





**Love of Learning, Love of Life, Love of One Another**  
**'Life in all its fullness' John 10:10.**



## SEND Policy

<b>Approved by:</b>	N Ball – Head Teacher D Harvey – Chair of Governors	<b>Date:</b> GB6 2024 2025
		
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<b>The Source</b>		

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND. This policy must also be read in conjunction with [Quantock Educational Trust's SEND Statement](#).

We are incredibly proud of our strong Christian ethos and our values, which are all rooted in love. We believe that our Christian vision is at the heart of all that we do. Our school family role model our Christian values of aspiration, compassion, friendship, respect, trust, forgiveness all rooted in love. We strive to help our children experience 'life in all its fullness' as expressed in John 10:10.



Our vision and values guide us in providing effective support to our community, reinforcing the unique Christian character of our church school while also strongly aligning with our holistic approach to Special Educational Needs and Disability.

**Respect** - Everyone is different and so as a school, we will respect each other. We will accept and celebrate differences.

**Compassion** – We will be considerate to everybody's needs and show support to those around us.

**Forgiveness** - Behaviour is an outward response of need and a form of communication. As a school, we refer to SEND within our school Behaviour Policy.

**Aspiration** – We believe that all children in our school can achieve and meet their full potential.

**Friendship** – Friendships are valued. We will encourage children to deal with minor disagreements, forgive each other and accept that everyone is different.

**Trust** - Our school provides a consistent environment where children can trust all members of our community and know we are working together to enable them to achieve their full potential.

### 1. Aims:

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- To enable children to develop their potential in all aspects of the curriculum.
- To provide children with an education appropriate to the world beyond the classroom.
- To develop in children a love of learning and a desire to continue to expand their knowledge and skills throughout their life.
- To help children to live together within a community, to develop a sensitivity to others and become responsible, independent people.
- To develop in children a positive sense of moral responsibility and self-discipline.

### 2. Legislation and guidance:

This policy and information report is based on the statutory [Special Educational Needs and Disability](#)

[\(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

### **3. Definitions:**

A pupil has SEND if they have a learning difficulty or disability that 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 the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **4. Roles and Responsibilities:**

The person responsible for the management of SEND provision is the Headteacher and the person responsible for coordinating the day to day provision is the SEND Lead.

A member of the Local Governance Committee takes responsibility for supporting and monitoring our SEND offer, although the Local Governance Committee as a whole is responsible for ensuring high quality provision is in place for all pupils with special educational needs.

#### **a. The Local Governance Committee.**

They will:

- Be aware of their legal duties in relation to children and young people (CYP) with SEND as per The SEND Code of Practice and Children and Families Act 2014 and have a good working understanding of these documents.
- The governing body have the legal duty to focus on the school's systems and processes for supporting CYP with SEND rather than provision for individual CYP.
- Ensure that there is a suitably qualified teacher designated as Special Educational Needs and Disabilities Lead (SEND Lead).
- Ensure that SEND duties are undertaken effectively across the organisation including but not limited to: identification of needs, responding to SEND, a broad and balanced curriculum, record keeping of SEND provision and engagement and participation for all CYP.
- Ensure the schools notional SEND budget is appropriately allocated to support CYP with SEND.
- Have a member of the board with specific oversight for the school's SEND arrangements.
- Build a good working relationship with the SEND Lead and ensure regular meetings are in place.
- Help to review the school's policy on provision for CYP with SEN and the school's approach to meeting the needs of those with SEND.
- Ensure that the school website publishes the school's SEND offer and link to The Local Offer.

#### **b. The SEND Link Governor is Dominic Lawrence**

The SEND link governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the local governance committee on this
- Work with the headteacher and SEND Lead to determine the strategic development of the SEND policy and provision in the school

#### **4.3 The SEND Lead is Kay Dawson**

They will:

- Work with the headteacher and SEND link governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

#### **4.4 The headteacher is Nicola Ball**

The headteacher will:

- Work with the SEND Lead and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- The day-to-day management of all aspects of the school's work, including provision for educational needs.
- Keep the Local Governance Committee informed of all developments with regard to SEND.

#### **4.5 Class teachers**

Each class teacher is responsible for:

- 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 how they can be linked to classroom teaching
- Working with the SEND Lead to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

### **5 SEND Information Report**

#### **5.1 The kinds of SEND that are provided for**

The school currently provides additional and / or different provision for a range of needs across the four broad areas of SEND:

- **Communication and Interaction**, for example, autistic spectrum disorder, speech and language difficulties.
- **Cognition and Learning**, for example, dyslexia, dyspraxia. Moderate / severe / profound and multiple learning difficulties.
- **Social, Emotional and Mental Health** difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- **Sensory and / or Physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

## 5.2 Identifying pupils with SEND and assessing their needs

The school adopts a graduated response to meeting special educational need in line with the Code of Practice 2002, 2014 and 2015, also Somerset's Graduated Response Framework for SEND. A range of evidence is collected through the usual assessment and monitoring arrangements and from standardised testing: if this suggests that the learner is not making the expected progress, class teachers will consult with the SEND Lead in order to decide whether additional and/or different provision is necessary. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties.

### SEND Support

All the teachers at our school are teachers of children with Special Educational Needs. As such, our schools adopt a 'whole school' and graduated approach to SEND which involves all the staff adhering to a model of good practice. At our school all SEND support arises from a four-part cycle, known as the graduated approach. Through this, earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of a child's needs and what supports the child in making good progress and securing good outcomes. This is achieved through various means such as termly pupil progress meetings, on-going observations and intervention tracking.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, when a potential SEND need has been identified, this cyclical process becomes increasingly personalised:

### Somerset Graduated Response Tool

**Somerset's Graduated Response Tool** replaced the Somerset Core Standards. This has been co-produced with stakeholders from education, health, social care, parent carers and support service teams.

The Tool sets out the barriers to learning that children and young people may have and the strategies and provisions that could be in place to support them.

It has been created to support all users to understand the Graduated Response to Special Educational Needs in the context of current legislation. The document makes it clear 'what to expect' in terms of what is provided and is written for parent carers, children and young people, school staff and those who provide services to families.

The tool sets out the provision that is ordinarily available in Somerset schools at both the Universal and Special Educational Need and Disability (SEND) Support levels.

### **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 Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including: -

- Parent/carer
- Teachers
- SEND Lead
- 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 a group of people from education, health and social care about whether or not 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 be found via the SEND Local Offer: [www.somerset.local-offer.org](http://www.somerset.local-offer.org) and [www.somersetchoices.org.uk](http://www.somersetchoices.org.uk) and Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS) [www.somersetsend.org.uk](http://www.somersetsend.org.uk)

### **5.3 Admissions and Inclusion**

Our staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy and children with special educational needs and/or disabilities are afforded the same rights as other children. This includes both those children with statements of SEND (EHC plans) and those others with SEND Support.

The Local Governance Committee has agreed the admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEND and Disability Act 2001 and the Children and Families Act 2014.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Strategy is available on request.

#### **5.4 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- 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 and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEND support.

#### **5.5 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

#### **5.6 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We know that effective transitions support pupils to make the very best progress. Our SENDCO meets at an early stage with a school or Early years setting if there are identified needs or concerns. A school entry or transition plan will be developed in partnership with both settings, the parent and the child. In the summer term, the EYFS teacher and SENDCO visit all feeder pre-schools.

Where a child is identified with SEND and is moving from year 6 to 7 the SENDCO may invite the receiving school's SENDCO to any meeting or SEND/Annual Reviews, so that effective transition planning can take place. The transition process for all the Primary schools feeding into Wadham School will endeavour to start in the spring or summer Term. For some children, the transition planning process can start as early as the autumn term.

#### **5.7 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We will also provide the following interventions:

- Speech, language and communication programmes, taught in small groups and on an individual basis. Reading, phonics and handwriting support
- Precision Teaching, ILI, working memory activities
- SEMH support, using THRIVE and a trained ELSA
- Additional tutoring in English and Maths

The SENDCo will provide staff with advice when they are writing Individual Learning Plans and Provision Maps, and offer advice or guidance on resources, strategies and its implementation. Parents will be invited in to speak with class teachers about progress against their child's Individual learning Plan or provision maps. The child is key to its creation and is invited to add their own views. It is expected that all Individual Learning Plans and Provision Maps will be annotated upon and referred to during SEND team meetings, as well as shared with the children. Class teachers and their support staff will be expected to use the plan as a working document i.e. continually refer to it and monitor progress towards the intended outcomes. This may take the form of on-going handwritten notes in the review section of the plan. The SENDCo will monitor the effectiveness of the SEND Learning Plans or provision maps. through class "drop ins", discussion with the child and/or staff. Support staff will keep a record of teaching activities, learning and progress towards the outcomes set out in the Individual Learning Plan or provision maps on an Intervention Log when appropriate. Any Logs will be kept in a TA/SEND File in each classroom and their effectiveness will be monitored by the class teacher regularly and the SENDco via entry and exit data.

### **5.8 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We have teaching assistants who are trained to deliver interventions where they are deemed appropriate. We work as part of a multiagency team to provide support for pupils with SEND.

### **5.9 Monitoring and Evaluation of SEND**

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

- Reviewing pupils' individual progress towards their outcomes each term.
- Regular sampling of the parent viewpoint through questionnaires
- Annual SEND Parent Questionnaire
- Pupil's views being gained through the Assess- Plan- Do- Review Cycle
- Staff views through questionnaires
- Learning walks
- Lesson observations/drop ins
- Book Looks
- Analysis of progress and achievement data Impact and quality of interventions via entry and exit data
- Regular monitoring by middle and senior leaders and Link Governor.
- Reviewing the impact of interventions after each half term
- Monitoring by the SENDCo
- Using provision maps to measure progress

- Holding annual reviews for pupils with EHC plans.
- Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on a short residential trip in year 4 and a Year 6 residential
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please see the school's accessibility plan on the school website for further information.

The SEND Lead is part of the senior leadership team and as such has responsibility, with the Head Teacher and SEND Link Governor, for monitoring and evaluating the effectiveness of practices for children with SEND. The SEND Lead, in collaboration with the Head Teacher, SEND link governor and senior leadership team, contributes to the whole School Development Plan, which drives forward improvements in effective practice and quality of provision for our children with SEND. A separate SEND development plan is also created.

### **5.10 Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as Emotional Literacy, Early Reading, Phonics and Speech and Language. Teaching assistants will support pupils on a 1:1 basis when a pupil needs this level of support, this is outlined in an EHCP (Education Health and Care Plan). Teaching assistants will support pupils in small groups when pupils need an additional intervention. This can be to support the outcomes in an EHCP or a Provision Map. This can also be part of general class practice to support learning.

We work with a wide range of agencies to provide support for pupils with SEND, including:

- Virtual School and Learning Support Team Services
- Social, Emotional & Mental Health Advisory Teachers (Somerset Partnership School)
- Educational Psychology Services
- Children's Social Care
- Speech & Language Therapy
- Autism and Communication Service and CAOT (Children's Autism Outreach Team)
- CAMHS (Child and Adolescent Mental Health Services)
- Occupational Health Physiotherapy
- Service for the Hearing Impaired
- Service for the Visually Impaired
- Physical Impairment and Medical Support Team SENATAS (Special Educational Needs Assistive Technology Advisory Service)
- School Nurse
- Somerset's Virtual School
- Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS) Parent and Family Support Adviser (PFSA)
- Fiveways Outreach support
- Fairmead Outreach support
- Inclusion Advice Line

### **5.11 Expertise and training of staff**

Our SEND Lead has over 7 years' experience in this role, and she has completed the NASENCO qualification. She is allocated two days a week to manage SEND provision across the school. She is also a SEND Lead at another school in Somerset. There are a team of 8 teaching assistants across the school including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision. There is also an ELSA trained to deliver emotional literacy support.

We use specialist staff for Speech and Language and Thrive support.

### **5.12 Statutory Assessment and EHC Plans**

#### **Assessment**

The school will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school. Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil. The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt. The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

#### **EHC Plans**

The school will fully cooperate with the LA when research about the pupil is being conducted. The school will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA. Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education and will discern the expected impact of the provision on the pupil's progress.

The school will meet its duty to provide views on a draft EHC plan within 15 days. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

If the LA decides not to issue an EHC plan, the parents of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The school will respond promptly to any consultation of placement from the Local Authority regarding being the named school in the EHC plan or EHC needs assessment process. The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them. All reasonable provisions will be taken by the school to provide a high standard of education. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations. The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The school will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another. If a pupil's needs significantly change, the school will request a re-assessment of

an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re- assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan. The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.

Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged. The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

### **Reviewing EHC Plan**

The school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

### **SEND tribunal**

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering. In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.

- [EYFS] Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'. Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school. If disagreements are not resolved at a local level, the case will be referred to the DfE. The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are also encouraged to be part of Wrap around Care and after school clubs to promote teamwork/building friendships etc.
- Pupils with SEND are encouraged to attend our daily Nurture Provision at break and lunch times.
- We have a zero-tolerance approach to bullying

### **5.14 Complaints about SEND provision**

Decisions about provision for children and young people with SEND or disabilities should be made jointly by providers, parents and children/young people themselves, taking a person-centred approach. If you are not satisfied with these decisions, steps will be taken to resolve differences.

Our Complaints procedure follows Quantock Educational Trust guidelines. Such is our partnership with the children and parents/carers, we would hope that all concerns would be dealt with at an early stage. There are regular opportunities where parents can discuss their children's education and progress. Our Complaints policy is found by clicking [QET Complaints Policy](#). 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 service

### **5.15 Contact details of support services for parents of pupils with SEND**

Independent advice and support is available at <https://somersetsend.org.uk>

### **5.16 The local Authority Local Offer**

Somerset's Local Authority Local Offer provides information on the services available for children and young people with Special Educational Needs and Disabilities (SEND) aged between 0 to 25 and how to access them.

This can be viewed at: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

Our contribution to the local offer is: [Ashlands CofE Primary School](#)

Our local authority's local offer is published here: [Somerset's Local Offer Disclaimer](#)

## **6. Monitoring arrangements**

This policy will be reviewed regularly in collaboration with all stakeholders; teaching staff, support staff, Local Governance Committee, parent carers and where appropriate pupils. It will also be updated if any changes to the information are made during the year. It will be approved by the Local Governance Committee.

## **7. Links with other policies and documents**

This policy links with the following documents;

- Accessibility plan
- Behaviour and Relationships policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

