



## **LANGSHOTT PRIMARY SCHOOL**

### **Special Educational Needs and Disabilities (SEND) Policy**

<b>Updated</b>	
<b>Date of policy revision</b>	<b>Autumn 2025</b>
<b>Next review date</b>	<b>Autumn 2026</b>

## **School Aims, Vision & Values:**

Langshott Primary School aims to provide the highest quality education for pupils and to build lasting relationships with our families. Our visions and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens. At Langshott Primary School, we believe in **Learning, Pride and Success**:

### **Learning - Every Langshott community member learns:**

- about life and their aspirations for it
- to be a learner, developing the skills, understanding and knowledge they need to move successfully through their lifelong learning journey
- about building positive relationships and developing resilience strategies
- about their community and the environment around them, their rights and responsibilities within it as a responsible citizen
- who they are as a person and what they uniquely have to offer

### **Pride - Every Langshott community member will be proud:**

- of what they have and can achieve
- to be a member of the school community, wanting to contribute to its well-being and future and take on responsibilities
- to develop the self-confidence to try out new things, discovering and developing their interests, talents and passions, and the Langshott community will be proud of them.

### **Success - Every Langshott community member will be allowed to be successful:**

- in their learning
- in their personal development
- in developing their own expertise and interests to the benefit of themselves and others in finding their unique place in the Langshott and wider community

## **Key Roles and Responsibilities**

### **SENDCO**

The SENDCO has day-to-day responsibility for operating the SEND policy and coordinating specific provision made to support individual pupils with SEND, including those who have EHCPs. As part of this role, the SENDCO coordinates arrangements with the class teacher regarding those pupils with SEN or a disability. The SENDCO is part of the Senior Leadership Team.

SENDCO Name: Mrs Hiral Mehta

Contact Details: [hiral.mehta@langshott.surrey.sch.uk](mailto:hiral.mehta@langshott.surrey.sch.uk) or telephone the school on 01293 776341

### **Other Key Roles:**

SEND Governor: Steve Jones

Designated Teacher with responsibility for Safeguarding: Deputy Headteacher – Sonia Isard

Responsibility for Managing Pupil Premium and Looked After Children's funding: SENDCO – Hiral Mehta.

Governor with Responsibility for Pupil Premium: Link Governor Steve Jones

Responsibility for managing the needs of children with medical needs: Headteacher / SENDCO

## How can parents access this policy?

This policy can be accessed:

- on the school website
- by requesting a paper copy from the school office.

## Context

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014 and associated regulations
- Equality Act 2010: advice for schools DfE Feb 2013
- Langshott Primary School SEN Information Report (available on our website)
- SEND Code of Practice 0 – 25 (July 2014)
- Working Together to Safeguard Children (2013)
- Supporting pupils at school with medical conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- Langshott Primary School Accessibility Plan (available on our website)
- Teachers Standards 2012
- The National Curriculum

## Definitions of SEN:

### Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. 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 educational 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 special educational provision were not made for them. 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.

## Aims and Objectives:

### Aims

This policy is to ensure that all children have the opportunity and support to enable them to access an appropriate curriculum and reach their potential.

The aims of this policy are:

- To ensure that we are an inclusive school, where everyone is valued irrespective of gender, colour, creed, race, religion, sexual orientation or ability.
- To ensure all children have equal opportunities.
- To maintain the self-esteem of children identified with SEND, so that they become confident individuals.
- To provide children with realistic and ambitious targets, discussed and agreed with parents.
- To fully engage and liaise with all stakeholders, including parents.
- To familiarise new staff with SEND procedures, ensuring all staff identify and minimise barriers to learning.

- To prepare children for their next steps, including transition to their next school.
- To support all children to meet or exceed the high expectations set for them based on their age and starting points.

## Objectives

Staff members seek to:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and 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.
- Work with parents 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 SEND procedures and practices and providing regular feedback on their child's progress. Parents will be asked to provide feedback and suggestions on SEND procedures in our school to ensure we continually improve our practice.
- 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 Educational Psychology Service, Speech and Language Therapy, Mindworks and Occupational Therapy.
- 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 about 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 mini leaders in the playground.
- Deliver a programme of training and support for all staff working with our children with Special Educational Needs and Disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014.

## Identifying Special Educational Needs

Many children and young people will have SEND of some kind at some time during their education. Some children will need extra help for part or all of their time in education. If it is felt that a child may have Special Educational Needs, additional intervention will be provided whilst these needs are identified using a range of assessments or observations. Our SENDCo and class teachers, through pupil progress reviews, seek to identify children making less than expected progress given their age and individual circumstances.

This can be characterised by progress, which:

- is significantly lower than that of peers starting from the same baseline
- fails to match or better the children's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

*(SEN Code of Practice, 2014)*

High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Children and young people with SEN may need extra help because of a range of needs.

## The 0-25 SEND Code of Practice sets out four areas of SEND:

- 1) **Communication and Interaction**– for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- 2) **Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance, such as in English or Maths.
- 3) **Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning or that have an impact on their health and wellbeing.
- 4) **Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEND that covers more than one of these areas.

The law says that ‘children and young people do not have learning difficulties *just* because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.’ (*SEN guide for parents, DfE, 2014*)

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Langshott Primary School, we identify the needs of children by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

At Langshott Primary School, we will also consider areas that are not SEND but may impact progress and attainment.

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Receiving Pupil Premium Grant (now called Disadvantaged)
- Being a Looked After Child

We will provide a differentiated curriculum for individual pupils; this is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.’ (*Special Educational Needs Code of Practice, 2014*)

Langshott Primary School will endeavour to ensure all pupils are supported with outstanding teaching.

When making decisions about SEN or disabilities, we will;

- make sure that children and their parents participate as fully as possible in decisions that affect them
- have regard to the views, wishes and feelings of children and their parents
- provide support to children and their parents/family so that children do well educationally and can prepare properly for adulthood.

Staff work together to identify potential barriers to learning, including Special Educational Needs (SEN),

disadvantaged children and at-risk groups. Information is gathered from:

- Pre-schools - Representatives from our Reception team visit playgroups and nurseries throughout the year. Children from playgroups visit the school in the summer term.
- Home Visits – Our Reception team make a home visit to meet the child and their parent/s/carers in the weeks before the child starts school. Home visits are also carried out for children who join Langshott mid-year.
- Any expression of concern - From parents, other schools, health authorities, child, etc.
- In school observations and referrals - From anyone working with children in school, including head teacher, class teachers, support staff, supply teachers (using recording systems as set down in recording and assessment policy and discussion), voluntary helpers (liaison books and discussion). Use of CPOMS.
- Authority screening procedures - Foundation Stage, Surrey Child Profiles from pre-school settings, SATs, Routine health checks (including sight and hearing)
- Year One Phonics Screening.
- Outside agencies that have been previously or currently involved with a child.
- Parents' Evening discussions
- Termly Pupil Progress Meetings
- EHCP and annual review meetings
- Standardised tests

The information gathered from these early assessments will be discussed with the pupil (as relevant for their age) and parents in such a way that a good understanding of the pupil's strengths and areas of difficulty is established. Following this discussion and in consultation with parents, SEND support may be required.

If it is agreed that a child may require SEND support, more specialised assessments may be required for a FEW children. These may include external agency assessments, including Mindworks Surrey, Educational Psychologists, STIPS, Speech and Language, Occupational Therapists and Outreach team.

Once it is agreed that a child requires Special Educational Needs support, our graduated response and the Assess, Plan, Do and Review cycle will be followed.

### **A Graduated Approach to SEND Support**

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. The class teacher is responsible for ensuring they provide quality first teaching, through differentiation and personalised planning matched to the child's needs and strengths.

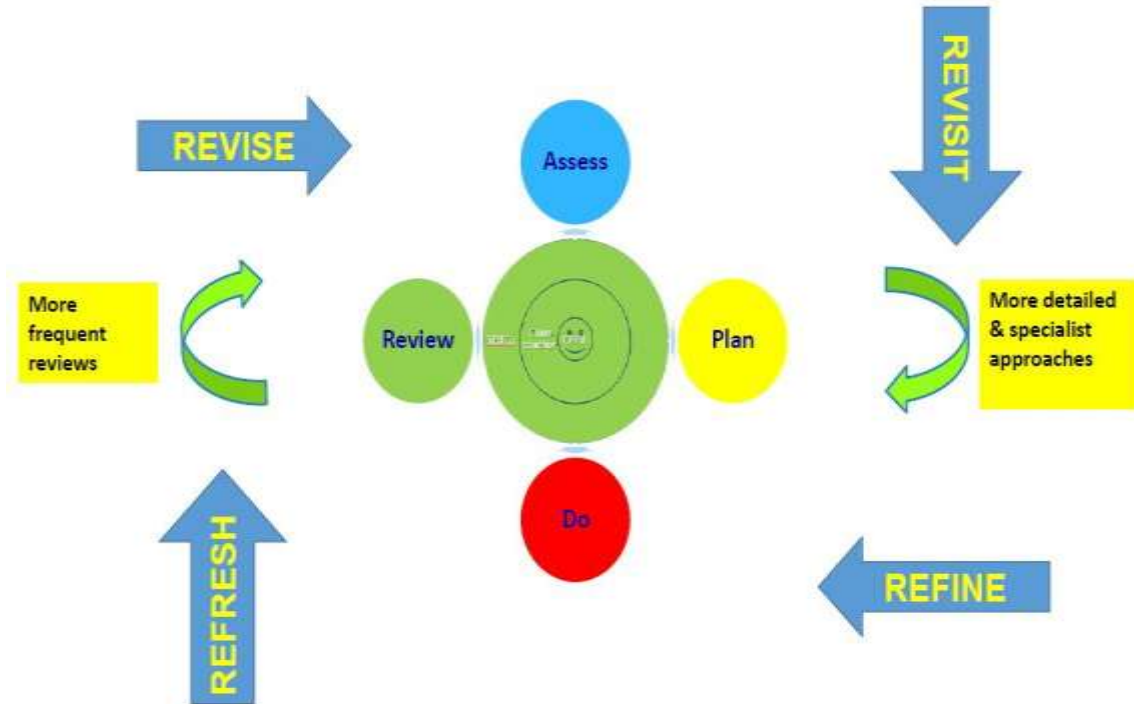
This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Pupils with additional SEND needs are supported through this approach. However, for children and young people with more complex needs, a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) will be considered. We ordinarily use available provisions to support our children before we call upon external agency help.

The four stages of SEND support are

- Assess
- Plan
- Do

- Review



**Assess:** A child’s difficulties will be assessed so that the right support can be provided. This will include, for example, asking what parents think, talking to professionals who work with a child (such as their teacher), and looking at records and other information. This needs to be reviewed regularly so that the support provided continues to meet a child’s needs. That might mean getting advice and further assessment from another professional, such as a Speech and language therapist, a specialist teacher or a health professional. Throughout this time, we will closely monitor the progress of the child.

**Plan:** We will agree, with parental involvement, the outcomes that the SEND support is intended to achieve – in other words, how a child will benefit from any support they get. All those involved will have an opportunity to express their views in deciding what kind of support will be provided, and decide a date by which they will review this, so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.

**Do:** We will put the planned support into place. The class teacher remains responsible for working with the child daily, but the SENDCO and any support staff or specialist teaching staff involved in providing support will work closely to track a child’s progress and check that the support is being effective. The SENDCO will ensure staff working with children with additional needs are appropriately trained.

**Review:** The support a child receives will be reviewed at the time detailed in the plan. Working with the families concerned, we will then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made. Class teachers are responsible and accountable for the progress and development of the pupils in their class.

At each stage of the review, we will consider if the child’s needs can now be met without SEND support or if an Education, Health and Care Plan is now needed.

## SEND Ladder - Wave provision

### **WAVE 3**

If the child is still not making the expected progress, we will put a SEND Support Arrangements in place, which is an increasingly more individualised programme. Wave 3 provides additional targeted provision for a minority of children where it is necessary to have highly tailored intervention to accelerate progress or enable children to achieve their potential. If a child is still not making this desired progress, with the advice of outside agencies, we will submit an Educational Health and Care Plan.

### **WAVE 2**

Children continue to receive quality first teaching and interventions, which are tailored specifically for their individual need. In addition to this high-quality provision the children will be put on the SEND register and receive an Individual Support Plan (ISP), this will clearly state achievable targets, and support put in place by outside agencies.

### **WAVE 1**

This is described as 'high quality teaching for all' and takes into account the learning needs of all pupils in the classroom. It covers high-quality inclusive teaching supported by effective whole school policies and frameworks, clearly targeted to all pupils' needs and prior learning. We use ordinarily available provision to support our children further. All children create one-page profiles.

### **What is an Individual Support Plan (ISP) for?**

An ISP allows for close monitoring of progress towards short-term outcomes, agreed with the pupil and parents/carers, which are reviewed termly. The Support Plan (ISP) should include information about;

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria outcomes (to be recorded when the Support Plan is reviewed)

The targets on an ISP will be in line with the four key areas of learning outlined in an Education, Health and Care Plan (EHCP), these are: Social, emotional and mental health difficulties, Sensory and/or physical needs, Communication and interaction and Cognition and learning.

The ISP will be discussed with the child and the parents. Parents will be informed of their child's progress towards their ISP targets. If a pupil does not make the expected progress, then advice may be sought from external agencies, which may include social, medical, as well as educational services. The SENDCo holds

termly meetings with parents to discuss the ISPs.

### **What is an Education, Health and Care Plan (EHCP) for?**

The Right Provision at the Right Time (*Surrey County Council, April 2014*) identifies who an Education, Health and Care Plan is for;

*Despite high-quality teaching and purposeful intervention, through the school-based local offer, a small number of children and young people may make inadequate progress towards their identified outcomes. Where pupils are making inadequate progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an EHCP is needed. This is likely to be the case for children who present with multiple special educational needs of an interrelated and enduring nature and who require more highly specialised and personalised arrangements accessed through an EHCP to achieve their outcomes. The arrangements required to be put in place for children/young people to progress would be beyond those available through the school-based local offer.'*

Parents and carers are invited to be fully involved in all of the above procedures and processes.

### **SEND Support Arrangements**

Where special educational needs have been identified, support is provided through the graduated response (Assess, plan, Do, Review) and recorded within a SEND Support arrangement. The SEND support plan is developed through a cycle of reviews and starts with a Person-Centred Plan (a one-page profile) and Individual Support Plans (ISP). The SEND support plan will set out the child's strengths and areas of difficulty, relevant background information, and involvement from support that will be provided.

Additional support can take many forms. This could include:

- differentiation and personalised learning through quality first teaching.
- a specific learning programme for your child.
- extra help from a teacher or TA.
- small group work
- observing your child and keeping records
- supporting your child to take part in the class activities
- making sure your child has understood by encouraging them to ask questions or explain their thinking
- supporting your child with physical or self-help tasks such as eating, toileting or dressing.

Interventions and support are time-bound. The amount of support and duration (number of days or weeks) will be set out in the Individual support plan and reviewed regularly.

### **Criteria for exiting the SEND Register**

A child will only be removed from the SEND register following a discussion with key staff and parents. Evidence would need to prove that the impact of additional provision had consistently impacted positively on the child's progress and attainment. The child would continue to be monitored by the class teacher to move their attainment to that of meeting or exceeding age expectations.

### **Supporting children and their families**

At Langshott Primary School, the support provided for children and their families is stated within our School Information Report, our School Offer and on our provision maps. These are published on our website.

Every year, we will update the SEND Information Report in the Autumn Term; this is published on the school website.

We believe in developing strong partnerships with our children, parents and families.

## **Working in partnerships with parents**

Langshott Primary School believes that a close working relationship with parents is vital to ensure identification and assessment of SEN, leading to appropriate intervention and provision.

To have a true partnership with parents, we:

1. Value parental support and involvement at all stages.
2. Listen to parents without prejudice.
3. Are always truthful and realistic but also sensitive.
4. Ensure that all parents have equal access and entitlement.
5. Ensure an open-door policy to the class teacher, SENDCO and Head at appropriate times.
6. Ensure that parents understand that there is no stigma attached to SEND.
7. Ensure that other agencies show targets for the child and state the additional provision needed
8. Respect a parent's right to identify SEN in his/her child and for the school to respond.

## **Admissions and Transition**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. Please see the admission arrangements in our school prospectus or visit Surrey's admission criteria and information by using the link below.

<http://new.surreycc.gov.uk/schools-and-learning/schools/school-admissions/apply-for-a-school-place>

Our SENDCO and staff prepare children for a successful transition between classes and settings using a range of resources, including PSHE lessons. Details are provided within our SEND information report (SIR), which is also on the website. When pupils transfer from our school to their next setting, a transition planning meeting is arranged, and copies of their SEND files are provided for their next school. Parents are encouraged to be fully engaged with this process.

In addition to our school offer, you may wish to visit Surrey's local offer (support and advice for children and young people with SEND) using the link below: <https://www.surreycc.gov.uk/children/support-and-advice/local-offer/parents-and-carers>

## **Supporting Pupils with Medical Conditions**

At Langshott Primary School, we recognise that children 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 (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision when the SEND Code of Practice (2014) is followed.

## **Monitoring and Evaluation of SEND**

Langshott Primary School facilitates the identification of progress made by key groups of children, including those with SEND; any modification of intervention can then be made as appropriate.

Children on the SEND register have an Individual Support Plan (ISP), as part of their SEND support plan, where provision and desired outcomes are clearly identified. These are written by their class teacher and/or SENDCO, reviewed on a termly basis and agreed with parents at parent/teacher consultation meetings or at a separately arranged meeting.

If a child has an Education, Health and Care Plan (or Statement of Special Educational Needs), their targets are reviewed annually at their Annual Review meeting. This is in addition to their termly ISP reviews. Parents, Class Teachers and any outside agencies are involved in this process, where the child's progress is reviewed and desired outcomes are agreed upon.

## **Monitoring**

The SENDCO, SEND Governor and Headteacher will monitor the implementation of the school's SEND policy throughout the year, gathering information on the following aspects: -

- The number of children with SEND, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The provision of support children receive and the impact and progress they make through: observations; clear and accurate provision mapping of provision that is 'additional to and different from'; analysis of data; work sampling; planning scrutiny focusing on differentiation and access for children with SEND; audit of resources; analysis of the environment through learning walks; use of standardised tests and diagnostic assessment tools; analysis of provision management /costed provision map; the development of child participation through One Page Pupil Profile; parental views; the success of involvement of outside agencies; the success of liaison with other schools.

We continually monitor the SEND provision, evaluating and revising practice when necessary to ensure the best outcomes for all our children. In the Summer Term, we evaluate the impact of the whole school provision. In response to this, we review our SEND provision and policy in the Autumn Term, and our SEND Information Report and School Offer will be updated on the website.

## **Training and Resources**

### **Funding and Resources**

#### **Allocation of resources for pupils with SEND**

Our notional budget outlines the SEND funding each year. Pupils with an identified SEND are supported either at a SEND Support Level or, for a minority of pupils, with an Education, Health and Care Plan.-Pupils' needs are met through the graduated response using additional funding within the school's notional SEN funding up to the equivalent of £6,000.

If appropriate, some pupils with SEND will have access to Elements 1 and 2 of a school's budget, which equates to a maximum of £10,000. This covers interventions, resources and also preparation of lessons and activities that are additional to or different from those provided as part of the general curriculum.

When it is identified that funding support needs to exceed £10,000 for high-cost, low-incidence needs, additional funding may be provided through the EHCP. The Local Authority will determine whether the level and complexity of need meet the threshold for this funding.

### **Training**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. These are provided internally by staff, external agencies, the Local Authority, INSET day training and the Horley Learning Partnership.

All staff will receive annual appraisals to enable them to continue their professional development and identify their training needs. Whole school SEND training needs are also identified through ongoing discussion of the needs of individual staff and children. Training sessions, including staff meetings, are planned to address these needs.

All teachers and support staff undertake induction on taking up a post, and this includes a meeting with the SENDCO, who explains the systems and structures in place around the school's SEND provision and practice, and discusses the needs of individual pupils. ECTs are supported by the SENDCO in the development of support plans for individuals.

The school's SENDCO regularly attends SENDCO network meetings and local HLP meetings, and training in order to keep up to date with local and national updates in SEND.

## **Roles and Responsibilities**

### **SENDCO Roles and Responsibilities:**

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- liaising with class teachers and teaching assistants who work closely with SEND children
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) about reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

### **Role of the Governors**

- Ensuring that the SENDCO is a qualified teacher working at the school and that newly appointed SENDCOs are qualified teachers and, where they have not previously been the SENDCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment
- Ensuring that the provision of a high standard is maintained for children
- Ensuring that SEND children are fully involved in school activities
- Have regard to the Code of Practice when carrying out these responsibilities
- Are fully involved in developing and subsequently reviewing the SEND policy
- Report to parents/carers on the school's SEND Policy, including the allocation of resources from the school's devolved/delegated budget.

### **Role of the Headteacher:**

- Setting objectives and priorities in the school development plan, which includes SEND
- Overseeing the role of the SENDCO, the day-to-day provision of children with SEND, including setting a budget for supporting students within the school's overall financial resources
- Updating and informing the Governing body
- Review how expertise and resources used to address SEN can be used to build the quality of whole-school provision

### **Role of the Class Teacher and Learning Mentors:**

It is important to note that 'All teachers are teachers of SEND'

- Devising access strategies and identifying appropriate differentiated methods, including 'adaptive teaching' strategies to give access to the curriculum, in conjunction with the SENDCO
- Complete associated paperwork for their SEND children (ISP and One-page profiles)
- All teachers are responsible for the progress of SEND learners in lessons
- Ensuring one-page profiles are considered in lessons
- Monitoring the progress of pupils with SEND against agreed targets and objectives
- Be fully aware of the school's procedures for SEND and the Code of Practice.
- Raising individual concerns to the SENDCO
- Class teachers are responsible for supporting the work of teaching assistants and overseeing the effectiveness of interventions for the class
- Learning mentors are responsible for the delivery of interventions and supporting pupils with SEND needs under the guidance and direction of the class teacher and SENDCO.

### **Storing and Managing Information**

We abide by Data Protection laws as set out in our Data Protection Policy alongside statutory retention periods for all data held. This policy is intended to ensure that personal information is dealt with correctly and securely and in accordance with the Data Protection Act 1998, and other related legislation.

Our Freedom of Information policy sets out what information will be available to the public as part of our normal business activities. This policy indicates clearly to the public what information is covered by this scheme and how it can be obtained.

This information is available through the school office.

### **Reviewing the Policy**

This policy will be reviewed annually by the headteacher and approved by the governing body.

### **Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Our Equality Policy and Accessibility plan are available on our website.

### **Dealing with Complaints**

Copies of the complaint procedures are available on request from the school office and are available on our website.

### **Bullying**

At Langshott Primary School, we recognise that some groups of children may be victims of, or more vulnerable to bullying, and we adopt a 'zero tolerance' approach towards bullying. Our Anti-Bullying policy can be found on our website, or a paper copy is available from the school office.

## Appendix – websites and related policies

### Related Policies and Key Documents

Policy/ Document	Where can it be accessed?
Whole School Provision Maps	School website <a href="http://www.langshott-surrey.co.uk/">http://www.langshott-surrey.co.uk/</a>
SEN Information Report	School website <a href="http://www.langshott-surrey.co.uk/">http://www.langshott-surrey.co.uk/</a> <a href="#">The SEND tab on the website</a>
Parent leaflet and Parent handbook about SEND at Langshott	<a href="http://www.langshott-surrey.co.uk/">http://www.langshott-surrey.co.uk/</a>
Equality Act 2010 (Contents page)	<a href="http://www.legislation.gov.uk/ukpga/2010/15/contents">http://www.legislation.gov.uk/ukpga/2010/15/contents</a>
Admission arrangements	School prospectus (on the website or from the school office) <a href="http://www.langshott-surrey.co.uk">www.langshott-surrey.co.uk</a> Surrey Admission procedures <a href="http://new.surreycc.gov.uk/schools-and-learning/schools/school-admissions/apply-for-a-school-place">http://new.surreycc.gov.uk/schools-and-learning/schools/school-admissions/apply-for-a-school-place</a>
Surrey Local Offer	<a href="http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-local-offer-support-and-advice-for-children-and-young-people-with-send">http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-local-offer-support-and-advice-for-children-and-young-people-with-send</a>
Special Educational Needs Code of Practice:0-25 years	<a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a>
SEND: guide for parents and carers	<a href="https://www.gov.uk/government/publications/send-guide-for-parents-and-carers">https://www.gov.uk/government/publications/send-guide-for-parents-and-carers</a>
Parent-Friendly Guide to EHCP	Surrey Website- Parents and Carers (Parent Partnership)
Supporting pupils at school With Medical conditions	<a href="https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3">https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3</a>
Keeping Children Safe in Education	<a href="https://www.gov.uk/government/publications/keeping-children-safe-in-Education">https://www.gov.uk/government/publications/keeping-children-safe-in-Education</a>

### Glossary of Terms Used In SEND Policy

CAMHS - Child and Adolescent Mental Health Service  
 Dfe - Department for Education  
 EHCP - Education, Health and Care Plan  
 ISP - Individual Support Plan  
 SEN - Special Educational Need/s  
 SENDCo - Special Educational Needs & Disabilities Coordinator  
 SEND - Special Educational Needs and Disabilities