

St. Bernadette's Catholic Primary School

Special Educational Needs and Disabilities Policy



At St. Bernadette's Catholic School, you will find us caring, hardworking and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.

At St. Bernadette's School, in line with our Catholic ethos, we believe that all our children are individuals and special. We always endeavour to meet the needs of every child in our care.

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1. Statement of Intent

St Bernadette's Catholic Primary School values all children and celebrates diversity of experience, interest and achievement. All children must experience praise, recognition and success, and children with SEND have equal entitlement.

This policy outlines the framework for St Bernadette's Catholic Primary School to meet its duty, obligation, and principal equality values by providing a high-quality education to all its children, including children with SEND, and doing everything it can to meet the needs of children with SEND.

Through successful implementation of this policy, St Bernadette's Catholic Primary School aims to:

- Eliminate discrimination and promote equal opportunities.
- Provide children with SEND access to all aspects of school life so they can engage in the activities of St Bernadette's Catholic Primary School alongside children who do not have SEND
- Support and make provision for children with special educational needs and disabilities
- Help children with SEND fulfil their aspirations and achieve their best
- Help children with SEND become confident individuals living fulfilling lives
- Explain the roles and responsibilities of everyone involved in providing for children with SEND

St. Bernadette's Catholic Primary School will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of children and their parents in decision-making
- The identification of children's needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of children with SEND
- Greater choice and control for children and their parents over their support

St. Bernadette's Catholic Primary School will fully implement national legislation and guidance regarding children with SEND and it will make sure the SEND policy is understood and implemented consistently by all staff.

2. Impact

At St Bernadette's Catholic Primary School, we will provide all children access to a broad and balanced curriculum.

We are committed to making sure all our children have the chance to thrive and supporting them to meet their full potential. Children with SEND make good progress from their starting points due to the use of resources and small group intervention which meets the needs of the children.

We are focused on creating an inclusive environment where provision is tailored to the needs and abilities of children, no matter how varied. Children at St. Bernadette's Catholic Primary School feel happy, safe and respected.

Behaviour at St. Bernadette's Catholic Primary School is exemplary and diversity is celebrated. Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.

3. Legislation and guidance

This 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 children with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out St Bernadette's Catholic Primary School's duties to make reasonable adjustments for children with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out St Bernadette's Catholic Primary School's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for children with SEND
- The [School Admissions Code](#), which sets out St Bernadette's Catholic Primary School's obligation to admit all children whose education, health and care (EHC) plan names the St Bernadette's Catholic Primary School, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all children the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and St Bernadette's Catholic Primary School environment to make sure that children with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A child has SEN if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

Children are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

St Bernadette's Catholic Primary School will make reasonable adjustments for children with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of children with SEND are grouped into 4 broad areas. Children can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the child's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Children who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Children with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Children may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the child becoming withdrawn or isolated.
Sensory and/or physical	Children with these needs have a disability that hinders them from accessing the educational facilities generally provided. Children may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These children may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Miss Hulse.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the child's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in St Bernadette's Catholic Primary School
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual children
- Advise on the deployment of St Bernadette's Catholic Primary School's delegated budget and other resources to meet children's needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the child and their parents are informed about options and that a smooth transition is planned
- When a child moves to a different school or institution: Make sure that all relevant information about a child's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure St Bernadette's Catholic Primary School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure St Bernadette's Catholic Primary School keeps its records of all children with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into St Bernadette's Catholic Primary School's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support St Bernadette's Catholic Primary School's offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in St Bernadette's Catholic Primary School's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in St Bernadette's Catholic Primary School's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every child with SEND gets the support they need
- Make sure that children with SEND engage in the activities of the school alongside children who don't have SEND

- Inform parents when St Bernadette's Catholic Primary School is making special educational provision for their child
- Make sure that St Bernadette's Catholic Primary School has arrangements in place to support any children with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for children with SEND
- Publish information on the St Bernadette's Catholic Primary School website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and St Bernadette's Catholic Primary School's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for St Bernadette's Catholic Primary School and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of children with SEND

6.3 The SEND link governor

The SEND link governor is Mr Carroll.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within St Bernadette's Catholic Primary School and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in St Bernadette's Catholic Primary School

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within St Bernadette's Catholic Primary School
- Work with the SENCO and school governors to make sure St Bernadette's Catholic Primary School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for children with SEND, and their progress
- Have responsibility for monitoring the St Bernadette's Catholic Primary School's notional SEND budget and any additional funding allocated by the LA to support individual children
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of children on the SEND register
- Advise the LA when a child needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into St Bernadette's Catholic Primary School's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support St Bernadette's Catholic Primary Schools offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet child needs through a graduated approach
- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the child and St Bernadette's Catholic Primary School
 - Listen to the parents' concerns and agree their aspirations for the child

6.6 Parents or carers

Parents or carers should inform St Bernadette's Catholic Primary School if they have any concerns about their child's progress or development.

Parents or carers of a child on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings, workshops and SEND Coffee Mornings.
- Asked to provide information about the impact of SEN support outside school and any changes in the child's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the child
- Given an annual school report on the child's progress

St Bernadette's Catholic Primary School will take into account the views of the parent or carer in any decisions made about the child.

6.7 The child

Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the child:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The child's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

St Bernadette's Catholic Primary School publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying children with SEND and assessing their needs

St Bernadette's Catholic Primary School has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the children.

When children start at St Bernadette's Catholic Primary School, we will assess their current skills and levels of attainment, building on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the child may have a disability and, if so, what reasonable adjustments St Bernadette's Catholic Primary School may need to make.

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

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

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

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

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

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

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

If a child is joining St Bernadette's Catholic Primary School, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then St Bernadette's Catholic Primary School will work in a multi-agency way to make sure we get relevant information before the child starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving children and parents

St Bernadette's Catholic Primary School will put the child and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a child needs special education provision, we will have an early discussion with the child and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child

➤ Everyone is clear on what the next steps are

We will formally notify parents if it is decided that a child will receive special educational provision.

8.3 The graduated approach to SEN support

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

1. Assess

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

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

2. Plan

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

All staff who work with the child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Edukey, and will be made accessible to staff in a SEND Support Plan.

Parents can access Edukey so that they are fully aware of the planned support and interventions.

3. Do

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

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

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

4. Review

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

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

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

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

8.4 Levels of support

School-based SEN provision

Children receiving SEN provision will be placed on St Bernadette's Catholic Primary School's SEND register. These children have needs that the school can meet through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these children is funded through St Bernadette's Catholic Primary School's notional SEND budget.

On the census these children will be marked with the code K.

Education, health and care (EHC) plan

Children who need more support than is available through St Bernadette's Catholic Primary School's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought.

The provision for these children will be funded from St Bernadette's Catholic Primary School's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these children will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking children's progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for children with EHC plans
- Getting feedback from the child and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into St Bernadette's Catholic Primary School's plan for continuous professional development.

10. Links with external professional agencies

St Bernadette's Catholic Primary School recognises that it won't be able to meet all the needs of every child. Whenever necessary, St Bernadette's Catholic Primary School will work with external support services such as:

- Speech and Language Therapists
- The Hearing Service
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists
- Physiotherapists
- The Communication and Autism Team
- The Physical Disability Support Service
- Pupil Support Services
- General practitioners or paediatricians
- School nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education welfare officers

- Compass
- Social services

The school's governing body will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- Collaborative: Where appropriate, the school will work with the LAs, parents and children in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- Accessible: The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual, and jargon-free; structured in a way that relates to pupils' and parents' needs, e.g., by broad age group or type of special educational provision; and well signposted and publicised.
- Comprehensive: The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it.
- The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- Up-to-date: The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date

St Bernadette's Primary School will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

<https://www.localofferbirmingham.co.uk/>

II. Admission and accessibility arrangements

II.1 Admission arrangements

The school will ensure it meets its duties set under the 'School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHC plan. Children will be will be admitted before any other places are allocated.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Policy' for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

II.2 Accessibility arrangements

- St Bernadette's Catholic Primary School publishes an Accessibility Plan on its website, which focuses on improving the physical environment over time to enable children with disabilities to take better advantage of the education, benefits, facilities and services.
- St Bernadette's Catholic Primary School is aware that staff need to understand and recognise disability issues. There are regular updates and training organised during INSET days and weekly staff briefings. This ensures that students, whether disabled or not, get the best possible level of care and support from all of the staff. Specific training will be made available to staff to support the needs if the expertise is not already in school.
- St Bernadette's Catholic Primary School that by law, pupils with disabilities, parents and carers have the right to be treated equally, and to have information made accessible to them. There are three important areas in which schools have to ensure compliance under the Equality Act 2010 – 'access to the building', 'access to the curriculum' and 'access to written information'
- At St Bernadette's Catholic Primary School, we strongly believe in fulfilling their statutory requirement to be an inclusive school. We follow the National Curriculum and carefully consider how they can adapt this and their learning environments appropriately for pupils with special educational needs. St Bernadette's Catholic Primary School also incorporates the advice provided as a result of assessments (both internal and external) and the strategies described in Education, Health and Care Plans.
- Every classroom adopts dyslexia-friendly strategies to support all children with literacy difficulties.
- A wide range of visuals and working displays support children's learning.
- A visual timetable is used in every classroom.
- Children are positioned strategically in the classroom depending on their needs. For example, children with visual impairments or attention difficulties will sit near the front of the class.
- The learning environment is also adapted for individual needs. For example, children with autism (ASD) may have an individual workstation and visuals to support them in class.
- Alternative recording methods may be used (scribing, ICT, mind mapping, photographs). St Bernadette's Catholic Primary School ensure that the equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- Where external advisors recommend the use of equipment or facilities the school does not have, St Bernadette's Catholic Primary School will purchase it using the notional SEND budget or seek additional funding.
- St Bernadette's Catholic Primary School will seek the advice of relevant professionals for highly specialist communication equipment.
- St Bernadette's Catholic Primary School is aware of the various methods designed to assist children with their learning and understands their obligations under the Equality Act to implement the following strategies if required: text-to-speech software, coloured printed papers, portable hearing induction loops in classrooms, magnification aids and various accessibility features within computer software.

12. Complaints about SEND provision

The school's Complaints Procedures Policy is published on the school website.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO in the first instance. They will be handled in line with St Bernadette's Catholic Primary School complaints policy.

If the parent or carer is not satisfied with St Bernadette's Catholic Primary School's response, they can escalate the complaint. In some circumstances, this right also applies to the child themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Birmingham SENDIASS provides Information Advice and Support to children under 16, young people (16-25) and the families of children and young people who have or may have special educational needs:

<https://www.birminghamsendiass.co.uk/>

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of children with SEND at the start of the autumn term
- How early children are identified as having SEND
- Children's progress and attainment once they have been identified as having SEND
- Whether children with SEND feel safe, valued and included in St Bernadette's Catholic Primary School community
- Comments and feedback from children and their parents

13.2 Monitoring the policy

This policy will be reviewed by the SENCO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.