



FLORENCE MELLY

COMMUNITY PRIMARY SCHOOL

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SEND INFORMATION REPORT

AUTUMN 2019

1. USEFUL INFORMATION

Florence Melly Community Primary School		
Tel. Number	0151 2261929	
Inclusion Manager	Mr. Kieran Baillie	
	k.baillie@fmp.liverpool.sch.uk	
SENDCO	Mrs. Rose Findell	
	r.findell@fmp.liverpool.sch.uk	
SEND Governors	Rev. Tom Allen	Mrs. Janet Matthews
	schooladmin@fmp.liverpool.sch.uk	schooladmin@fmp.liverpool.sch.uk
Local Offer Contribution	http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page	

Total Number Of SEND Pupils (Sept. 2019)	111 (24.9%)
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Florence Melly Community Primary School welcomes all children and their parents/carers. The school's approach is to meet the needs of children as set out in the School's SEND Policy, which is available on the website or at the main office.

All staff recognise the definition of SEND as stated in the Code of Practice 2014:

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age". (p.83)

The school promote a person centred, graduated approach whilst supporting Quality First Teaching, Children's independence and provision of additional interventions where appropriate.

All staff recognise that Children's Special Educational Needs and Disabilities (SEND) are generally catergorised in four broad areas of need and support:

- Communication and Interaction (SLCN)
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

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2. OUR APPROACH AS A SCHOOL

Underpinning **all** our provision in school is the **graduated approach** cycle of:



Assess:

- Through quality first teaching all teachers are responsible for every child in their care, including those with special educational needs and/or disability.
- Children's progress is rigorously tracked through assessment, observation and monitoring on a daily, weekly and termly basis as appropriate.
- This informs a differentiated approach to teaching and learning. If there are concerns parents are informed at this early stage and the concerns are monitored.

Plan:

- Planning is based on prior attainment and according to individual need.
- Teachers plan their differentiated lessons and tailor specific provision to children whose needs were identified at the Assess stage.
- Children with SEN have an individual Pupil Profile which supports this personalised planning through a child centred approach.
 - If a pupil with SEND needs support the parents must be formally notified.
 - The teacher and the SENDCO should agree in consultation with the parent and the pupil the planned support and the expected impact on progress, development or behaviour.
 - In addition there should be a clear date for review.

Do:

- Children with SEN at the SEN Support stage have an individual Pupil Profile which supports personalised learning.

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- The class teacher must remain responsible for working with the child on a daily basis even when the interventions involve group or one-to-one teaching for example with a teaching assistant.
- Teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review:

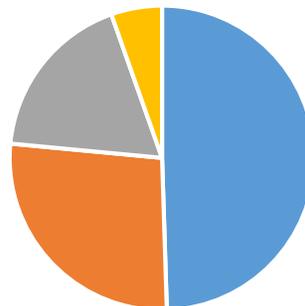
- The school's SENDCO will liaise with all class teachers, teaching assistants, LSA's, curriculum leaders and pastoral mentors as appropriate, to discuss progress towards outcomes and review need.
- If more specialist support is necessary the SENDCO will meet with parents and children to discuss referral to external agencies.
- Having consulted with children, and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to the child.
- We hold both our internal/external providers and ourselves to account

3.1 SEN NEEDS

Although pupils' may be identified as having more than one specific SEND need, they are listed on the school's SEND register under their primary need. The information below shows this:

TOTAL IDENTIFIED PUPILS	111	24.9%			
SLCN	55	49.5%	SEMH	20	18.1%
COGNITION AND LEARNING	30	27%	SENSORY/PHYSICAL	6	5.4%

SEND PUPILS



■ SLCN ■ COGNITION AND LEARNING ■ SEMH ■ SENSORY AND/OR PHYSICAL

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3.2 APPROACH TO SEND NEEDS

Children's Special Educational Needs and Disabilities (SEND) are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction

- The support at school for those with a speech, language and communication difficulty is identified early.
- Help is provided by external agencies such as the Speech and Language Support Service and SENNIS.
- Children with language difficulties have received additional support from our LSAs.
- Children are also provided with opportunities, for communication and interaction such as Circle Time, Time to Talk and Talking Partners.

2. Cognition and Learning

- This area is catered for using a wide range of intervention programmes, depending on the individual's need.
- There are two qualified teachers and pastoral support as well as HLTA and TA support staff involved in delivering interventions.
- External services are delivered by SENISS specialist teachers.
- Staff from the Beanstalk Reading Service also contribute to reading support on a voluntary basis
- These intervention programmes are tailored to individual needs which are determined using the Assess, Plan, Do, Review approach

3. Social, Emotional and Mental Health

- The Pastoral Support Officer based at school is trained and experienced in supporting children with social, emotional and mental health difficulties.
- He has supported children this year in both group situations and on a one to one basis, also in a lunchtime club sharing strengths and enhancing coping strategies and co-operation.
- The part time pastoral support T.A has also worked 1:1 and in small groups on Self- esteem and confidence.
- SENDCO and pastoral support have both been trained in Mental Health First Aid.
- This year we have had some access to a counsellor who has supported children coping with bereavement and loss.

4. Sensory and/or Physical Needs

- Provision is made for children with sensory or physical needs to take part in all areas of the Curriculum.
- This has included educational trips, residential trips to Colomendy and extra curriculum activities.
- Parents are always contacted before a planned activity if it is thought that a child needs additional support to meet the required health and safety standards.
- The school is fully wheelchair accessible with a lift from the ground to the first floor.
- We have sensory provision in the form of a portable dark den.

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4. ACCESSIBILITY PLAN AND EAL NEEDS

The school's Accessibility Plan details our physical provision (see Accessibility Plan). This provision includes:

- Ramps to all entrances and exits
- Two disabled toilets
- A lift
- Disabled parking bays
- Fostering positive relationships and promoting equality of opportunity so barriers to learning are removed.
- Ensuring written information is on dyslexia friendly paper, on the school website, in newsletters and translated where appropriate

Contact details are available at the school office for those parents who do not have English as a first language, interpreters have been accessed including for parent's evenings and teaching staff give verbal information to parents who have literacy difficulties.

5. IDENTIFYING AND ASSESSING PUPILS

These are the policies we use to identify and assess pupils:

- Assessment Policy
- SEND Policy

We have internal processes for monitoring and evaluating the quality of provision and assessment of need. These include, learning walks, data analysis, classroom observations, pupil interviews, monitoring planning and book scrutiny. Involving parents and learners in the dialogue is central to our approach and we do this through:

ACTION	INVOLVEMENT	FREQUENCY
EHAT/Termly/Annual Reviews	SENDCO, EHAT Lead, Parents, Class Teacher/Teaching Assistant, Local Authority, Any Outside Agencies.	Termly or when appropriate
Open Door Policy	Headteacher, Deputy Headteacher, Assistant Headteacher, SENDCO, Pastoral Support Officer	As needed
Parent/Pupil Meetings	Parent, Child, Class Teacher, SENDCO	As needed
Staff Meetings	All teaching staff.	Half-termly
Parental Courses	Parents, SENDCO, Pastoral Support, Outside Agencies	Half termly/as appropriate

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6. CONSULTATION

6.1 PARENTS

Parents are consulted at EHAT meetings, termly parents meetings and at reviews. In addition to this, if necessary, Mrs. Findell will arrange further meetings with parents and possibly outside agencies. Parents are very welcome to call into school or telephone to make additional appointments.

6.2 CHILDREN

Any children who have an EHAT, EHC Plan or are in receipt of top up funding are involved in the process. Mrs. Findell will meet with them before the review and try to capture their voice. In addition to this Mrs. Findell carries out pupil voice questionnaires termly.

7. HOW WE EVALUATE AND ADAPT

Every child on the SEND register will have an Individual Pupil Profile. Targets will be set and these will be reviewed termly. In addition to this, all staff running interventions will keep notes, track key information and have interventions clearly logged (in books/intervention sheets or in other ways).

Mrs. Findell monitors the Pupil Profile. There is a weekly SEND team meeting in which progress and concerns are shared. All staff are regularly liaised with via regular meetings both during and after the school day.

High quality teaching is the first step in responding to pupils who have or may have SEND. It is key that all staff have an understanding of the child's needs, know the barriers to learning, what the child's strengths are, have high aspirations and what teaching strategies are known to help. Class teachers plan and adapt the curriculum to ensure that all children are able to take part. Teachers may break down tasks into smaller, mini tasks, they may give extra time, provide visual prompts, give support to enable children to organise their writing or provide alternative methods of recording. Teaching assistants play a vital role in providing additional support to identified children.

Visual timetables are in every classroom, all classes have an additional adult as well as the teacher. There are many interventions that run throughout the school. All classes have a number of laptops/iPads that can be used to provide an alternative method of recording.

Activities are chosen with all children in mind and teacher's plan accordingly. PE lessons are adapted where necessary and a teaching assistant will always be there during the PE lesson to ensure that they can support children with physical disabilities. Children who require additional support on the playground are identified and a named adult is responsible for their safety/wellbeing.

Mr. Doyle, the school's Mental Health Lead, and Mrs. Findell work closely with the school counsellor who provides support for children who are struggling socially, mentally or emotionally. The school is part of the 'Trailblazers' project. The school have also run well-being and mindfulness workshops through consortia.

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8. STAFF DEVELOPMENT, QUALIFICATIONS AND EXPERTISE

Florence Melly are committed to developing their staff, and supporting those with areas of expertise. The following information highlights some areas of expertise within the school:

Staff Name	Area of Expertise	Level Of Qualification
Mrs. R. Findell	SEN	Masters in Advanced Education Practice (SEN specialism), PGCE Dyslexia, National SENDCO Award
Mrs. J. Doyle	SEN	QTS
Mr. J. Doyle	Mental Health / Counselling	Degree
Miss. M. Campbell	Pastoral Support	Degree
Mrs. M. Dean	SEN	Diploma

Over the past twelve months, several staff have been involved in a wide array of courses, aimed at building their skills in areas such as SEND needs and provision, and behaviour management.

Staff Name	Position	Training
Mr. K. Heaton	Headteacher	Mental Health Ofsted Course
Mr. A. Leach	Deputy Headteacher	Leader in Inclusion Practice Promoting the Education of Children in Care
Mr. K Baillie	Assistant Headteacher	SEND and Inclusion Training New to Safeguarding
Mr. J. Southern	Y6 Teacher	OLSS for Autism, ADHD and behaviour
Mr. S. Derbyshire	Y5 Teacher	OLSS for Autism, ADHD and behaviour
Mrs. H. Slade	Y3 Teacher	SEND Training
Mrs. T. Dentith	Y2 Teacher	Mental Health Training
Miss. L. Doyle	Reception Teacher	Speech and Language Course Sign-Along Course Talk Boost Course
Miss. C. Dalton	Former Nurse Teacher	Talk Boost Consortia Sensory Processing Awareness Speech and Language Course
Miss. J. Doyle	Teacher	OLSS – Attachment on ASD Talk Boost Consortia
Mrs. R. Findell	SENDCO	Mental Health OLSS – Attachment on ASD Talk Boost Consortia

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		Sensory and Motor Difficulties Neurodevelopmental assessment Pathways Training Speech and Language training
Mr. J. Doyle	Pastoral Support	CAMMS OLSS Self Harming Mental Health Mindfulness in Classroom Course Emotional and Wellbeing Bereavement Training Thinking Yourself Great ROAR (Response to Mental Health) School Mental Health Course
Miss. M. Campbell	Pastoral Support	EHAT training Mindfulness in Classroom Course Emotional and Wellbeing Thinking Yourself Great Approaches to Mental Health
Mrs. S. Harris	Teaching Assistant	Sign-Along course Speech and Language OLSS for Autism, ADHD and Behaviour
Mrs. C. Moses	Teaching Assistant	Sign-Along course Speech and Language
Mrs. V. Fearnley	Teaching Assistant	Autism, ADHD and Behaviour
Miss. N. Taylor	Teaching Assistant	Tracheostomy Awareness training
Miss. C. Stokes	Teaching Assistant	Tracheostomy Awareness training

Whole staff Safeguarding training has been updated including safeguarding for children with SEND and vulnerable children. Staff awareness was raised and specific documents pertaining to this were included in the training.

9. STAFF DEPLOYMENT AND INVOLVEMENT OF THE GOVERNING BODY

Support staff, through quality first teaching, assist the teachers in enabling children with SEND to have access to an appropriate curriculum. They liaise with the class teacher, help prepare resources and adapt materials, lead interventions and promote the inclusion of all children in all aspects of school life.

The aim is to ensure children achieve the best outcomes and gain independence from the earliest possible age. A full staff list is available on our website. The governing body actively seek to support and challenge life

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at Florence Melly as proactive stakeholders. The SEND Information Report is shared with governors and SLT prior to publication.

As per statutory duty, the school's SEND Information Report is published on the information section of the website.

10. FINANCE

The school's SEND budget for 2018/19 was closely monitored and expenditure was utilised as below:

- Support staff – 29 support staff in addition to quality first provision by teachers. This includes Pastoral Support Officers, administration staff and one nursery nurse
- Commissioned external services = SENNIS, Bank View, Educational Psychology Services, Purple Circle (ASD Support)
- Additional teaching resources have been purchased on a needs led basis
- Staff Training – (Listed above)
- One to one support provided for six children

A full list of our external partners who we work with can be found in Florence Melly's contribution to the Local Offer. The school seek to support the children's needs using an outcomes-based approach. This emphasises the accountability on the school and its partners.

If it is felt necessary, by school and parents, top up funding is applied for to enable any children who require additional support to make progress or to participate in the activities of the school.

11.1 EXTERNAL PARTNERSHIPS

Florence Melly work closely with a wide array of external partners including: the ADHD Foundation, SENISS, OSSME, the Educational Psychology Service, CAMHS, Speech and Language Therapy, YPAS Seedlings, the Occupational Therapy Service, the Beanstalk Reading Project and the government backed Mental Health Trailblazers project provide one day a week of counselling.

This has benefited the children/young people of Florence Melly and their families in the following ways:

- Advice & support for school staff
- Advice & support for parents
- Resources provided
- Further assessment completed
- Signposting to other services.

Where necessary any health and social services bodies, LA support services or voluntary organisations are invited to attend EHAT reviews or EHC reviews.

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11.2 SUPPORT SERVICES AND THEIR CONTACT DETAILS

Some of the organisations that work in partnership with the school can be contacted below:

Organisation	Telephone Number	Website
ADHD Foundation	0151 4861788	www.adhdfoundation.org.uk
CAMHS	0151 2933662	www.freshcamhs.org
OSSME	0151 3309500	www.autisminitiatives.org/ossme
YPAS	0151 7071252	www.ypas.org.uk

12. TRANSITION

If a child with SEN is due to change school, to a high school for example, then the next school will be contacted and a meeting requested to discuss needs, strategies and what works for the young person. Visits have been arranged for children to familiarise themselves with their new surroundings. The school's SENDCO and Inclusion Lead work closely with the new school to make the transition as smooth as possible. Throughout Year 5 and 6, children are given opportunities to visit local High Schools, experience public transportation and there is an ongoing dialogue with schools within the local community.

Transition within school is also planned carefully. Opportunities to visit new classrooms and meet new staff are given. Staff will meet for a handover meeting where needs, strategies and techniques are discussed at length. Regular transition arrangements for the Early Years are also on-going throughout the summer term.

The school's SENDCO attended School Improvement Liverpool's Transition Event to further develop strategies to aid smooth transitions.

13. COMPLAINTS

In the first instance any concerns should be raised with the SENDCo. A formal complaint against the provision of SEND should then, if necessary, be made to the Headteacher. If unresolved this can be escalated to the appropriate SEND Governor.

All complaints must follow the school's documented complaints procedure, and the following must be taken into consideration:

- External advice may be sought
- Key legislation regarding the matter is identified
- Good levels of communication with the parents/carers are maintained throughout the process
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Independent Supporters
- Key issues are identified including where there is agreement
- Discussions should take place with the SENDCO

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- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made
- Pupil profiles are reviewed examining what progress has the pupil made
- Any behaviour logs, including strategies, are shared with parents/carers

14. IN REVIEW

There has been much to celebrate at Florence Melly as highlighted in the recent Ofsted report:

Leadership of the school's provision for pupils with special educational needs and/or disabilities (SEND) is highly effective. The coordinator ensures that good use is made of the SEND funding that is allocated to the school. She works closely with staff to ensure that pupils receive appropriate support. The impact of this work is evident in the strong progress pupils with SEND make across the school and in different subjects.

Ofsted, June 2019.

The continued progress of children in Maths, Writing and Reading has been very positive. The table below indicates the Year 6 SATS results of SEND pupils entered (15 of 18) for testing versus their peers. **Every SEND child in Year 6 made expected progress** and overall across the school, as noted by Ofsted: **'Pupils with SEND also make good or better progress from their individual starting points.'**

End of Year 6 at 'Expected Standard' or above	2018/19		
	ALL	SEND	GAP
Reading	79.3	80	+0.7
Writing	77.6	60	-17.6
Maths	75.9	53.3	-22.6
Combined	65.5	40	-25.5

There has been an increased focus on Mental Health, with the school allocated a member of pastoral support the role of Mental Health Lead. Thus, there has been a number of focused training sessions for staff on the issue. The school has successfully identified pupil and staff needs, and arranged training accordingly as can be seen in the aforementioned training log. Such provision, has not only enhanced staff CPD but, vitally, has meant that children's needs are met more specifically and effectively. Pastoral support has been recognised as a strength of the school and has been highly effective at lunch times, through clubs led for those who are vulnerable or require additional behavioural support. All lunch time supervisors have up to date ASC training and some have attended additional training on other issues. One member of staff has been working in a small group basis with an identified pupil with specific needs, and this has been highly successful in reducing the amount of incidents involving this pupil.

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This year through Consortia (Alt Valley 1) a 6 week mindfulness course for all children in Year 5 was arranged. Year 6 have had a Diversity and Inclusion workshop from Peter Yipp (Consultant) and Peter also presented a twilight to staff.

Over the past year the school have successfully applied and secured top up funding for two children, and renewal for three. Three of these children now have EHC plans. Three more EHCPs have also been secured, one child with an EHCP joined at Easter 2019 making 7 children with EHCPs on the SEND list.

There has been an increased confidence in staff using PIVATS to assess children, partly due to whole staff training. A specialist teaching assistant has been running targeted intervention groups and supported Year 6 in preparation for their SATs. There was a noticeable difference in some pupils, as they gained confidence and re-integrated into the classroom.

Highly effective safeguarding training has continued to raise awareness of the vulnerabilities of children with SEND, and the Safeguarding Lead ensure this is continually at the forefront of the school agenda.

15. A STRATEGIC PLAN FOR MOVING FORWARD

Although Ofsted recognised the school as 'outstanding', education is continually moving forward and at Florence Melly there is a strategic plan for developing and enhancing SEND provision in the school over the next twelve months.

One noticeable plan is to introduce a permanent speech therapist on a part time basis to address the issue surrounding speech and language, especially in EYFS and KS1. This will provide a more intensive focus on tackling concerns and issues earlier in the children's school lives.

It is of paramount importance to ensure that all SEND children are monitored with their progress regularly evaluated, and this will be developed in discussions with the Assessment Lead to ensure progress is being made. Therefore, there must be clear entrance and exit data for all interventions including 'Talk Boost' and similar.

With the appointment of an Inclusion Lead, more time will be allocated to monitoring and feedback. There will be a series of case studies undertaken in conjunction with the SENDCO to ensure there is both qualitative and quantitative data available.

There will be planned lesson observations, learning walks, evaluation of data, pupils and parent feedback and collaboration and monitoring how this impacts on development.

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16. POLICIES AND LEGISLATIVE ACTS

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Local Offer
- Marking Policy
- Accessibility Plan
- Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

This report was presented to the school's governing body in:	Oct. 2019	This report will next be reviewed in:	July 2020
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