



## **Learning Enrichment Policy**

### **Special Educational Needs and Disability**

<b>Person responsible</b>	<b>Head/Learning Enrichment Coordinator</b>
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## **1. Introduction and Aims**

This Policy applies equally to the Early Years Foundation Stage (EYFS), Key Stage 1 and Key Stage 2 as taught at Bute House Preparatory School (the School). The Policy should be read in conjunction with the following Policies: Teaching and Learning, and Equality, Diversity and Inclusion.

This Policy is written with due regard to the following:

- **The SEND [Code](#) of Practice 2015: 0-25 years (DfE and Department of Health, January 2015)**, which provides statutory guidance on the SEND system for pupils and young people.
- **Education Act, 2011**
- **Disability Discrimination Act, 2005**
- **Part 3 of the Pupils and Families Act, 2014**, which sets out a school's responsibility for pupils with special educational needs and disabilities
- **Every Pupil Matters, Equality Act, 2010**
- **Teachers' Standards, 2013, updated 2021**
- **Mental health and behaviour in schools, 2015, updated 2018**
- **Statutory Guidance on supporting pupils at school with medical conditions, 2017**
- **Data Protection Act 2018 and UK General Data Protection Regulation (GDPR)**
- **The Equality Act (October 2010): advice for schools DfE May 2014**

This Policy is a statement of the aims, objectives and strategies for the teaching of pupils with learning difficulties, special educational needs and disabilities.

The intention is to outline how pupils are selected for sessions in the Learning Enrichment Department and how their needs are met.

The whole School works closely together to ensure that there is a unity of purpose and good continuity of practice for pupils who require support. Regular formal meetings are conducted between members of the Learning Enrichment Department (LED), subject leaders, form teachers and the Heads of Lower, Middle and Upper School to ensure each pupil is making good progress.

The School is a mainstream setting with limited specialist Special Educational Needs and Disabilities (SEND) resources. School staff will use their professional skill and experience to identify and provide for SEND within the resources of a mainstream school. Reasonable adjustments for disability will also be made through the School's Learning Enrichment Department.

Provision for pupils who need support is referred to as Learning Support (LS).

## 2. Scope and Responsibilities

This Policy applies to EYFS, KS1 and KS2 and its implementation is the responsibility of teachers within the School together with the LE teachers. The Learning Enrichment Coordinator (LECo), along with the Senior Leadership Team and the Head are responsible for overseeing the implementation of this Policy and for ensuring that the outcomes are monitored.

## 3. Aims and Objectives

The School aims to promote good practice in the detection and management of SEND. It adopts a holistic approach towards all of its pupils with SEND. The School provides pupils with co-ordinated support from the LECo, teaching and support staff and external professionals, with the aim of giving pupils every opportunity to realise their full potential academically, emotionally and socially within a mainstream setting. Specifically, the School aims:

- To work within the guidance provided in the SEND Code of Practice 2015
- To ensure all staff are aware of pupils with SEND, the nature of their needs and how best to support them
- To ensure early and earliest identification, assessment and provision for any pupil causing concern
- To recognise and address the needs of all pupils who may have specific learning needs or disabilities, either throughout, or at any time during their school careers by adopting a positive approach and dismantling misconceptions and fears
- To empower pupils with knowledge of their own strengths and different learning styles and ensure pupils are actively involved in their learning process
- To increase pupils' self-confidence and enable them, through support, to optimise their access to the curriculum
- To provide a stimulating and inclusive environment through access for all and positive staff attitudes by removing, where possible, barriers to learning
- To ensure that all pupils receive a broad, balanced and relevant curriculum through differentiated planning, Quality First Teaching and regular assessment
- To keep careful assessment and recording of a pupil's learning needs, strengths and potential, in addition to actions taken and outcomes
- To identify the roles and responsibilities of staff in providing for pupils' learning needs
- To ensure that parents are able to play their part in supporting their child's education and that their knowledge, views and experience form a vital part of the partnership
- To provide appropriate material resources, dedicated support and suitable advice to support pupils who have been identified with specific difficulties
- To ensure continual improvement in order to meet the needs of pupils with SEND, through regularly monitoring and evaluating resources, support and training opportunities

- To disseminate information from outside agencies to all staff to ensure they are aware of pupils' needs
- To work in true partnership with parents, valuing their views and contributions, thus enabling and encouraging them to take an active role in their child's education

Pupils with exceptional abilities are also identified and provided with a stimulating and challenging environment in which they learn and develop further.

#### 4. Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice, January 2015 (The Code of Practice) defines a child as having a special educational need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Code also provides that a pupil of compulsory school age or a young person has a difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- 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

Pupils' learning difficulties show in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Special educational provision means educational or training provision that is additional to, or different from, what is generally offered to others of the same age in a mainstream setting in England.

Some pupils who have SEN may have a disability under the Equality Act 2010: "a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities". This definition includes sensory impairments such as those affecting sight or hearing, and long-term conditions such as asthma, diabetes, epilepsy and cancer. A pupil can have a disability without having SEN, but there is often an overlap.

The four broad areas identified within the SEND Code of Practice 2015 are:

- **Cognition and learning needs**, including specific learning difficulties such as dyslexia and dyspraxia
- **Social, emotional and mental health difficulties**, for example attention deficit hyperactivity disorder (ADHD)
- **Communication and interaction needs**, including autistic spectrum disorders
- **Sensory and/or physical needs**, including visual or hearing impairments

The School is a broadly selective school and will have a relatively small proportion of pupils who would be considered to have **special educational needs and /or disabilities** as defined by the Act.

Nevertheless, it is recognised that there will be a greater proportion of pupils who will be hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and

individual provision, which is usually a natural feature of differentiated Quality First Teaching in the classroom. These pupils are considered by the School to have '**additional learning needs**' (ALN).

**In the Equality Act (2010)** disability has a broad meaning. It is defined as "a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on the ability to carry out normal day-to-day activities".

Substantial means more than minor or trivial

**Long-term** means for longer than 12 months

Disability covers a broad range of physical and sensory impairments, medical conditions, specific learning difficulties and mental health conditions that have a long-term and adverse effect on work and study. This can include, but is not limited to:

- a sensory (e.g. visual, hearing) impairment
- a mental health difficulty
- a mobility impairment
- a mobility and dexterity impairment
- Asperger syndrome or other autism spectrum disorders
- chronic medical conditions (e.g. diabetes, epilepsy, asthma)
- chronic pain/chronic fatigue
- specific learning difficulties (e.g. dyslexia, dyspraxia)

A pupil must not be regarded as having a SEND because the language or dialect spoken at home is different from the language in which they will be taught (Special Educational Needs Code of Practice 2015). Nevertheless, if the School accepts a pupil whose first language is not English, provision will be made to help them access the curriculum. Please refer to the School's English as an Additional Language (EAL) Policy.

## 5. Definition of Neurodiversity

Neurodiversity refers to the different ways a person's brain processes information. Neurodiversity is an umbrella term used to describe a number of these variations. It is estimated that around 1 in 7 people in the UK have some kind of neuro difference (NHS Cambridge University Hospitals, NHS Foundation Trust, 2024).

Most common types of neurodiversity:

- Autism, or Autism Spectrum Condition
- ADHD: Attention Deficit Hyperactivity Disorder, or ADD: Attention Deficit Disorder
- Dyscalculia
- Dyslexia
- Dyspraxia, or Developmental Coordination Disorder (DCD)

## 6. Admissions Policy

The School is firmly committed to inclusivity and giving every pupil the best possible start in life, irrespective of their special educational needs or disability. The School aims to give the opportunity to pupils who are disabled; to actively promote their wellbeing, to maintain and to drive a positive culture

towards the inclusion of disabled people in all activities, to ensure compliance with equality legislation and to have regard to relevant guidance and advice.

Admission to part of the School is selective. The School must feel confident that a prospective pupil will benefit from the education offered, so that there is no reasonable doubt at the time of admission that they will have a complete, happy and successful school career.

Both at the application stage at 4+ and 7+ and also later in the admissions process, parents must notify the School of any disability or special educational needs their daughter may have of which the School should be aware.

The parents of a child with an existing learning difficulty and/or disability, an Educational Psychologist, Child Psychologist, Speech and Language or Occupational Therapist's report and/or an Educational Health Care Plan (or Educational Statement) should submit copies of such papers to the Registrar, who will then consult with the LECO. The LECO will review all documents provided to establish 1) if any reasonable adjustments are required for the entrance assessment and 2) if any reasonable adjustments within the School and/or curriculum are required if the candidate is successful with their application. The LECO will report initial thoughts to the Registrar and the Director of Finance and Operations (DFO), if necessary, for their consideration.

A meeting may then be arranged between the parents of the pupil, the LECO and the Phase Leader, so that, if necessary, steps to accommodate the needs of the pupil can be arranged well in advance of admission. An individual assessment of further observations may form part of this process.

If a child is accepted into the School with a known learning difficulty/disability, the School (acting on the advice and guidance of the LECO) will make reasonable adjustments to meet their needs. The School will agree with the parents how the needs of the pupil can best be met. If a pupil is accepted into the School, and their needs become identified at a later stage, the School will assess how best to meet those needs in consultation with the parents, the LECO and the Form Tutor.

The School reserves the right to charge parents for additional support where required.

## **7. Responsibility for SEND**

The SEND Code of Practice makes explicit that, "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". All subject staff are required to be aware of a pupil's specific needs and be prepared to differentiate work appropriately. The LED works closely with pupils and parents when reviewing targets and assessing effectiveness of strategies/interventions. In cases where there is a complex need (including pupils who have an Education Health and Care Plan), reviews may need to include outside agencies/specialists.

## **8. Safeguarding**

"Safeguarding is everyone's responsibility"

All staff should actively promote the wellbeing of pupils and create a whole school culture of openness, safety, equality and protection. All adults who work with children and young people with SEND at the School should be aware of the additional needs they may have which could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.

Some pupils may be vulnerable because they:

- Have additional communication needs
- Do not understand that what is happening to them is abuse
- Need intimate care or are isolated from others
- Are dependent on adults for care

Please refer to the School's Safeguarding Policy for more information

## **9. School Monitoring**

Class and subject teachers monitor the progress of individual pupils in literacy, numeracy and other areas of the curriculum. Formal standardised tests are used, as well as ongoing informal observations or assessments, depending on the age of the child.

**If a pupil's progress is causing concern the teacher will:**

- Review the teaching strategies currently used and consider alternative ways in which these might be developed and/or differentiated
- Discuss concerns with the pupil and parents
- Continue to monitor and review the pupil's progress
- Consult with the LECo and/or LE teacher

**The LECo will:**

- Monitor and record progress made by the pupil through liaison with the form/subject teacher
- Offer advice, where necessary, to the form or subject teachers involved
- Liaise with parents, if necessary
- Assess pupil with Dyslexic Portfolio, CTOPP2 or DASH
- Record the pupil's needs on the Monitoring Register

## **10. School Action**

Following a review of teaching strategies and the monitoring of progress, it may be decided that a pupil requires help over and above that which is normally available within the particular class or subject.

**The class/subject teacher will:**

- Continue to implement differentiated strategies in the classroom
- Work with the LECo or LE teacher to implement an Individual or Group Learning Plan, if necessary
- Consider seeking further specialist internal assessments from the School's LECo

**The LECo will:**

- Work with Head, cooperate with relevant agencies, and comply with the SEND Code of Practice (2015) in ensuring appropriate support and provision for pupils with Special Educational Needs



and/or with Education, Health and Care Plans (EHCP). Other staff will be involved, where appropriate: form teachers, subject coordinators, teaching assistants, support staff

- Oversee identification, referral and assessment of additional needs
- Liaise with Learning Enrichment teachers and form/subject teachers
- Ensure plan and schemes of work take proper account of all pupils with special educational needs and plan any future interventions for pupils in discussion with colleagues
- Ensure that parents are kept informed of all developments
- Ensure that appropriate interventions are implemented where they have been identified for individual pupils
- Ensure that an Individual or Group Support Plan is set up, where necessary, and targets are monitored and evaluated throughout the year
- Ensure that teaching support is offered, where possible, in order to meet the individual needs of pupils (including withdrawn support and/or in-class support)
- Track and monitor pupil progress and review of any action taken, liaising with Form Teacher, Phase Leader and Deputy Head, Academic
- Ensure that relevant advice is offered to form/subject teachers
- Ensure suitable assessment arrangements are made for pupils who may need adaptations to the usual procedures
- Ensure the list of educational psychologists, speech and occupational therapists is kept up to date

The LECo may also carry out a broader range of assessments, such as Dyslexic Screener (GL Assessment) or Dyslexic Portfolio in order to identify more specific areas of strengths and weaknesses.

The expression of concern, the gathering of information, and the registration and consideration of a pupil's learning difficulties, often combine to resolve the problems over a short period of time.

## **11. Individual Support Plan (ISP) or Group Support Plan (GSP)**

The plan will set out:

- The short-term targets set for or with the pupil
- The provision to be put in place
- When the plan is to be reviewed
- Evaluation

Targets for Learning Enrichment sessions are set in September on an Individual or Group Support Plan. The LECo will decide whether an ISP or GSP will be beneficial to the pupil. Individual targets are set when a pupil is receiving 1:1 support on top of their small group support sessions. They are then reviewed and new ones are set in February. The new targets are finally reviewed in July and sent home with a report on the pupils' progress throughout the year.

Very occasionally pupils come to the School with an EHCP (Education, Health and Care Plan) in place, where outside agencies have already been involved. These are now incorporated into Individual Learning Plans and should be in place for any pupil with an EHCP so that short-term targets can be monitored and evaluated. The EHCP of all pupils in this category are reviewed annually by the local authority.

Advice and/or an assessment may have been requested from/given by one or more of the following:

- Educational Psychologist
- Clinical Psychologist
- Child Psychiatrist
- Speech and Language Therapist
- Occupational Therapist
- Optometrist
- Audiologist
- Paediatrician
- GP
- Child and Adolescent Mental Health Services (CAMHS)
- School Counsellor

Please note, with regard to all the provision contained in this Policy, if the School thinks that more specialist advice is required, the School will discuss this with the pupil's parents and will ask them to pay for such advice. If special educational provision is required (whether as a result of advice or not) which is additional to the School's ordinary mainstream resources, or any form of adjustment is required which it is not reasonable for the School to provide, the School will expect the parents to pay for it or provide it themselves, where it is lawful to do so.

If, in the judgement of the Head, the School cannot provide for a pupil's SEN and/or disability after all relevant provision and/or reasonable adjustment has been made (or has been requested by the parents) the School reserves the right to ask the parents to withdraw their child. The Head and the LEC0 will advise parents on a more appropriate school to meet the needs of the pupil. The pupil's reports and SEND file will be passed on to the next school and parents will be supported through the transition. The withdrawal of a pupil in these circumstances will not incur a charge of fees in lieu of notice and any deposit will be returned.

## **12. Provision of SEND**

Not all pupils identified with SEND will require individualised support, while some pupils who do not have a SEND may benefit from individualised support. The four parts of the cycle are: Assess, Plan, Do, Review (SEND Code of Practice 2015).

### **Assess**

As recommended by the Special Needs Code of Practice (September 2014, updated January 2015), the School adopts a graduated response when addressing a pupil's learning difficulty. Early identification of

pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. Some assessments are carried out internally: Wellcomm Speech and Language Toolkit in Reception, Dyslexia Screener and Dyslexic Portfolio, if necessary, in Years 4, 5 and 6. The School adopts a graduated approach to ensure that pupils who do not develop age-appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible. This encompasses an array of teaching strategies and makes full use of all available classroom and school resources before calling upon outside agencies. The School has links with a number of educational psychologists and other advisers who are able to assist when required. It is the responsibility of parents to engage the services of an external psychologist or other professional and to cover all costs relating to the consultation and report.

The LE Department will provide specific feedback to parents on any internal assessments which have been conducted.

### **Plan**

In providing SEND support, parents are notified of any adjustments and interventions put in place. Parental involvement is encouraged to reinforce and contribute to progress at home.

### **Do**

Staff are provided with a pupil profile which contains the appropriate SEND information including the pupil's strengths and areas of difficulty, how these are likely to manifest themselves in the classroom and suggested teaching strategies to be used in the classroom to remove barriers to learning. In addition, occasional support (e.g. for missed topics through illness or difficulty with a particular topic) is offered. Lessons are weekly with an agreed set of twice-yearly targets. However, there is flexibility within lessons to respond to a pupil's immediate need. Lessons are tailored to the needs of the pupil. LE teachers and subject/class teachers liaise to ensure a pupil's specific difficulties are supported effectively.

### **Review**

A pupil's progress is reviewed termly in Pupil Progress Meetings (PPMs) and measured through sustained progress. Progress is linked to termly targets and measured through summative assessment in the form of internal tests and qualitative assessment of evidence from classwork featuring the areas for which the pupil was originally referred. Targets are reviewed in the pupil's end of year ISP or GSP. Parents can contact the LE teachers at any time to discuss their child's progress. Pupils cease LE lessons when sustained progress has been made and staff feel they are no longer required. Pupils are put on the monitoring register. For pupils with EHCP, annual meetings are held with the local authority and pertinent professionals and specialists involved in their care.

## **13. Examination Concessions**

In order to qualify for extra time in an examination, the School will adhere to exam board regulations set out by the Joint Council for Qualifications (JCQ). Pupils with extra time will complete it in green pen to reflect their need for it.

If a report by an Educational Psychologist or other professional, such as an Occupational Therapist, recommends the use of a laptop in class, pupils should aim to type faster than they write and touch-typing classes are suggested to support this. If the laptop is part of a normal way of working in lessons then it may be used in examinations.

The LECo will pass on any information and communicate with secondary schools during the examination period and when the pupils leave.

#### **14. SEND Professional Development, Training and Induction**

The most relevant sections of the Policy will be shared with all new members of staff to ensure they understand the procedures for identification, assessment and provision of pupils with SEND.

All teaching staff will be provided with general or specific training or information about working with pupils with learning difficulties and disabilities.

The LE department will be given the appropriate opportunities to attend external courses to keep abreast with current expertise and thinking in order to best address SEND issues and support SEND pupils.

Occasionally, specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil.

#### **15. Learning Enrichment Registers and Record Keeping**

Registers are kept of all pupils who attend LE sessions in the LE Department.

In addition, a Monitoring register is kept. This lists pupils who have experienced difficulties in English or Maths at some point, but not at a level to warrant withdrawal from class. It also includes those who have been withdrawn previously but currently do not need support. These pupils will be taken off this register when it is agreed there is no longer a cause for concern.

Records are kept of the progress of SEND and the more able pupils. They are reviewed by LE staff and discussed at PPMs.

Copies of any assessments, internal or external, are kept in Pupils' Folders within the LE Department on Teacherlink.

All teachers should be aware of the individual and differing needs of pupils and have access to individual records on Teacherlink. The LECo will ensure that when an external report is received, a copy is circulated to all relevant members of staff to read, and a synopsis of the report and any recommendations are shared with all staff.

#### **16. The Learning Enrichment Coordinator's role**

The LECo's role is to take responsibility for:

- Managing the day-to-day operation of the School's LE Policy
- Organising, monitoring and coordinating the work of the LED
- Analysing assessments throughout the School in order to identify those pupils who may require support
- Providing pupils with resources necessary to access curriculum
- Attending and contributing to PPMs

- Work in close liaison with teaching staff to ensure confidential communication on learning needs and progress of pupils
- Coordinating provision for pupils with different learning needs
- Overseeing the compilation of all LE Registers and provision tracker
- Produce pupil profiles which contain the appropriate SEND information, including pupils' strengths and areas of difficulty and suggested teaching strategies to be used in the classroom
- Ensuring that Individual and Group Support Plans are drawn up for pupils where necessary
- Encouraging the involvement of parents
- Maintaining and monitoring the records on all pupils in the LE Department
- Monitoring and contributing to the in-service training of staff
- Liaising with external agencies
- The purchasing and organisation of resources for the LE Department
- To ensure plans and schemes of work consider those pupils with EHCP

## **17. The Learning Enrichment Department**

The Learning Enrichment Department supports pupils in the following ways:

- Individual or group support in the class to ensure full access to the curriculum
- Individual or group support out of the classroom with differentiated materials that are closely related to class lessons
- Individual or group support out of the class that addresses more specific learning difficulties or differences
- Record progress on feedback forms, which can be accessed by all staff on Teacherlink and/or Google Classroom

## **18. Education, Health and Care Plan (EHCP)**

If it is considered at a review meeting that a pupil's difficulties are so severe that their needs cannot be met within the School-based phases, the Head, together with parents, may apply to the Local Education Authority (LEA) for a statutory assessment (SEND CoP 4:41). If, after the assessment, the authority grants a plan, the LEA will be involved in funding the resources to meet the pupil's needs and monitoring the pupil's progress and provision. However, where funding is insufficient to cover the cost of specialist provision, parents may be required to contribute an additional amount to meet the cost of external provision. The plan is reviewed annually. If the LEA decides not to grant a statutory assessment or compile an EHCP, parents can appeal against both these decisions. The above procedures are also followed for Early Years pupils.

If the School receives a form from another agency, the School would also complete the relevant educational section. The completion of any form would nearly always be done with parents' consent. However, the form may be completed without parents' consent if the needs of the pupil were such that the pupil would

suffer unless they receive support. This might be because the parents are in denial of their child's SEND. The lead professional who will take the 'lead role' to coordinate the different services is the Head in conjunction with the LECO.

If a pupil arrives at the School with an EHCP they will receive support in accordance with stated recommendations. Annual reviews are carried out (SEND CoP 4:46).

## **19. Welfare**

The School recognises that pupils with special educational needs or learning difficulties or with a disability could be vulnerable and may be at risk of being bullied. Please refer to the School's Anti-Bullying Policy for more information.

The School will tackle inappropriate attitudes and practices by: staff leading by example, the Wellbeing programme, and all relevant Policies.

When teaching pupils about safeguarding, the School recognises that a 'one size fits all' approach may not be appropriate for all pupils and will consider whether it should adopt a more contextualised approach for pupils with a disability.

If parents are concerned about their child's welfare, they can approach the form teacher or any senior member of staff to discuss their concerns in private at any time.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special education need, disability or certain medical or physical health condition which can create additional safeguarding challenges (both online and offline) for those involved in safeguarding and promoting the pupils' welfare.

The School will consider providing extra pastoral support and attention for these pupils along with ensuring any appropriate support for communication is in place.

Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's Safeguarding Policy.

## **20. Pupil Involvement**

The pupils' views form an important part of the whole process of meeting their needs. The School encourages active participation and tries to foster an awareness of how each pupil can work towards improving their skills with the help of the School.

The School encourages pupils to make judgements about their own performances and offers them opportunities to put forward their own suggestions for targets, where possible.

## **21. Partnership with Parents**

The School firmly believes in working as closely as possible with parents of the pupils. This is particularly important with parents of pupils with SEND in order to keep them informed of their child's progress and areas of development. The partnership will be achieved by:

- Listening to parents' wishes and feelings about their child and meeting with them on request
- Involving parents by informing them of what support their child is receiving
- The therapists, class teachers and LECos have frequent dialogue and targets are set so that home and school can work together
- Advice can be sought on external assessments, EHCP and other schools
- Inviting parents to meetings and also giving them opportunities to talk to staff informally

If a parent is not satisfied with the provision provided for their child they will be referred to the School's Complaints Policy.

## **22. Confidentiality**

The School's commitment is that no sensitive or confidential information will be made available to others except with parental permission. The School commits to adhering to guidelines stipulated by GDPR.

## **23. Monitoring and Review**

As part of effective SEN provision, the Policy will be reviewed annually to ensure that it continues to meet the needs of pupils and that it is in line with current Department for Education advice in the SEND Code of Practice: 0-25 years. The Policy will also be subject to critical review by the Governing Body on an annual basis. The date of the next review is shown on the first page.