



Lowerhouse Junior School, Burnley

| SEND POLICY & SEN INFORMATION REPORT | |
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| Date | September 2025 |
| Date of Review | September 2026 |

Inspiring a lifelong love for learning

Aspiration

Integrity

Respect

Resilience

Aspiration Integrity Respect Resilience

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1. Aims and Objectives

Our SEN policy and information report aims:

- to set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

AIMS

1. To help each child to reach his/her potential in all areas of the curriculum.
2. To develop a level of independence relating to his/her educational ability.
3. To ensure that all legal requirements are carried out in accordance with Statements of Special Educational Needs, issued by the SEND Code of Practice 2014.

OBJECTIVES

1. Ensure staff members seek to identify the needs of pupils with SEN as early as possible. This is done most effectively by gathering information from parents/carers, education, health and care services and early years settings prior to the child's entry into the school.
2. Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
3. Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be coordinated by the SENDCo who is also the Deputy Headteacher and with the Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
4. Work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
5. Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include the Lancashire County Council's SEND Specialist Teaching Service, Educational Psychology, Speech and Language Therapy, ELCAS (East Lancashire Child and Adolescent Service), Clinical Psychology, Community Paediatrics.
6. Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as School Council, residential visits, school plays, sports teams and a variety of extra-curricular clubs and play leaders in the playground.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

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

- This policy also complies with our funding agreement and articles of association

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.1 Roles and responsibilities

The SENDCO will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Contribute to the in-service training of staff.
- Comply with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Carry out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support.
- Oversee the smooth running of transition arrangements and transfer of information for Year 6 SEND pupils on the provision map/additional needs register.

- Monitor the school's system for ensuring that Pupil passport and One Page Profiles, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils.
- Evaluate regularly the impact and effectiveness of additional interventions for learners with special educational needs.
- In co-operation with the class teacher, review and revise targets for all SEND pupils with an Assess, Plan, Do Review (APDR) approach.
- Liaise and consult sensitively with parents/carers and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers attending area SENDCo network meetings and training as appropriate.
- Liaise with the school's SEND Governor, keeping them informed of current issues regarding provision for learners with Special Educational Needs (nationally, locally and within school).
- Liaise closely with a range of outside agencies to support SEND pupils, by liaising with the SENDCo to agree: which pupils require additional support because of a special educational need and need to go on the school's SEN register. Some of these pupils may require advice/support from an outside professional and, therefore, an IEP to address a special educational need (this would include pupils with EHCPs).
- Secure good provision and good outcomes for all groups of SEND pupils by:
 - Ensure teachers are providing Quality First Teaching
 - Ensure there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies".

The SEND Coordinator has the day to day responsibility for the operation of this policy and coordination of specific provision made to support individual pupils with SEND. Currently, there are a number of provisions in school that aid the children on the SEND Register, these include;

- Interventions focusing on closing the gaps within children's learning
- Nurture Groups
- Pastoral Groups
- Social skills Groups
- Lego Therapy
- Reading / story calming groups

As a school and as the SEND Coordinator, we are always looking for interventions to aid our pupils and ensure they make steps of progress towards their goals.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.

- Work with the Headteacher and SENDCO to have oversight and determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Provide Quality First Teaching to all pupils.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Please refer to the school website to access the admissions policy.

6. Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of Special Educational Needs. We will seek specialist SEND provision and training from SEND services where necessary.

7. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements. Please see the school accessibility plan for how we aim to enhance this provision further.

8. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCO, Senior Leadership Team and Governors to agree how the allocation of resources is used. Parents/carers of a child with an Education Health and Care Plan may have the right to request a personal budget for their support. This budget can be used to buy in specialist special educational needs (SEN) and disabled care for all or some of the provision outlined in the EHC plan. In each individual case, the benefits and responsibilities around the personal budget will be

discussed with the family so that an informed decision can be made. The Head Teacher will make the final decision about personal budgets.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lancashire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Lancashire's Local offer can be found at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

9. Identification of pupils' needs

The Graduated Approach:

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.' (SEN Code of Practice 2014)

Lowerhouse Junior School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Special Educational Needs might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

The SENDCo will use relevant Assessment tools to have a clear understanding of a child's needs and implement appropriate strategies to meet the needs of a child.

10. Quality First Teaching

The need of children/young people for 'SEND support' is based on the assumption that they are already receiving 'high quality teaching; that is differentiated and personalised [to] meet the individual needs of the majority of children and young people' (0-25 SEND Code of Practice, section 1.24).

The 0-25 SEND Code of Practice states:

'Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

Quality First Teaching involves:

1. Highly focused lesson design with sharp objectives;
2. High demands of pupil involvement and engagement with their learning;
3. High levels of interaction for all pupils;
4. Appropriate use of teacher questioning, modelling and explaining;
5. An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
6. An expectation that pupils will accept responsibility for their own learning and work independently;
7. Regular use of encouragement and authentic praise to engage and motivate pupils

DCSF, 2008

- Any pupils who are falling significantly outside the range of expected academic achievement and/or progress will be monitored using our school assessment procedures.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCo will be consulted as needed for support and advice, and may wish to observe the pupil in class. Specific assessments may be carried out.
- Through this, it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents/carers informally or during parents/carers' evenings.

11. SEN Support

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

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

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Each child at SEND support level of intervention will have a Pupil Passport or One Page Profile which adopt the Assess, Plan, Do, Review process and is shared with parents/carers and the pupils.

Assess

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/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher and SENDCO to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. 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 sought.

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 to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo in consultation with any external agencies as and when required.

Review

Reviews of a child's progress will be made regularly. 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 where necessary their parents/carers. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

12. Pastoral Support

At Lowerhouse Junior School, we recognise the vulnerability of children with SEND and the requirement to offer pastoral support.

Children with SEND face many additional barriers to learning and as a school we have a duty of care to reduce and minimise the risk to these children. Making time for pastoral care is a priority for these children and it is vital they feel well supported.

It is well known that SEND is a risk factor for abuse of varying types. There are a number of reasons for this including difficulties in communication, especially in non-verbal children. We need therefore to be especially vigilant when caring for these children and be alert to changes in appearance and behaviour.

Good pastoral support requires strong information sharing between staff about pupils. At Lowerhouse Junior School, staff members have specific discussions during phase meetings where they share information about pupils with whom they know will be needing additional support. This approach will allow us to have a rich and shared understanding of pupils' pastoral needs.

At Lowerhouse Junior School, our Inclusion Team is made up of 5 dedicated professionals. This includes our Headteacher, Deputy Headteacher who is also the SENDCo, 2 members of the Senior Leadership team (one of which is our school's senior mental health and well-being lead) and finally our MPSL. Together our team works with children so they can lead fulfilling and balanced lives at school and beyond.

All of our staff at school model to students how to look after themselves and others; encouraging them to seek help, support or advice whenever they need it.

Pastoral care underpins personal development and we know from experience that with outstanding pastoral care, students feel they belong and their self-esteem is able to flourish because they feel valued and cared for.

Supporting the pastoral needs of pupils sometimes involves working with external agencies. In these situations, we ensure that a confidential, professional, non-judgmental and sensitive service is provided.

Some instances of pastoral support that we have on offer in school are:

- Phased entry into school to assist with smooth transitions
- Timetabled 1:1 work based on the needs of the individual to target; managing emotions, making friends, overcoming anxieties, positive relationships, making good choices

- Timetabled group work based on the needs of the group to target; managing emotions, making friends, overcoming anxieties positive relationships, making good choices
- Weekly PSHCE lessons developing emotional well-being, positive relationships, keeping safe
- Lunchtime play leaders to assist with friendship groups and role modelling positive relationships.
- Questionnaires for whole school pupil attitudes. Within this survey, children respond to questions related to feeling safe at school. The outcomes of these surveys are then used to inform interventions and practice within the school to promote the voice of the children.
- School Councils. Pupils are elected by their peers. Children are fully aware of the role of elected school councillors and are encouraged to regularly bring their views and ideas to their Class Representatives. Again providing the child with a voice.
- Mental Health and Well-being Ambassadors in each class.
- Personalised class worry boxes
- Assemblies on Health and Wellbeing
- Start Talks and Ready talks delivered fortnightly to year groups.

13. Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo the Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCo
- Inclusion Support Service
- Parent Partnership Service
- School Nurse
- Social Services
- Speech and Language Services
- Occupational Therapist Services
- Specialist Teacher Services
- Paediatricians
- Other medical services

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

Lancashire's Local offer can be found at:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Education, Health and Care Plans (EHC Plan)

- Following Statutory Assessment, an EHC Plan will be provided by Lancashire County Council if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan.
- Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

14. Inclusion of pupils with SEN

The Headteacher, Deputy Headteacher and SENDCo as well as the MPSL oversee inclusion and are responsible for ensuring that it is secured effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice as appropriate, around individual pupils, from external support services.

15. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents/carers and pupils throughout the year. This is done in the form of a discussion and through meetings with parents/carers. Pupil progress is monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are evaluated and adapted half-termly.

16. Supporting pupils in school with medical conditions

At Lowerhouse Junior School we recognise that pupils with medical conditions should be properly supported in order that they have full access to an education, including school trips and physical education. Children with medical conditions will have a care plan in place in school if the school nurse deems this appropriate. This plan is drawn up in partnership with the parents/carers, school, school nurse (and/or other medical professionals) and where appropriate, the child. These plans are regularly checked and kept up to date. All staff are familiar with the children in school who have specific medical conditions and are fully aware of how those children should be looked after both on a day-to-day basis and in the case of a medical emergency. Any specific training required to deal with a particular medical condition is delivered to all staff and many staff are first aid trained. Medication is kept in a central location and there are procedures in place for the administration of any medication held in school. 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 children with medical conditions may also have special educational needs and may have a Statement, or an Education, Health and Care Plan which brings together health and social needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed.

17. In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses, family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

18. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Headteacher and SENDCo who will then inform the child's parents/carers.

19. Working in partnerships with parents/carers

At Lowerhouse Junior School we believe that a close working relationship with parents/carers is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents/carers of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND may be contacted at any time in relation to SEND matters.

20. Links with other schools

The SENDCo works in partnership with the local SENDCo's. This enables the schools to build a bank of joint resources and to share advice, training, development activities and expertise.

21. Links with other agencies and voluntary organisations

Lowerhouse Junior School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Education Authority's Psychology Service
- Parent Partnership Services
- School Nurse (Class teacher also liaises)
- Social Services (Headteacher or Inclusion Lead also liaises)
- Speech and Language Service (Class teacher also liaises)

- Occupational Therapist Services (Class teacher also liaises)
- Specialist Advisory Services
- Specialist Outreach Services
- Charities such as Action for ASD, ADHD North West

22.Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCo/ Deputy Headteacher, then, if unresolved, by the head teacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

23. Reviewing the SEN Policy

This policy will be reviewed every two years, sooner if the need arises. Legislative Compliance is adhered to.

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents/carers or carers and children with reference to the following guidance and documents.

SEND Code of Practice (which takes account of the SEND provisions of the SEN and Disability Act 2001) September 2014

At Lowerhouse Junior School, we aim to make the journey for ALL children as smooth as possible. We value all our children equally, and like all good schools, are constantly seeking ways to make that journey even smoother.

Policy written reviewed/ updated: September 2025

Signed: C.Carter (SENDCo) and G.Lloyd (Headteacher)