SEND Governor will give an annual report on the position of the Special Needs for the current year.

A Graduated Approach to SEND Support

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Special Educational Needs provision is education that is:
“additional to or different from that made generally for others of the same age.”
 (Revised draft Special Educational Needs Code of Practice 2014 for 0-25)

In using the Graduated Response, we offer waves of support. To determine how much support children need, we monitor the progress of all children in our school through half termly Pupil Progress meetings with the Headteacher and Senior Leadership Team and regular year group and teacher assessment. Our Graduated response clearly explains the level of support that is available to all children in school. At each level of the graduated response different interventions are provided, however it is expected that the support on offer in the previous level would continue to be provided for the child. Once the child is receiving all the support from stage 1-3 and needs a higher level of support in order to make progress in all areas of learning then we would hold a co-production meeting with parents to discuss adding the child to the SEND register.

By this point parents or carers would already know their child is receiving interventions in school, this would have been discussed at parents evening, as well as provision resources or suggestions that could be used to support the child at home. During the initial co-production meeting we will work through a document that identifies children’s barriers and then use this to help create the first IEP for the child.

The identification of barriers document has strategies that can be used to support pupils in school, parents alongside the class teacher and at times SENCo too will pick out strategies to use in school to support the child and this will be included within the Individual Education Plan (IEP).

If, once on the SEND register the child continues to need a high level of intervention and little progress is seen, after the support of external agencies, then we (the parents, child and school) may consider completing an EHC plan request for assessment, moving the child from stage 4 to stage 5. This would only be the case for a small handful of children, as usually once on the SEND register, with the high level of support children make good progress.

Graduated response to support		
	Provision required	Support and provision
1	Universal provision	High quality inclusive teaching Ordinarily Available Provision Personalised learning targets Carefully planned differentiation Assessment for learning
2	Early intervention support (Not on SEN Register)	In addition to Stage 1: Support within class through small groups and individual support (e.g. peel away, workshops)
3	Targeted, additional support (Not on SEN Register)	In addition to Stages 1 - 2: Additional group or individual programmes Evidence based interventions Concern Sheet completed
4	Targeted, intensive additional support (SEN register)	In addition to Stages 1 – 3: Multi-professional support Individual Education Plan Identified on school provision map Consider request for a Statutory Assessment

5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term. (SEN register – EHCP or application)	In addition to Stages 1 – 4: Education, Health and Care Plan (EHCP) reviewed annually Multi-professional support Individual Education Plan Identified on school provision map
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EHCP

Where a child requires additional support that goes beyond what us a school, can typically deliver from their own budgets or staffing then they may need an Education Health and Care Plan (EHCP) –

An EHC plan is a legally binding document outlining a child's special educational, health, and social care needs. The document must list all of the child's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified. The plan names the school/setting which is to provide the provision and the plan is legally enforceable ultimately through Judicial Review.

Annual Reviews

An EHCP, requires a review at least every 12 months. Parents are asked to attend the review as it is an opportunity to voice concerns, propose amendments, or ask questions. The annual review can be called early in some cases, and this can be requested by the parent, the school or the LA (Local Authority). Its purpose is to check that the EHC Plan remains relevant.

The meeting will be scheduled by us as the school, and all professionals and parents will agree a date that is suitable. The LA may also attend the review meeting but not always. The SENCO will usually host the meeting and invite everyone who is involved in the EHCP that supports the specific child. All advice, information and reports for the review meeting must be circulated to all parties at least two weeks before for the actual meeting.

Based on the information provided at the annual review meeting and the reports prepared ahead of the meeting, we will compile a report and file the paperwork with the Local Authority. Everyone who was at the annual review meeting will receive a copy. The school must submit the paperwork to the LA within 10 working days.

The annual review ECHP report should contain information about:

- The child's progress
- Suggested changes in the EHCP provision or about the child's needs
- Views and recommendations
- Any reports submitted before the annual review
- Changes to goals and outcomes

Exiting the SEND Register

Where children make good progress, increase their attainment and then no longer meet the SEND criteria, support will be gradually reduced until good quality first teaching, with appropriate adaptations to teaching, will ensure further progress and attainment. Parents will continue to be fully involved through informal and formal liaison and the child's progress and attainment will be monitored. Year group and class support will be available as needed alongside Quality First Teaching.

Interventions

In addition to Quality First Teaching and alongside the Ordinarily Available Provision recommendations, we deliver a range of intervention programmes, individually or in groups, according to the child's level and area of need.

We offer a wide range of support and are continually updating staff knowledge to meet new needs. Support may be delivered by Teachers, Learning Support Assistants, Special Needs Assistants or visiting professionals who model and train our staff.

Interventions used by teachers as part of High-Quality Teaching	Interventions run individually or in small group – Planned, Targeted and Tracked	In-school or Outside agency interventions	Alternative Interventions Identified through EHCP
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<p>Ordinarily Available Provision</p> <p>Phonics</p> <p>Numbots</p> <p>Access to concrete resources.</p> <p>Sensory breaks/activities</p> <p>TEECH activities</p>	<p>ELSA</p> <p>Phonics (Little Wandle)</p> <p>Reading</p> <p>Gross Motor</p> <p>ABC Programme</p> <p>Sensory Circuits</p> <p>Fine motor</p> <p>Bucket therapy</p> <p>Social skills</p> <p>Narrative group</p> <p>SALT</p> <p>Precision Teaching</p>	<p>Nurture Group</p> <p>Outreach services</p> <p>MHST</p> <p>SALT</p> <p>OT</p> <p>SIP</p>	<p>Alternative provision</p> <p>Therapeutic interventions</p> <p>Health Care provisions</p> <p>CAMHS</p>
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Using the graduated approach to identify SEND

Wherever a child is making less than expected progress – academically or socially – our first response is to employ quality first teaching strategies targeting the learner’s area of development. As a part of the graduated approach, teachers speak with the child and liaise directly with key adults. If a child is continuing to make less than expected progress, despite consistent provision that supports the identified area(s) of development, the class teacher and the SENCO will work together to review the learner’s progress and explore additional support and/or guidance that may be needed to support them. The SENCO will support further assessment of a learner’s particular strengths and area of development, and as part of this process the SENCO may need to complete additional observations and/or assessments to better understand a learner’s needs and barriers to learning. The SENCO can also support the class teacher develop additional provision to meet a learner’s individual needs and provide guidance on the effective implementation of provision. In some cases, the SENCO may determine there is also a need to seek specialist input and support, in agreement with the learner’s parents or carers.

Before seeking advice from the SENCO, teachers check that they have:

- Observed the child and noted any patterns or triggers
- Know the child’s strengths, interests, and difficulties
- Spoken with the child’s family
- Spoken with the child
- Put adjustments and/or additional support in place, and recorded the impact
- Trialled changes
- Reviewed the child’s progress



For children with a special educational need or disability, schools need to take action to remove barriers to learning and provide effective provision that supports their access to and progress in the curriculum.

Supporting Pupils with Medical Conditions

The school 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 physical and where this is the case the school will comply with its duties under the Equality Act 2010. School leaders will consult with health and social care professionals, the parents and the child (at an age-appropriate level) to ensure

the medical conditions are effectively supported. In school children with medical conditions have an Individual Health Care Plan describing their condition, daily care, medication and action taken in an emergency. School Nurses liaise with school and the child's parents. Some children with medical conditions may also have SEND and may have an Education, Health and Care Plan which brings together health and social care needs as well as their special education provision. To create a conducive environment, it is crucial that reasonable adjustments are put in place discreetly and professionally, without drawing unnecessary attention to the learning. As a school we ensure that all teachers provide an inclusive environment, so all children are supported in their learning no matter the medical condition or disability.

Admissions and transitions for SEND pupils

Admission arrangements for all pupils at Woolston Infant School are managed by Southampton City Council. On the transfer to other schools, pupil records and information will be sent on request. Consultation will take place with colleagues about individual pupil needs prior to transfer when necessary. This would usually involve the class teacher and SENCO.

Children with EHCPs that name a school must be admitted to that school under the Education Act 1996 and the SEND Code of Practice. These children will be admitted to the named school, even if it is full, and are therefore outside the normal admission arrangements. As required by the Code these children will count as part of the Published Admission Number (PAN) for the school.

Our starters programme for children joining the school in Year R includes:

- Parent information talks/ open afternoons/
- Taster sessions for parents and their children in school
- School staff liaising, visiting and gathering information from pre-school, nursery or childminder settings
- Pre-school visits to school
- Transition afternoons
- Stay and Play sessions
- Home visits by school staff.
- Transition stories

When children change schools, the school will ensure that all SEND documents and information are transferred to the receiving school and we will plan to liaise with future staff. Transition arrangements will be made to assist the child as appropriate through visits and social stories. Other professional agencies may provide support and we will coordinate and liaise with parents and the school. We will apply the same process when children join our school.

At the end of each year teachers review the targets and pass on relevant SEND information to the child's next teacher. Transitional programs are arranged for children for which ever Key stage 2 setting, children will be moving to. Social stories can be written to help children 'get to know' their new setting and what to expect alongside additional transition visits. Transition meetings involving other agencies e.g. other schools are held when appropriate for e.g. Summer 2 term or earlier for mid-year transitions.

If a child has significant needs, then a transition meeting, an Annual Review of an Education, Health and Care Plan (EHCP) meeting will take place or between the two settings to which parents and professional are invited. An individual Social Story might be put in place to help them become familiar with new staff and the new environment.

Accessibility

Woolston Infant School has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

Woolston Infant School is an open plan building all on ground level. All doors are accessible for wheelchair access. Although there are steps at the rear of the school the playground is accessible from 2 other entrances. The school has a disabled toilet facility.

Adaptions are made to ensure all children are able to use all the equipment and facilities. The school may receive advice regarding access from a range of agencies including the Children's Therapy Service and Hearing & Vision Support Service. Please see our accessibility plan on our website for more information.

School trips, School clubs and Extra Curricular Activities

All children are included in all areas of the curriculum with reasonable adjustments being made as appropriate. In consultation with parents and professionals we include children in school trips and other out of school activities with the appropriate level of support.

A risk assessment is made prior to off-site activities to consider health and safety concerns and if the activity was considered too great a risk another opportunity would be offered where possible. Parents would always be included in these decisions.

Local Offer

Woolston Infant School SEND Information Report 2024/25 - to access this document please see school website. Southampton Special Educational Needs and Disability (SEND) 'Local Offer' has been co-produced with parents, professionals and young people and is under continuous development. It is a single place for you to find up to date Information about Services and Support for children and young people with Special Educational Needs and disability aged 0-25.

All of these services, settings and activities make up Southampton's 'SEND Local Offer'.

Monitoring arrangements

This policy is reviewed by the SENCO and the Governing Body every year.

A named SEND governor meets regularly with the SENCO to challenge practice and to keep update with latest developments in SEND.

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The head teacher keeps the governing body fully informed and work closely with the school's SENCO.

The SENCO works closely with the Head Teacher, Senior Leadership Team, teachers and in school ELSA and should be closely involved in the strategic development of the SEND policy and provision. The SENCO has responsibility for day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND and advising teachers on the graduated approach providing SEND support. The SENCO compiles and maintains SEND records and monitors Individual Education Plans (IEPs). Contact with parents and liaison with outside agencies is part of the role. Management of Learning Support Assistants and contribution to the In-service training of staff is another key area. Contact is maintained with Governors by the provision of a written annual report on SEND.

All teaching and non-teaching staff should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. Teachers are responsible for completing Individual Education Plans (IEPs).

The Governing Body will in co-operation with the Head teacher, determine the school's general policy and provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's approach to SEND. A specific person is appointed, to take an interest in and closely monitor the school's work on behalf of children with SEND; The SENCO will liaise at least termly with the appointed governor to review this provision. Any significant changes or developments to SEND policy and practices will be communicated to parents as appropriate. The Governing body will also evaluate the effectiveness of the school's SEND provision through whole school performance data, governor liaison with staff, reviewing the Action Plan and through the Head teacher's report.

Dealing with Complaints

If there is cause for concern or complaint regarding the child's SEND provision the parent or carer is encouraged to approach the child's teacher.

Complaints about SEND provision in our school should be made to the SENCO, Amy Vaux, in the first instance. They will then be referred to the school's complaints policy if needed. The named school governor for SEND can also be contacted via the school office.

If these concerns are not resolved, then the complaint should be managed in accordance with the Complaints Procedure Policy. Any complaints relating to Special Needs will be dealt with in accordance with the school's general policies concerning complaints.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Storing and Managing Information

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security of information. When the children transition to a new school paper records will be sent to the new school once the children are on role.

School Policies with links to SEND (All listed can be found on the school website)

[Woolston Infant School - Policies](#)

- Accessibility Plan
- Admissions Policy 2024-25
- Anti-bullying Policy 2023-25
- Attendance Policy September 2022-25
- Behaviour Policy
- Children With Medical Conditions Who Cannot Attend School 2023-24
- Complaints Policy 2023-27
- Equalities Policy 2023-25
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Teaching and Learning Policy
- Vision and Values
- EYFS Policy

Glossary of Terms SEND Special Educational Needs and Disabilities

SENCO - Special Educational Needs Coordinator

IEP-Individual Education Plan

EP - Educational Psychologist

EHCP – Education Health Care Plan

LSA - Learning Support Assistant

TA- Teaching Assistant

OT - Occupational Therapy

PT - Physiotherapy Therapy

SALT - Speech and Language Therapy

SLT - Senior Leadership team

ELSA - Emotional Literacy Support Assistant

SIP- Southampton Inclusion Partnership

SENDIASS – Special Educational Needs & Disability Information, Advice & Support Service