

<b>Local Procedure Title</b>	<b>Additional Learning Needs</b>
<b>Service</b>	<b>Bridge House School</b>
<b>ACS Policy number and title</b>	<b>ACS 33A Special Educational Needs and Disability</b>
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<b>Local Procedure Author(s)</b>	Clare Hiom
<b>Local Procedure Ratification</b>	Checked and approved by:

## 1. Aims

At Bridge House Independent School, we have high aspirations for each individual child in our care. We believe that it is a child's thirst for knowledge and commitment to learning that enables them to achieve their full potential. As such, we are committed to providing a high standard of teaching and broad range of exciting learning opportunities to ensure excellence and enjoyment for all, regardless of any additional need.

We believe that all children have a right to access a broad, knowledge rich curriculum; however, we recognise that the children attending this school children need additional support to make good progress in their learning. Each child's needs are considered individually, and any adaptations are made to best support their specific learning needs. Sometimes this might mean working with other agencies to effectively support both the pastoral and educational needs of these pupils.

Some children with Special Educational Needs (SEN) may be considered to be disabled under the definition set out in the Equality Act 2010. Whenever this is the case, the school will comply with their duties under that Act.

Our SEN policy and information report aims to:

- Explain what SEN is according to the Code of Practice (2015) and other related documents
- Explain the procedures for identifying SEND
- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Define the roles and responsibilities of everyone involved in providing for pupils with SEN
- Explain the process for making referrals to outside agencies
- Outline the Plan, Do, Review cycle as outlined in the Code of Practice
- Outline our vision for ensuring smooth transition between classes and phases of education
- Outline how we work collaboratively with parents and carers when making decisions and reviewing all elements of SEND

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### 2. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, (Pupils and Family Act 2014).

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning (usually recognized as their attainment being at least one and a half years behind their peers) 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.

The SEN Code of Practice 2014 (DfE p86, 87) defines the following four broad categories of need. Whilst we do not use these definitions to fit a child into any specific category or to give them a label, we do refer to them in order to effectively plan for a wide range of different needs and to guide us when deciding upon the best course of action to take in each individual child's case.

#### 1. Communication and Interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### 2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### 3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

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### 4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

We recognise that there are many reasons why a child may not make the progress we would expect. The following are not considered to be SEN, but we are aware of the impact they may have on a child's attainment, and of ways the child may be supported in such circumstances:

- Disability (Bridge House follows guidance provided under current Disability Equality legislation and makes "reasonable adjustments" in order to ensure that no individual is discriminated against)
- Attendance and punctuality
- Health and welfare
- Being disadvantaged, as defined by Pupil Premium guidelines

### 3. **Roles and responsibilities**

#### **The SENCO:**

The SENCO for Bridge House Independent School is Sara Kennedy  
[sarakennedy@aspriscs.co.uk](mailto:sarakennedy@aspriscs.co.uk)

The SENCO will:

- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school.
- Work with the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support pupils with SEN, including those who have EHC (Educational, Health and Care) plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of resources and staff 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.
- Ensure the school keeps the records of all pupils with SEN up to date and in line with GDPR.
- Manage the SEND team and manage their performance in-line with school priorities and development plans.
- Seek opportunities beyond the school to develop the practice of colleagues within our school and promote successful practices.
- Provide training opportunities to all staff on SEND.
- Ensure that interventions, recommended by specialists, are implemented across the school and that all interventions are recorded and monitored for effectiveness.
- Work with the SLT to establish priorities for SEND across the school.

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- Review EHCPs annually in-line with local authority guidance and statutory guidance.
- Make referrals to specialists, where required.
- Provide IEPs/ learning plans with SMART targets to staff and families; and review termly.
- Maintain the SEND register and ensure that Arbor is kept updated.
- Prepare files for transition between phases of education and to different settings.
- Meet with transition partners to create plans for smooth transitions and facilitate these.
- Support staff to create behaviour plans and advise on strategies, as required
- Establish links with charities and charitable trusts which can support schools and families with their pupil's SEND.

### **The headteacher:**

The headteacher will:

- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Ensure the school has due regard for all statutory documentation relating to SEND (see above).
- Hold teaching staff to account for the progress and attainment of all pupils they teach.
- Ensure all staff have received appropriate training and qualifications necessary to carry out their roles.

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Planning a differentiated curriculum which meets the needs of all pupils in their class/group.
- 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.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Maintaining an up to date understanding of SEND including the school's policy and any national developments.
- Ensuring they follow this SEN policy
- Making regular and accurate assessments of the pupil's in their class, as advised, based on the pupil's SEND needs.
- Completing requests for information from outside agencies and for EHCP reviews.
- Providing specific provisions as outlined in EHCPs and IEP/ Learning plans.

## **4. SEN information report**

### **The kinds of SEN that are provided for:**

Our school currently provides 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.
- Where staff are not familiar or confident in meeting the specific needs of individual pupils, specialist advice will be sought by the SEND team.

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### **Identifying pupils with SEN and assessing their needs**

As a specialist setting, the vast majority of our pupils hold an Education and Health Care plan, however for those that may enter our setting without a plan in place we follow the process below. 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 slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs and communication.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. However, as a rule, pupils who are working around 18 months or more behind their peers, without any indication of this improving significantly, may have a special education need.

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.

### **Consulting and involving pupils and parents and carers.**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' and carers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- The voice of the pupil is captured and included in any support document
- Everyone understands that information may be shared to achieve the best possible outcomes for the pupil.

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive any additional SEN support and record that on the SEND register/ file for the school.

### **Assessing and reviewing pupils' progress towards outcomes**

High quality teaching is our first step in responding to pupils who have SEN. Teaching will be differentiated and adapted to meet the needs of individual pupils, (based on EHCP/ IEP guidance). Assessment of our pupils' progress is something we do over a number of different mediums and it is an on-going process that is part of our daily practice.

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

The class or subject teacher will work with the SENCO 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 patterns of behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents and carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly by the Senior Leadership Team.

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

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required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

There may be occasions where a pupil may be withdrawn from the lesson and supported on a 1:1 basis by a teacher, TA or a member of the pastoral team. However, we will ensure that access to quality first teaching in core skills is facilitated on daily basis and that pupil's are returned to their class/ group to access learning as swiftly as possible.

### **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We believe that excellent transition arrangements are the best way to ensure a pupil makes the best possible start in the next phase of education to another

Through regular mentorship sessions and House Time activities, citizenship and enrichment activities, destinations between phases of education will be discussed. Our focus is to desensitize our pupils to the challenges of the outside world and embed a positive outlook and encourage high aspirations.

At all stages the pupil voice is paramount to the planning process and each transition is designed with the individual in mind.

### **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to and meeting the needs of all our pupils. This will be differentiated for individual pupils.

We will also provide the following interventions:

- High Level Literacy intervention
- Reading and writing interventions
- Subject specific interventions
- Mentorship

We will also offer therapeutic interventions such as, but not exclusive to:

- Music Therapy
- Art Therapy
- Lego Therapy
- Play Therapy

### **Adaptations to the curriculum and learning environment**

By law, we have a duty to make reasonable adjustments to meet the needs of our pupil's in our care, in order that they may access all the activities and premises normally offered to all.

Where specialist adaptations are required, we will meet with relevant professionals who will be able to advise us on the specifics of the adaptations.

These are some of the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 working, adapting the teaching style, content of the lesson and delivery of information to progress learning
- Adapting our resources and staffing as well as our processes and procedures to meet needs as and when required
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, the use of individual white boards, chunking and shorter delivery for those who may require it.

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- Interventions are used to boost learning and engagement in subjects where our pupils may be falling behind.
- Interventions are used as a strategy to enrich the curriculum offer for pupils who fall outside of our normal curriculum offer for a variety of reasons.
- Adaptations to the learning environment, such as providing ramps, handles.

### **Additional support for learning**

Across the school campuses, we have members of our staff team who are trained to deliver a variety of support and interventions during lesson times and also to deliver specific additional interventions. Regular training is offered to ensure that staff are kept skilled and up-to-date. We will support pupils on a 1:1 basis as and when necessary to support engagement and learning. Where 1:1 support is specified as a provision on an EHCP or there is a physical need which requires such support. We have a team of TAs and a designated pastoral team that offer a wealth of support to the pupils on a daily basis to ensure relationships are developed and needs of EHCPs are met.

We work with a number of different agencies to provide support for our pupils, including but not limited to the following:

- The ECLIPS Team
- The Specialist Teaching Team
- ESCO Team
- Early Help Team including Futures4Me
- Social Care
- MARAC
- Health Visiting Team
- Police
- Pupils and Young People's nursing team
- The Virtual School
- Youth Offending Team
- CAMHS
- We are with you (formerly Addaction)

### **Referrals to specialists**

Where we are concerned about the continuing impact a pupil's special educational need is having on their ability to access the learning and/ or the environment we will then consider making a referral to a relevant specialist.

### **Communication and interaction**

For pupils who continue to display issues with phonological awareness and sound production, we will make referrals not the Speech and Language Therapy Team. They will decide whether or not the child needs to be assessed based on the referral information.

For pupils with a diagnosis of ASD or who the school have concerns regarding Social Communication Difficulties, the school may make a referral to the Working Together Team. The school may also make a referral to their team for transition support when pupils are moving between different phases of education. Once an initial observation has been carried out, the WTT will **not** routinely revisit pupils unless the school raises considerable issues with supporting the pupil in school.

### **Cognition and Learning**

For cognition and learning assessments, we will utilise the specialist teacher. They are able to identify dyslexia and dyscalculia and make recommendations regarding the support and intervention a pupil may need to make more progress.

The criteria for making such a referral is a pupil who has received targeted intervention, specific to their difficulty, for at least 2 small terms as evidenced on their Learning Plan (IEP)

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### **Expertise and training of staff**

In addition to the school SENDCO, we have a Pastoral team who are based across each campus of our school, all our teaching assistants are trained to deliver SEN provision and meet the needs of our pupils.

The headteacher also has a wealth of SENDCO experience and she holds the National Award for Special Needs Coordination (NASENCO). The Primary School Lead, Holly Barrett also holds the National Award for Special Needs Coordination (NASENCO).

We use specialist staff for a variety of bespoke and individual interventions.

The school also employs a specialist teacher who holds specialist qualifications which enables her to apply for legal access arrangements at GCSE level and identify pupils who have dyslexia and/or dyscalculic profile.

### **Securing equipment and facilities**

All our equipment and facilities have been developed with our cohort in mind. Resources are selected during the transition of each pupil and tailored for their needs in each subject area.

### **Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after the recommended weeks depending on intervention type
- Using pupil questionnaires, parent and carer surveys, pupil voice gathered throughout the year, student council meetings, epep's
- Monitoring by the SENCO and senior leadership team, Faculty Leaders and teachers throughout the term
- Holding annual reviews for pupils with EHC plans
- Holding epep's in line with statutory guidelines and attendance for all LAC reviews

### **Enabling pupils with SEN to engage in activities available**

All of our extra-curricular activities and school visits are available to all our pupils, including our booster sessions.

All pupils are encouraged to go on trips, and these are embedded into our rewards system, there are also reward trips and end of term House group trips.

All pupils are encouraged to take part in sports day/school plays/special workshops and performances

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Where required, an individual risk assessment will take place.

Where transport has proven a barrier to pupils attending any of the above events, we will endeavour to provide transport ourselves to ensure this does not present as a barrier to engagement.

### **Support for improving emotional and social and mental health development**

For the majority of our pupils, social, emotional and mental health needs are listed as a primary need. SEMH therefore is an on-going focus for us as a setting. Our wrap-around pastoral support package encourages and supports learners to make progress. Increased mentorship from trusted adults enables pupils to engage and enjoy education within our setting.

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils are encouraged to be part of our school council.

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- All pupils are encouraged to share their voice about our school and take ownership of their learning and their conduct within school.
- Pupils with SEN are also encouraged to be part of all enrichment activities, clubs and boosters to promote teamwork/building friendships etc.
- Pupils are able to represent their school on trips such as the annual trip to Parliament, London Tate Modern and locally at the Battle of Britain War Memorial Day.
- We encourage a respectful and tolerant ethos throughout our school.
- We offer an assess, plan, do and review approach to behaviour within our school with each pupil receiving a tailored strategy fitting to their needs.
- Pupil voice is encouraged when reviewing any targets/ annual reviews.
- Referrals to CAMHs and Healthy Minds are made as required when pupils need support with their emotional and social needs.
- We offer a bespoke family and pupils support service.

### **Working with other agencies**

We view the working relationships we hold with all agencies involved with our pupils to be a contributing factor in the overall progress and outcomes that can be achieved. We work closely with agencies and external parties to maintain positive communication networks and strive to challenge and receive challenge for the betterment of our everyday practices.

Where appropriate the school is able to support pupils and their families by:

- Arranging support through the Team Around the Pupil process (TAC).
- Arranged coordination support through Early Support Coordination (ESCO).
- Being involved in Child in Need meetings (CIN)
- Being involved in Child Protection (CP)

If these are in place, then it may be deemed appropriate for the following agencies to support the pupil and the family:

- Early help
- Social Care
- MARAC
- IDVA
- We are with you (formerly Addaction)
- Housing
- Police
- Pupils and Young People's nursing team
- Health Visiting team

### **Transition arrangements and preparing for adulthood**

We believe that excellent transition arrangements are the best way to ensure a pupil makes the best possible start to the next start of their education. Whether this be the next class or another school/ college.

Transition planning for individual pupils will begin as early as possible to ensure a smooth transition from one phase of education to another and between year groups.

Transition will take a different format for different pupils but may include some or all of the following:

- Extra transition days
- Extra visits with parents/ carers
- Meetings with new teachers/ TA/ Pastoral staff
- Buddy system
- Reduce timetable/ staggered start

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Where pupils are moving schools, we will share information with the school, college, or other setting the pupil is moving to with the consent of the parent/ carer.

Transition from Primary to Middle and then Middle to Upper school will start as early as possible. The SLT plan the transition days/ weeks for the summer term each year and share with staff, pupils and parents/ carers.

Where a pupil has an EHCP, an initial discussion/ meeting will be held prior to the pupil starting at the school.

Once pupils are in Y9 (and every year group thereafter) there will be a focus on preparing for adulthood in each EHCP review as part of the review process in order to further support transition.

### **EHCP- Education Health and Care Plan**

The majority of children that attend our setting have an EHCP in place to support their development and learning.

Where an EHCP is not already in place, and where a need has been identified which cannot be met through our usual school offer, the SENCo may consider making a request for an Education Health and Care Needs Assessment, which is carried out by the Local Authority.

If the Local Authority agrees to make an assessment of the pupil's needs, the parents will be contacted, and the school will be involved in all discussions surrounding the pupil's needs and the support which may be needed to ensure the pupil makes progress. An Education, Health and Care Plan may be issued following this process which will provide the school with an outline of any additional provisions which will need to be provided in order to support the pupil. An EHCP will rarely dictate that a pupil needs full-time 1:1 support, instead it seeks to identify specific activities which a pupil would normally struggle to access independently.

Once a pupil has an EHCP issued, the school will be responsible for acting on behalf of the LA to call annual review meetings and phased transition reviews. From time to time, the school may decide to call an annual review early. This may be because the needs of the pupil have changed, the school requires additional or different support to enable them to meet the needs of the pupil effectively. Also, an early review may be called if the school feels they are struggling to meet the needs of the pupil. In this case, consideration for an alternative placement may be discussed.

The Local Authority is responsible for agreeing a change of provision and is reliant on availability of places within said authority. It is a fundamental right of parents to make the decision as to whether they want their pupil to attend.

### **Assessment Methods**

#### **Monitoring the progress of pupils on the SEN register**

It remains the school's responsibility to monitor the progress of all groups and individuals within their setting. Pupils with SEN will still make progress, and this should be in-line with their baseline assessments. The SENCO will agree with the Headteacher/ assessment leader what 'expected progress' will be for certain individual pupils, as this may not be in line with the progress expectations of the cohort. Progress targets will reflect the high expectations we have for our pupils.

Teachers will then be held accountable for the progress of these individual pupils through the M&E cycle. The SENCO/ headteacher and SLT will monitor the progress of these pupils at each assessment point in the year.

Formative assessments are the most effective way of monitoring the progress of pupils with SEN as often formal testing can cause a great deal of anxiety and therefore cause a pupil to underperform. Teachers will gather a range of evidence to support their judgements about a pupil's current level of attainment, ensuring that the evidence they utilise is as independent as

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possible and in line with their level of development. Summative assessments are utilised at all stages of education to ascertain a pupil's level of ability in certain subject areas. At all stages of assessment it is vital that Subject leaders and SLT consider how appropriate it is that a pupil sits a statutory assessment. It is also vital that the scope of the assessment is within the capabilities of the pupil. At secondary level, where pupils are sitting GCSE examinations, it is vital that there are opportunities for pupils to achieve functional level qualifications if the lowest level of the GCSE examination is beyond the capabilities of specific students. Students with SEND will not be subject to unnecessary retesting unless essential.

### 5. SEND Advice and Support for Parents/Carers

*Should a parent feel they need support in relation to their pupil's special educational need and/or disability, then the following bodies are able to do this:*

- <https://www.lincspcf.org.uk> LIASE- 0800 195 1635 or email [liaise@lincolnshire.gov.uk](mailto:liaise@lincolnshire.gov.uk)
- <http://www.supportiveparents.org.uk/>
- <https://www.sense.org.uk/get-support/information-and-advice/support-for-pupils/send/>
- <https://www.ipsea.org.uk>

Please see the link to the Family and Services Directory for Lincolnshire

#### 5.22 Contact details for the SEND school team

[sarakennedy@Aspriscs.co.uk](mailto:sarakennedy@Aspriscs.co.uk) (SENDco)

[clarehiom@aspriscs.co.uk](mailto:clarehiom@aspriscs.co.uk) (Headteacher)

[josephmccreesh@aspriscs.co.uk](mailto:josephmccreesh@aspriscs.co.uk) (Family Support Lead)

### 6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO annually. It will also be updated if any changes to legislation or guidance are made during the year. The policy will be approved by the Head Teacher.

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**Local Procedure Review History:**

Date Reviewed	Reviewer	Summary of revisions