

# NORTH MUNDHAM PRIMARY SCHOOL



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

The SEND policy reflects the principles of the SEND Code of Practice 2014,  
updated January 2015.

**Last updated January 2026**

**Review date January 2027**

**Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014.**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

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

The named SENDCo for North Mundham Primary School is Mrs Laura Finch.

SEND Governor: Mrs Lindsay Haines

Contact telephone number at the school is: 01243 785502

This policy complies with the statutory requirement laid out in the SEND Code of Practice and has been written in reference to the following guidance and documents:

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014;
- SEND Code of Practice January 2015;
- The Equality Act 2010 (Updated Version May 2014);
- The Special Educational Needs and Disability Regulations 2014;
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014;
- The SEND Information report regulations 2014;
- Teachers Standards – 2021 updated.

This policy should be read in conjunction with the following school policies and documents:- Anti-Bullying Policy, Accessibility Plan, Safeguarding policy, Medicines policy, SEND Information Report, Equality Statement, and Behaviour Policy.

## **SECTION A: SPECIAL EDUCATIONAL NEEDS PROVISION AT NORTH MUNDHAM PRIMARY SCHOOL**

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.” (Education Act 1996)

At North Mundham Primary School, our vision and values strive for children to know they will Belong, Believe and Achieve at our school. It is important that the school works in close partnership with parents to share the values that we uphold. We have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced education. All children are entitled to an education that enables them to make progress so that they can achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

We use a range of teaching and learning strategies including whole class quality first teaching, group teaching and sometimes learning on a 1:1 basis. These are adopted by staff according to the type of activity and the needs of the learners as directed by the teachers. Teachers use many different strategies in their teaching to engage the children in stimulating and challenging learning activities whilst ensuring our learners are fully included.

### **1. Objectives:**

- To welcome pupils with SEND and meet their needs in a positive manner so they achieve their best;
- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing quality first teaching adapted for individual pupils;
- To identify and assess children with SEND as early as possible by gathering information from parents and other agencies;
- To identify and address pupils' needs through the graduated approach and the four part process of **assess, plan, do, and review**; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school;
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education;
- To enable pupils to participate and be involved in the process of information gathering and reviewing progress;
- To ensure funding is allocated to provide high quality provision for those with identified SEND;
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the Equality Act 2010 (Version May 2014);
- To ensure that support agencies are used effectively;
- To encourage confidence and raise self esteem by providing a caring and well organised environment so children with SEND can achieve their best;
- Work within the guidance provided in the SEND Code of Practice, updated 2015;
- Provide support and advice for all staff working with special educational needs pupils.

## **2. How we aim to meet these objectives:**

- High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND;
- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical;
- Ensuring clubs, trips and activities offered to children at North Mundham are available to children with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers;
- Early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the Early Years Foundation Stage Profile, Primary Literacy and Maths curriculum descriptors, performance against pre key stage standard descriptions, National Age Related Expectations, standardised screening and assessment, discussions with parents and information gathered from outside agencies;
- We work to ensure that our approach to teaching and learning is of high quality and adapted to meet the individual needs of the majority of children;
- Ensuring that all staff are able to recognise emerging needs and implement a graduated approach to SEND by developing skills with ongoing training and support as appropriate;
- We ensure that needs are met considering Ordinarily Available Inclusive Practice and consider recommendations provided as a result of assessments, both internal and external,
- Termly planning and reviewing of Individual Learning Plans for all pupils with SEND, involving both parents and pupils as much as possible;
- Ensuring that advice from outside agencies is sought and incorporated into the pupils' support where appropriate;
- To focus on outcomes not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts;
- Monitoring the provision and progress of pupils with Education Health Care Plans (EHCPs) and those children designated 'SEND Support';
- Ensuring that SEND is featured in the School Development Plan, reflecting the training needs of all staff;
- Ensuring that we have high expectations of all pupils, set suitable and challenging targets with termly monitoring meetings including SENDCo and Class teacher;
- Listen to and value parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child;
- Supporting social, emotional and mental health through the provision of nurture groups and social skill groups;
- To ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping.

We are committed to early identification of Special Educational Needs and adopt a graduated response to meeting them in line with the SEND Code of Practice 2014, updated January 2015. A range of evidence is collected through school assessment and monitoring arrangements. If this suggests that your child is not making the expected progress, the class teacher will consult with you as parents/carers and the school SENDCo (Special Educational Needs and Disability Coordinator) in order to decide whether additional or

different provision is necessary. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Until then, we meet a child's needs through quality first teaching and adaptive practice in the classroom.

Concern about a child's progress should be first discussed with the class teacher. Additional assessment or support can then be discussed with the SENDCo. The SENDCo will give consideration to an individual private diagnosis and the information it provides but will not be required to base the interventions offered solely on the recommendations.

The SENDCO will aim to respond to communication within 48 hours of their working days during their working hours. The SENDCo is in role Tuesday-Thursday. The SENDCo may work around other responsibilities and commitments and respond outside of these hours, but they are not expected to do so.

Any requests for completion of external forms will be accommodated where appropriate and returned within 4 weeks of the request.

## **SECTION B: ARRANGEMENTS FOR FULL ACCESS TO A BROAD AND BALANCED CURRICULUM**

*The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum. (Code of Practice 2015)*

All children are entitled to full and equitable access to the National Curriculum and high quality teaching. This is reflected in the school's Inclusion Policy and North Mundham sets out to ensure that:

- All efforts are made to overcome individual pupils' barriers to learning;
- All classrooms have well planned activities with clear learning intentions, adapted to enable all pupils to make progress;
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task;
- The successes and achievements of all pupils are celebrated and pupils learn to be proud of their achievements.
- All pupils are encouraged and enabled to have full participation and to know their contributions are valued;
- A range of different organisational settings are planned to provide class, group, paired and individual work.

**When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.**

Our school strives to provide an engaging and exciting curriculum for all children. The child's class teacher will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning. For children with special educational needs, the teacher may provide different resources or there may be an adult to assist a small group of children to complete the task as independently as possible.

The school may support a child in a variety of ways depending on their individual needs. The first way is within the class, where learning tasks will be matched to the child's needs and will be overseen by the class teacher. An additional provision may be through targeted small group work that may take place out of the classroom. The child's targets will be set by class teacher in collaboration with the SENDCo. A further level of provision may involve your child working individually with a member of staff to meet specific targets. These targets will be set out in a Learning Plan which also details the intervention they are receiving. The Learning Plan describes the support that is additional to or different from that provided as part of the school's usual adapted curriculum. Records of progress towards targets will be kept and children will keep a record of new skills which will show them how they are making steps towards their own goals and dreams.

### **SECTION C: IDENTIFICATION, ASSESSMENT AND RESPONSE.**

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEND Code of Practice September 2014, updated January 2015.

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health.**
- **Sensory and/or physical**

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for at North Mundham but we consider the needs of the whole child which will include not just the special needs. The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality adapted teaching. Pg.83, section 6.37. SEND Code of Practice.

The SEND Code of Practice (2015) describes adequate progress as:

- similar to that of children of the same age who had the same starting point;
- Matches or improves on the pupil's previous rate of progress;
- Allowing the attainment gap to close between the pupil and children of the same age.

*SEND can be identified by progress which:*

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

### **Admissions**

Pupils with special educational needs, without an EHCP, will be admitted to North Mundham in line with the school's admissions' policy. If a child has an EHCP, school place allocation will be managed by SENAT (SEN assessment team) The school will use their induction meetings to work closely with parents and previous educational settings to ascertain whether a child has been identified as having special educational needs at the Early Years' stage. The accessibility plan outlines how North Mundham will consider any issues which may be a barrier to pupils' participation in school life.

Children may have an identified learning difficulty on entry to school, or may develop a need requiring special educational provision at any time throughout their school career.

A pupil has SEND 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. Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

### **Assessing needs**

**If a child does not make adequate progress compared to peers, their starting point or previous attainment this would raise concerns that they had learning difficulties.**

North Mundham aims to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments. The assessment process includes the child's learning characteristics, the learning environment, the tasks set and the teaching style. We may look at a child's emotional needs, social skills and behaviour in different situations. There are whole class formal assessments every term and individual assessments if requested by the class teacher.

Parents are consulted to gain their insight into their child's progress. If after consultation with parents it is decided that a child has underlying needs then they will be placed on the SEND register and an Individual Learning Plan (ILP) is written to identify how the needs are to be addressed and outcomes identified.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (SEND Code of Practice 2015.)

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

The graduated response is a four part cycle of assessment, planning, doing and reviewing.

### **Assess**

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

### **Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree longer term learning objectives and future outcomes. Adjustments, interventions and support that are required will be recorded on the child's Individual Learning Plan which is reviewed at least termly. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being planned for. To track a child's long term progress and level of intervention, he/she will be included on the SEND register.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupil's response to the support can help identify their particular need. The impact on progress, development and or behaviour that is expected will be recorded by class teacher and other staff and summarised on the Learning Plan in preparation for the termly progress review.

### **Review**

Reviews will be undertaken termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response.

Advice can be sought from outside specialists at any point; to advise on early identification of SEND, where little or no progress is made over a sustained period, where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

### **The majority of children and young people with SEND will have their needs met within the school effectively at 'school level' using Ordinarily Available Inclusive Practice.**

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress **with** this additional and different intervention and their needs can be met within the school's SEND budget. We will continue to identify the child as having special educational needs.

If the child is able to maintain good progress **without** the additional and different resources he or she will not be identified with special educational needs and be removed from the SEND register. For pupils to exit the SEND register this is carried out by involving the teacher, SENDCo and parents after considering information gathered from within the school about the pupil's progress, alongside national data and expectations of



progress. This includes high quality and accurate formative assessment, and relevant assessment materials.

However, if the special educational provision required to meet some children's needs cannot reasonably be provided from within the normal resources here at North Mundham Primary, we will gather all the information in the format required by the LA to request an assessment of education, health and care needs.

### **Referral for an Education, Health and Care Plan**

Information about EHCPs can be found on West Sussex Local Offer website

[EHCPs and EHCNAs - West Sussex County Council](#)

If a child has significant long term difficulties he/she may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals.

A request for an assessment should be supported by evidence of long term and sustained need for support which cannot reasonably be met within ordinarily available inclusive practice and adaptations after following the assess, plan, do, review cycle

### **What is not SEND**

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND);
- Attendance and Punctuality;
- Health and Welfare;
- EAL: English as an Additional Language;
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child;
- Being a child of Service personnel.

### **SECTION D: MANAGING PUPILS ON THE SEND REGISTER.**

#### **General Monitoring**

The SENDCo updates information about pupils on SEND register each term through monitoring the Learning Plans.

The Class Teacher is responsible and accountable for progress and development of all pupils in their class and:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENDCo;
- Planning interventions for all pupils with identified SEND. These should be additional to or different from those provided as part of the school's usual adapted curriculum;
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support;
- To inform parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress;
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.

- Collaborating with the SENDCo to match classroom provision to the specific needs of the pupil;
- As part of the graduated approach to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision;
- Planning with teaching assistants to ensure quality provision for pupils with SEND focused on outcomes;
- Regularly reviewing the support provided by staff and the impact on the progress of SEND pupils.

### **Teaching Assistants (TAs)**

They are responsible for the following:

- Delivering small group or 1:1 intervention programmes set by the teacher or SENDCo
- Collecting evidence of progress through observations both formal and informal;
- Alerting the class teacher to concerns which have been observed through close working with the pupils;
- Tracking progress towards outcomes set by a class teacher for specific SEND pupils;
- Providing effective feedback to the teacher on interventions;
- Collaborating with the SENDCO to match classroom provision to the specific needs of the pupil;
- Contributing to progress reviews or annual reviews.

### **The SENDCo**

**In line with the recommendations in the updated SEND Code of Practice 2015, the SENDCo will oversee the day- to-day operation of this policy in the following ways:**

- Maintenance and analysis of whole-school SEND register;
- Co-ordinating provision for children with special educational needs;
- Liaising with and advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning;
- Managing and supporting other classroom staff working with vulnerable learners;
- Overseeing the records on all children with Special Educational Needs;
- Liaising with and advising all staff on the graduated approach;
- Liaising with parents of children with SEND, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress;
- Overseeing and supporting staff in identifying key needs and outcomes to be recorded on Learning Plans;
- Termly review of progress against expected outcomes as identified on Learning Plans by the class teacher; ensuring learning objectives are revised and reviewed;
- Contributing to the in-service training of staff;
- Implementing a programme of Annual Reviews for all pupils with a statement of special educational need or Education Health Care Plan;
- To implement a programme of six monthly reviews for Early Years pupils with Education Health Care Plans;
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEND or vulnerable learners;
- Working with Early Years staff to ensure successful transition into school/nursery or from other EYs settings for children with identified SEND or disability;
- Ensuring interventions for SEND pupils are effective and evidence based;
- Evaluating regularly the impact and effectiveness of additional interventions for SEND pupils;
- Arranging specific SEND resources;

- Key point of contact with external agencies especially the LA.
- Liaising closely with a range of outside agencies to support SEND/vulnerable learners in consultation with parents;
- Attending SENDCo network meetings and training as appropriate;
- Liaising with the school's SEND Governor, keeping the Governor informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs;
- Working as part of the Senior Leadership team to ensure SEND information is shared with staff and SEND is included in the school development;
- Reviewing the SEND policy annually and ensuring up to date information is on the website.

#### **Members of the Senior Management Team**

- The day to day management of the SEND Policy and the Disability Equality Duty Scheme and Accessibility Plan;
- Allocating and monitoring appropriate resources for SEND from the delegated budget and statement funding;
- Ensuring the effective use of the SEND COP (Code of Practice) especially through professional development and appropriate time allocations;
- To ensure that staff are delivering high quality teaching adapted for individual pupils through the teacher appraisal process using the teaching standards. Monitoring teachers' planning and pupil achievement each term and ensuring action points are followed through;
- Reporting to Governors on SEND Code Of Practice procedures and SEND resourcing and Disability Equality Duty Scheme.

#### **The Governing Body is responsible for:**

- Ensuring that the best possible provision is made for all pupils with SEND;
- Monitoring the quality of SEND Provision;
- Ensuring information about the implementation of the policy for SEND is published on the school website and this is updated annually;
- Ensuring the integration of pupils with SEND in the school community;
- Ensuring that the budget for SEND is allocated appropriately;
- Electing a designated SEND Governor to liaise with the SENDCo;
- Defending the school should a complaint be brought to the SEND and Disabilities Tribunal.

### **SECTION E : PUPILS AND FAMILIES.**

- Our school Local Offer can be found on our school website [https://northmundham.w-sussex.sch.uk/?page\\_id=355](https://northmundham.w-sussex.sch.uk/?page_id=355)

#### **Contacts and meetings**

Parents and carers are always welcome to the school. At North Mundham, working as a partnership is recognised as an essential element in the successful education of all pupils, in particular for those pupils with special needs.

- There are regular, planned meetings with parents in the Autumn, Spring and Summer term to set up and review progress documented on Learning Plans. Pupils and parents are both involved in the target setting and review process. When setting outcomes and progress areas where parents/carers can support this process will be identified on the Learning Plan;
- Parents may phone or call to make an appointment to see staff whenever necessary. Written reports are issued at the end of each academic year in July;
- For children Education Health Care Plans, the annual review is held around the date of issue and a representative from the LA SEND Team may be invited to attend. For Early Years children with an Education Health Care Plan there are 6 monthly reviews. Parents/guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns an interim review can be arranged at any time throughout the academic year;
- We ensure SEND children are able to access exams and other assessments. This is the responsibility of the SENDCo and the Class teacher to ensure access is in place and correct for that child;

### **DEALING WITH COMPLAINTS**

- The school has a clear procedure should a parent wish to make a complaint. The first point of call would be a meeting with a member of school staff. Further action would be in writing to or through a meeting with the Headteacher. The Headteacher would seek to resolve the issue. If this was not possible then they would involve the governing body. The Governors would investigate and take action on the outcomes or make recommendations. The parents will be informed of the outcome and recommendations made. See the school's Complaints Policy <https://northmundham.w-sussex.sch.uk/wp-content/uploads/2023/04/Complaints-NM.pdf>

## **SECTION F: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

See North Mundham's policy, 'Medicines in school.'

<https://nmundham.school/wp-content/uploads/2025/11/managing-medicines-policy-2025.doc>

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010;

- Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed;
- All Teaching Assistants and the Headteacher are qualified First Aiders.

See North Mundham's Accessibility Strategy for facilities for pupils with medical conditions, disability and SEND. <https://nmundham.school/wp-content/uploads/2024/02/Accessibility-plan-24-27.pdf>

## **SECTION G: TRAINING AND RESOURCES**

Funding for SEND is received from the following sources:

- SEND Formula Funding;
- EHCP allocation funding according to West Sussex's banding system;
- Pupil Premium (if eligible);
- Additional Money allocated from the school budget.

Spending and provision for pupils with EHC Plans are monitored annually by the LA. Funding is used to provide: SENDCo time, SEND Teachers, Teaching Assistants who support SEND pupils in class and in small groups and for pupils with EHC plans, and training from agencies both within and outside North Mundham for all staff and additional staff to support children during lunchtimes when necessary. Appropriate books, computer programmes and recommended equipment are purchased for all SEND pupils across the school.

### **In-service Training for staff in relation to SEND.**

Training needs for the staff for SEND are identified via appraisal reviews and the School Development Plan.

Staff complete training in areas of need identified and are supported regularly by the SENDCo in updating their knowledge.

The school's SENDCo regularly attends the LAs SENDCo network meetings in order to keep up to date with local and national updates in SEND.

### **Evaluation of SEND by the governing body**

The Headteacher and SENDCo keep the Governing Body informed about all SEND matters – such as, the number of pupils on the SEND Register, the number of EHC plans and provision for those pupils, provision across the school, resources, funding, employment and use of Teaching Assistants, progress made by pupils with SEND, and parts of the School Improvement Plan related to SEND.

Governors have been involved in training for SEND and there is a named Governor responsible for SEND. The SENDCo and SEND Governor have regular meetings.

## **SECTION H: STORING AND MANAGING INFORMATION**

Information in school is managed in accordance with the freedom of information and data protection act. The school will ensure records are retained in line with guidance from West Sussex County Council and are up to date and easily accessible.

All staff are aware of sharing information on a 'need to know' basis. Medical care plans are available for relevant pupils in their classroom and in the medical room in case of emergency.

### **Reviewing the Policy**

This policy will be reviewed annually in line with the Code of Practice and shared with the school governors, all school staff and placed on the school web site.

**Reviewed January 2026 by Mrs L Finch, SENDCo**

**Reviewed by SEND Governor January 2026**

**Review date: January 2027**

## **Appendix 1**

### **Areas of Special Educational Needs**

#### **The range of difficulties includes:**

##### Communication and Interaction Needs

- speech disorder or impairment
- language disorder
- specific learning difficulties such as dyslexia and dyspraxia
- hearing impairment
- autistic spectrum or social communication disorders

##### Cognition and Learning Needs

- moderate, profound or severe learning difficulties
- specific learning difficulties – including memory and reasoning skills
  - language processing
  - sequencing and organisational skills
  - problem-solving
  - fine or gross motor skills
  - auditory or visual discrimination
  - orientation
  - dyslexia
  - dyspraxia
  - dyscalculia

##### Social, Emotional and Mental Health Needs

- poor motivation, disaffection with education
- attention difficulties, concentration, ADHD
- disruptive, challenging behaviour
- difficulty controlling anger
- depression
- neurological disorders e.g. Tourette's Syndrome
- anxiety, stress
- emotional problems as a result of trauma or bereavement
- immature social skills, negative interaction

##### Sensory and/or physical Needs

- hearing impairment
- visual impairment
- physical impairment arising from physical, neurological or metabolic causes that require appropriate access to specialist facilities or equipment
- multi-sensory difficulties

NB. A medical diagnosis or disability does not necessarily imply SEN, unless the condition affects cognitive or physical ability, behaviour or emotional state.