Grange Primary School

SEND Policy

September 2019

Updated by: Androulla Easton

Updated: Autumn 2019

To be reviewed: Autumn 2020
Contents
Improving Outcomes: high aspirations and expectations for children and young people with SEND ... 3

Aims ......................................................................................................................................................... 4

Key Objectives ......................................................................................................................................... 4

Roles and Responsibilities: Coordinating and Managing Provision ...................................................... 6

As SENDCO, Drou Easton: ..................................................................................................................... 7

Teaching and Support Staff .................................................................................................................... 8

SEND Support Staff ............................................................................................................................... 8

Identifying Special Educational Needs and Disabilities ........................................................................ 9

A graduated approach to SEND Support ................................................................................................ 10

Managing pupils’ needs on the SEND register ....................................................................................... 13

Environmental Access ........................................................................................................................... 13

Curriculum Access ............................................................................................................................... 13

Access to the Life of the School .............................................................................................................. 14

Additionally Resourced Provision ......................................................................................................... 15

Saltholme ............................................................................................................................................. Error! Bookmark not defined.

Access to Outside Agencies .................................................................................................................... 16

Speech and Language Support ............................................................................................................... 16

Educational Psychology ......................................................................................................................... 16

Training and Resources ....................................................................................................................... 16

Storing and Managing Information ........................................................................................................ 17

Dealing with complaints ....................................................................................................................... 17

Reviewing the policy .............................................................................................................................. 17
Improving Outcomes:

High aspirations and expectations for children and young people with SEND

At Grange Primary School all children are entitled to an education that enables them to make progress so that they: achieve their best, become confident individuals living fulfilling lives, and make a successful transition to the next stage of their education.

Throughout this policy the following terms will be used and the definitions that we adhere to are taken from the ‘Special Educational Needs and Disability Code of practice: 0-25 Years (2014).’

SEN – “A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

Learning Difficulty – “A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

Disability – “A physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) 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 health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.”

At Grange Primary School we use our best endeavours to ensure that every child with SEND gets the support they need. This is underpinned by the following aims and objectives.
Aims

- To fully include all pupils in the school community, including those with special educational needs and disabilities (SEND).

- To enable every pupil to experience success.

- To promote individual confidence and a positive attitude.

- To ensure that all pupils receive appropriate educational provision by providing access to a broad, balanced, differentiated and relevant curriculum that demonstrates coherence and progression in learning.

- Ensure that all learners make the best possible progress in order to reach their full potential.

- To ensure the teaching and learning environment is effective and improve the educational outcomes for all pupils, including those with SEND.

- To provide appropriate and effective intervention to assist individual pupils and support their specific and/or additional needs.

- To give pupils with SEND equal opportunities to take part in all aspects of the school’s provision, as far as is possible and appropriate.

Key Objectives

The specific objectives of our SEND policy are as follows:

- To provide ‘quality first teaching’ and learning in all classes, with well differentiated lessons, planned within a balanced and broadly-based curriculum and delivered in a way that supports children with SEND.

- To ensure all children are given access to the curriculum at an appropriate level.

- To identify children with SEND as early as possible and ensure that their needs are met, ensuring procedures for identifying children with SEND are in place.

- To ensure that pupils with SEND have the opportunity to participate in all the activities of the school, with appropriate support.
• Provide intervention at an appropriate level for pupils identified as having SEND, monitoring the effectiveness of interventions to identify ‘what works well’.

• Ensure there is adequate resourcing for SEND.

• Develop and use resources, including human resources, effectively to support children with SEND. Consider carefully the way in which we deploy teaching assistants to make sure that SEND pupils (including groups of pupils) receive effective support.

• Ensure expectations of pupils with SEND are realistic but sufficiently high and that their progress is tracked carefully.

• Assess and keep up to date records of the progress of children with SEND.

• Identify appropriate and ongoing training opportunities for staff working with children with SEND in school and provide ongoing training for all staff, to raise awareness of and develop expertise with SEND, through INSET.

• Promote effective partnership with and involve outside agencies when appropriate. Work and maintain close links with the support services and other agencies who provide specialist support and teaching for children with SEND.

• Ensure that parents are informed of their child’s special needs, and that communication between parents and the school is effective, so that we can work together in partnership to support our children.

• Ensure that learners are given the opportunity to express their views and are actively involved in decisions that affect their education.
Roles and Responsibilities: Coordinating and Managing Provision

The SENDCo, Androulla Easton, line managed by Adam Merritt and overseen by the Head Leanne Yates,

Has responsibility for:

- The management of all aspects of the school’s work, including provision for pupils with SEND.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENDCO and other SEND personnel in school.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The governing body will ensure that:

- SEND provision is an integral part of the school improvement/development plan.
- They are fully informed about SEND issues, oversee the school’s work for pupils with SEND and that the quality of SEND provision is regularly monitored.
- They have regard to the requirements of the SEND Code of Practice 0-25 (2014)
- They set up appropriate staffing and funding arrangements.

The Special Educational Needs Co-ordinator (SEnDCO)

The named SEND coordinator is Androulla (Drou) Easton who is a member of the Senior Management Team. Drou manages the school’s special educational work and will keep the governing body informed about the SEND provision made by the school.

The SENDCO and the Assistant Head will work closely with the special educational needs governors and staff to ensure the effective day-to-day operation of the school’s special educational needs policy. The SENDCO and Assistant Head will identify areas for development in special educational needs and contribute to the school’s development plan. The SENDCO will co-ordinate provision at the SEND Support Stage in addition to monitoring the intervention and support offered to those children with identified ‘Additional Needs’.
As SENDCO, Drou Easton:

- Has responsibility for the day to day operation of the SEND policy;

- Will maintain the SEND register;

- Will ensure that the records on children with SEND are up-to-date;

- Will co-ordinate the provision for pupils with SEND;

- Will work closely with the Head Teacher and Senior Leadership Team;

- Will work with teaching and support staff (TAs) in co-ordinating provision for our SEND children, including the Teaching Assistants working within Saltholme class and The Hartley’s Explorers;

- Will liaise with, coach and advise teaching and other staff;

- Will help staff to identify pupils with SEND;

- Will support class teachers in devising supporting strategies, creating Coordinated Support Plans, setting targets appropriate to the needs of the pupils and the relevant intervention to address these, advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom.

- Will carry out detailed assessments and observations of pupils with specific learning problems;

- Will liaise with the Family Support Officers, who are responsible for attendance, social inclusion and family support issues;

- Will liaise with SLT, he Leadership Group and other curriculum co-ordinators where appropriate;

- Will liaise with the School Nurse and designated member of staff for medical needs;
- Will work closely with the parents of children with SEND;

- Will liaise with colleagues from outside support agencies and specialist teachers to gain advice and support for children with SEND and provide a link between these agencies, class teachers and parents;

- Will liaise with SENDCOs and teachers from other schools, including our feeder/receiving schools/and or other primary schools (e.g. providing In/Out Reach support or specialist provision) to help co-ordinate provision; or provide a smooth transition from one school to another at times of transition;

- Will liaise with the SEND Manager and members of the SEND team in Hartlepool LA;

- Will lead on and contribute to in-service training for staff on SEND issues;

- Will seek to ensure that an agreed, consistent approach is adopted in school.

Teaching and Support Staff

All staff are responsible for helping to meet an individual’s special educational needs and for following the school’s procedures for identifying, assessing and making provision to meet those needs.

All teaching and support staff will be involved in the day-to-day implementation of the SEND policy. They are responsible for differentiating the curriculum for pupils with SEND and will monitor their progress. All staff will work closely with the SENDCO.

SEND Support Staff

Children with Individual Support Funding (IPF) or those identified as needing continuous provision in an Education, Health and Care Plan (EHCP) are supported on a continual supervision basis by TAs employed by the school from funding delegated by the LA for this purpose. Support is differentiated to individual need and evaluated through the graduated response to SEND Support.

SEND support staff liaise with the SENDCO to allow for effective communication in relation to progress and support strategies. This feeds into the assessment, planning and reviewing stage of the graduated response.
Identifying Special Educational Needs and Disabilities

At Grange Primary School we believe that Early Identification is fundamental in supporting our pupils and young learners effectively. As such, class teachers have regular opportunities to review individual children through both half-termly 1-1 meetings with the SENDCo where children with a CSP or EHCP are discussed in detail; and Pupil Progress Meetings where pupils making less than expected rates of progress given their age and individual circumstances, are discussed and identified.

The first response to such progress is high quality teaching targeted at the individual pupil’s areas of weakness. However, it may be felt that an intervention would also be beneficial in addition to high quality teaching. This is recorded on the cohort assessment tracker, which is reviewed in half termly pupil progress meetings.

Where progress continues to be less than expected the class teacher, working alongside the SENDCo, will assess whether the child has SEND. This will include the views of both the pupil and the parents. This process will not delay any further intervention required.

Early identification is encouraged within our Early Years settings which includes a 2 year old provision, Nursery and Reception. Where concerns are raised these are shared promptly with the SENDCO and parents/carers and the necessary support is targeted, where appropriate, via intervention or through the support of external agencies. This ensures that children have the best possible start to their education.

Section 6.25-6.32 of the Code of Practice identifies four broad categories of special educational needs:

- **Communication and Interaction** (Speech, Language and Communication - SLCN)
- **Cognition and Learning** (Children who learn at a slower pace than their peers including MLD – Moderate Learning Difficulties, SLD – Severe learning Difficulties, PMLD – Profound and multiple learning difficulties and SpLD – Specific Learning Difficulties)
- **Social, emotional and mental health difficulties** (withdrawn, isolated, challenging, disruptive or disturbing behaviours, which may reflect underlying mental health difficulties)
- **Sensory and/or physical needs** (VI – Vision impairment, HI – Hearing impairment, MSI – Multi-sensory impairment, PD – Physical Disability)

These four categories of need broadly identify aspects of the primary areas of need for children at Grange. However, we identify the needs of pupils by considering the needs of the whole child, which might include not just the special educational needs of the child. These additional factors will consider:

- Disability (Not all disability is SEN)
- Attendance and punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being a child of a parent in the Armed Forces
- Behaviour not related to SEMH above.

Where a child is felt to have a Special Educational Need, their needs will be addressed and reviewed using the graduated approach. All children identified as having SEND will have a coordinated support plan in place. This identified specific needs as well as strategies and approaches to be used to address these effectively. This document is reviewed on an annual basis but revisited half termly with class teachers to monitor progress against identified needs.

**A graduated approach to SEND Support**

The following table highlights each stage of the graduated approach to **SEND Support**, including the preliminary stage where additional support is offered alongside pre-registration procedures.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Responsibility of:</th>
<th>Actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Progress</td>
<td>SLT (Inc SENDCO)</td>
<td>Data Analysis (Tracking Systems, SIMs)</td>
</tr>
<tr>
<td></td>
<td>Team Leader</td>
<td>Pupil Progress Meetings – Review of pupils representing all groups achieving or not meeting targets</td>
</tr>
<tr>
<td></td>
<td>Class Teacher</td>
<td>Half termly 1:1 meetings with the SENDCO.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify barriers to learning and monitor quality first teaching.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Where appropriate construct and implement intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team Leaders to monitor progress within their team and to raise any concern’s to the SENDCO.</td>
</tr>
<tr>
<td>Pre-Registration</td>
<td>SENDCO</td>
<td>If, despite intervention and quality first teaching, the pupil is still not making sufficient progress then further assessment may be required including:</td>
</tr>
<tr>
<td></td>
<td>Team Leader</td>
<td>Standardised tests</td>
</tr>
<tr>
<td></td>
<td>Class Teacher</td>
<td>Profiling tools</td>
</tr>
<tr>
<td></td>
<td>Parents</td>
<td>Observation of the child by the SENDCO, in discussion with parents and the class teacher</td>
</tr>
<tr>
<td></td>
<td>Pupil</td>
<td>Questionnaires for pupils and parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concern’s raised and reviewed at half termly SEND 1-1 meetings and PPMs</td>
</tr>
<tr>
<td>Registration</td>
<td>SENDCO</td>
<td>Where a child is identified as having a Special Educational Need their name will be formally recorded on the SEND Register as receiving ‘SEND Support.’ This is recorded on SIMs identifying area of</td>
</tr>
</tbody>
</table>
Parents need and any specific provision. Earlier decisions and actions are revisited, refined and reviewed with a growing understanding of the pupil’s individual needs the four part cycle of Assess-Plan-Do-Review is initiated.

### Assess

**SENDCO Team Leader**  
**Class Teacher**  
**External Agencies**

Assess individual needs based upon:
- Teachers’ assessments and experiences of the pupil
- Pupil progress, attainment and behaviour
- Boxall Profile if appropriate
- Individual development in comparison to their peers
- The views and experiences of the pupil and their parents
- Advice from external agencies (as appropriate)
- SENDCO observations

### Plan

**SENDCO Team Leader**  
**Class Teacher**  
**Support Staff**  
**Parents**  
**Pupil**

- The class teacher, with support from the SENDCO, will plan carefully differentiated and inclusive lessons.
- All staff working with a child in receipt of SEND Support will be made aware of their individual needs (identified on their Coordinated Support Plan)
- The plan for targeted provision will be discussed with the parents, the child and the class teacher.
- Class teachers retain responsibility for the pupil even when the pupil is undertaking targeted provision away from the classroom and supported by another adult.
- Training to be put in place where appropriate
- Support staff to record progress of the intervention on the Grange Intervention Record proforma at the end of the session. This is then returned to the class teacher who then reports to the team leader during PPMs.
- Teacher to take responsibility for monitoring the progress and on-going dialogue with parents.
- Clear objectives are explained to the child to impact on expected outcomes
- Additional provision that cannot be catered for by Grange will be considered if recommendations...
| Do | SENDCO  
Class Teacher  
Support Staff | - The class teacher is at the centre of the day-to-day responsibility for working with all pupils including those with identified SEND.  
- Teachers may require joint planning time with the SENDCO and support staff when appropriate  
- Where appropriate intervention to be completed in class books to ensure the teacher has access to all work carried out and can make accurate assessments regarding progress.  
- On-going assessment of pupils with SEND is the responsibility of the class teacher and feedback to the SENDCO should occur when issues start emerging, it is not necessary to wait for review meetings. |
|---|---|---|
| Review | SENDCO  
Class Teacher  
Support Staff  
Pupil  
Parents | - Half termly meetings will be held to track the progress of SEND pupils to assess if the pupil has achieved the targets set during the planning stage. Discussions may include:  
- Evidence of progress will be taken from a variety of sources such as observation, work scrutiny, assessment of work, standardised tests.  
- If the child is on track to meet their end of year target  
- Is there an improvement in their former rate of progress  
- Is the gap narrowing  
- Has there been a generalisation of skills transferring back into the classroom  
- Consider the responses of the parents and pupils |
| Children with a Education, Health and Care Plan | SENDCO  
Team leader  
Class Teacher  
Support Staff  
Pupil  
Parents | - All adults working with a child that has an Education, Health and Care Plan must read the plan and be familiar with its content  
- A clear range of strategies and approaches to support class differentiation are implemented  
- Teachers monitor progress towards agreed outcomes regularly and adjust planning where necessary  
- SENDCO to monitor progress termly with the relevant staff, parents and pupils |
Managing pupils’ needs on the SEND register
Once pupils are identified as having a Special Educational Need the four part cycle above is initiated. Class teachers meet with the SENDCO half-termly and discuss those pupils on the SEND register. It is at these meetings where the planning and reviewing elements occur. Progress against set targets are also discussed and reviewed as part of the pupil progress meetings. However, if it is felt that an individual pupil’s needs should be reviewed earlier, then an interim meeting will be called.

Environmental Access
To ensure access for pupils, parents/carers, staff or visitors with disabilities and to provide an inclusive learning environment, the school has (in line with the 2002 SENDA, the 2006 DDA and as part of the Disability Equality Scheme) put in place an Accessibility Plan.

Grange is on a level site with easy access to all areas, both inside and outside, for children with mobility and/or visual problems. Inside school there are handrails and Braille door signs. There are special toilet and bathroom facilities which include height-adjustable changing beds and showers. Ramps have been installed.

Curriculum Access
All class teachers and the SENDCO carry out an ongoing process of assessment, planning and review that recognises each child’s strengths, as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress.

To ensure that all pupils have access to and make progress across the curriculum, strategies are developed, used and reviewed to enable access for all children to the National Curriculum. These include:

- Differentiation of the curriculum to match tasks to ability;

- Well differentiated planning and lessons, delivered in a way that supports children with SEND;

- When appropriate, grouping of children according to ability for English and Mathematics to ensure that tasks are suitably matched to ability;

- Development/use of a range of (multisensory) teaching styles which recognise the individual learning styles of the children in the class;

- Use of TAs to provide additional support (particularly within English and Maths lessons);

- Small withdrawal groups for English and Maths.
• Discreet phonics (Letters & sounds) sessions;

• Small support classes for pupils requiring more intensive support;

• Accessibility to appropriate/specialist resources to support pupils with particular needs e.g. sensory or physical difficulties or communication needs;

• Alternative means of accessing the curriculum through ICT and use of specialist equipment;

• Peer group support through e.g. mixed ability grouping;

• Use of positive behaviour modification strategies within the classroom and as part of the whole school Emotional Regulation Behaviour Policy;

• Professional development opportunities for all staff on the needs of children with SEND;

• Ongoing evaluation by the Team and Subject leaders of the effectiveness of the curriculum in terms of meeting the needs of SEND pupils in terms of pupil attainment and progress.

Access to the Life of the School
Under the SEN and Disability Act 2001 and, in accordance with the school's Disability Equality Scheme and Accessibility Plan, we aim to ensure that all pupils, whether they have special educational needs or not, are involved in the full life of the school.

Inclusion opportunities are available in a variety of ways for groups of pupils and individuals through such things as school enrichment activities e.g. Class, Year Group and Whole school assemblies; school plays and productions; school trips, after school clubs e.g. art, sport and homework clubs.

We are also fortunate to have three Family Support Officers who offers support to both pupils and their families, ensuring they can partake fully in the life of the school.
Additionally Resourced Provision
Grange Primary School has an Additionally Resourced Provision (ARP) for children with Medical and Physical Difficulties or a diagnosis of Autistic Spectrum Disorder. We have 16 places that are additionally funded by the Local Authority. Children in receipt of an ARP are fully integrated, where appropriate, into the life of the school. Some pupils will require key adult support where others may require small group support within a specialist environment. Access to specialists, resources or alternative settings is facilitated on an individual needs basis to ensure children are not only integrated into the school but also receive the specialist support or strategies that they require.

For some individuals in KS2 with an Additionally Resourced Place, the year group class may be inappropriate if the academic levels are too high or the environment is inappropriate to suit individual need. In these circumstances we will assess whether a place in our additional KS2 class (Class Saltholme) is appropriate.

Saltholme
Saltholme caters for children across Key Stage 2 with a variety of identified Special Educational Needs and Disabilities. The class offers a higher than average adult-pupil ratio and delivers the curriculum in a personalised manner.

Pupils work in small groups across the curriculum in a nurturing environment, which enables them to receive the support they need in a more appropriate environment.

Class Saltholme tailor our curriculum to meet the needs of the class and, where possible, we provide the opportunity for successful re-integration for any of the pupils when it is deemed appropriate to access elements of the curriculum.

Nurture Group - Hartley’s Explorers
Hartley’s Explorers is a very small class, for up to ten children aged between five and seven years old. It is staffed by two adults, a Senior Nurture Assistant (Miss Boardman) and a Nurture Assistant (Miss Parry) and overseen by the SENDCo.

Activities are planned to be short and engaging. They aim to address emotional and social development needs that children might need to develop in order to settle in a mainstream environment.

Children who attend Explorers will do so for four days of the week, Monday to Thursday. On Friday, they will remain in their base class to practice the new skills they have learnt throughout the week in Hartley’s Explorers.

A base class is the class Hartley’s Explorer children will reintegrate into when they have completed their time in the nurture group. Children remain a part of their base class throughout their time in Explorers and will access P.E., music, assemblies, break times, lunchtimes and any other special events and activities, which their class are involved in.

Hartley’s Explorers has a daily snack time, to which visitors will occasionally be invited. This is a unique time for sharing news, taking turns, listening to each other and reinforcing
positive behaviour.

Open sessions
Hartley’s Explorers will have regular open session to which Parents/Carers are invited to attend; these sessions are important social occasions for the parent/carer and their child to share together

Access to Outside Agencies
Through initial causes for concern or the assessment stage of the graduated response it may be necessary to obtain the support of a specialist outside of school. Referrals are made through the SENDCO, Ms Easton, to the appropriate body and with full parental/carer consent.

Speech and Language Support
The Speech and Language Therapist meets with the SENDCO on a half-termly basis to discuss the caseload and feedback the outcomes of any interventions. Referrals are made to the Speech and Language Therapy Department and once an initial assessment is offered, parents have two weeks to opt-in to the service. Under recent guideline changes if parents do not attend any review meetings the child is automatically discharged from the service. Communication is therefore key to a successful relationship between the school and the Speech and Language Service to ensure parents have every opportunity to support their child and the knowledge of how to do so. An example of this adaptable relationship is when appointments are held in school, and not in clinic, to allow parents to attend the appointment within their locality.

At Grange Primary School we receive assessments, direct therapy and indirect therapy. The latter is whereby, following an assessment, a programme of support is designed for and delivered by school staff and evaluated by a review from a Speech and Language Therapist. School also buy into an enhanced package of support, enabling a longer, weekly visit from the Speech and Language therapist, Emily Symington.

Educational Psychology
We also buy into an enhanced Educational Psychology package, enabling us to have weekly support from an Educational Psychologist. Referrals are made through the SENDCO and through regular update meetings the EP caseload is reviewed and prioritised. Support varies from assessments, teaching programmes, parental support and training. We are currently supported by two EPs.

Other services can be accessed in Hartlepool, such as counselling/mentoring, therapy, Hearing and Visual Impaired Services, physiotherapy, occupational therapy, hydrotherapy etc. Referrals to these services are made through the SENDCO and are on an individual needs basis and with full parental /carer consent.

Training and Resources
Training at Grange Primary School is tailored to the needs of the pupils. Through the outcomes of SEND meetings, pupil progress meetings, book scrutinies, observations and general staff feedback, training needs are identified. The SENDCO will then identify the most effective and efficient way of developing staff professional development. This may include access to public courses advertised through the Local Authority, outreach support from
other local specialist services, in house training or use of the services that we buy into such as the Educational Psychology Team or Speech and Language Therapy Team.

Many of our children with identified additional or special educational needs require access to specialist resources that form an intervention or act as an aid to access the curriculum and learning environment. This is reviewed on an individual needs basis through the graduated response and through strategic planning of interventions on offer.

Some pupils will require specialist resources or continuous supervision from an adult to access the curriculum. This is evaluated on an individual needs basis and where it is deemed appropriate the support will be put in place. For some children this will be part of an Additionnally Resourced Place, for others the school may need to apply for additional funding to facilitate such support. In these circumstances the SENDCo would work closely with the child, parents and services involved to make an application to the Individual Pupil Support Funding Panel, Social Emotional Mental Health Panel or apply for an EHCP.

**Storing and Managing Information**
All information is treated with the highest level of confidentiality and is in line with the schools policy on data protection and is GDPR compliant.

**Dealing with complaints**
Any complaints that parents or pupils should have with SEND at Grange Primary School should refer to the complaints and procedure policy.

**Reviewing the policy**
This policy will be reviewed annually by the SENDCO and Governors.

Policy Agreed with governors:
The next review will by December 2020.

Policy updated by: Ms. A. Easton