



Upper Beeding Primary School

Special Educational Needs and Disability (SEND) Policy

March 2025

Introduction

Upper Beeding Primary School has a named Special Educational Needs & Disabilities Co-ordinator (SENCo, Mrs. Sarah Denyer) who has gained the National Award for Special Educational Needs (NASENCo) and is a member of the school's Senior Leadership Team. The school also has a Lead Governor responsible for SEND (Mrs Vivien Stevens). They ensure that the Upper Beeding Special Educational Needs and Disabilities Policy works within the guidelines and inclusion policies of the Special Educational Needs and Disabilities (SEND) Code of Practice (2014), the Local Education Authority, Equality Act 2010 and other policies current within the school.

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At UBPS, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Here, every teacher is a teacher of every pupil, including those with SEND. The school is committed to the integration and inclusion of all pupils and promoting their involvement in the whole of school life.

What are special educational needs and disabilities?

Our school uses the following definition for Special Educational Needs and disability (SEND) from the Special Educational Needs and Disabilities Code of Practice (2014):

SEND: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to or different from, that made generally for others of the same age in a mainstream setting.*

Disability: *Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or Mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.’*

We recognise that some of our pupils will show levels of progress and attainment which may fall below that of their peers for other reasons than having SEND; due to English as an Additional Language (EAL), social disadvantage, high levels of mobility or poor attendance. At UBPS, such pupils will access intervention to help them to ‘close the gap’ with their peers. They may be offered additional support, through small groups or 1:1 activities, in order to boost their skills level and confidence, but they will not necessarily be added to the SEN register if needs are met within class provision.

This SEND policy details how, at Upper Beeding, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to access all school activities together with pupils who do not have special educational needs. We understand that this requires consideration of all aspects of a pupil’s school experience, including adaptations for their learning styles and sensory needs.

Aims and Objectives

The aims of this policy are:

- to create an inclusive environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to raise the aspirations of and expectations for all SEND pupils
- to request, monitor and respond to parent/carer and pupils’ views in order to evidence high levels of co-production
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions inclusion in all school activities by ensuring consultation with parents, health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children’s special educational needs
- to enable all children to have full access to all elements of the school curriculum through reasonable adjustments, including consideration of the physical environment in which they learn
- to develop the confidence and self-esteem of every child so that they will be able to make a successful transition to the next phase of their educational journey
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all pupils with additional needs

We plan to achieve these values, vision and aims by:

- ensuring a clear process for identifying, assessing, planning, providing, and reviewing for pupils who have special educational needs and disabilities
- developing effective whole school provision management of reasonable adjustments, targeted and specialist support for pupils with special educational needs and disabilities
- delivering a programme of training and support for all staff working with special educational needs and disabilities

- supporting parents and assisting their understanding of their child's special needs and their role in supporting their child
- providing equal opportunities across the curriculum as part of an overall approach to learning in the school
- implementing the key principles of being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well-being.
- develop engagement and opportunities for feedback from pupils with SEND and their families

Equal Opportunities and Inclusion

Through all subjects, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND co-ordinator and individual teachers to ensure all children have equal access to success.

Through appropriate curricular provision, we respect the fact that pupils:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences
- are influenced by the sensory environment

Teachers respond to pupil's needs by:

- providing support for pupils who need help with communication, language and literacy
- planning to develop their understanding through the use of all available senses and experiences
- planning for pupil's full participation in learning and in physical and practical activities by helping them to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Support staff assist teachers in responding to pupil's needs by:

- sharing in the assessment of needs and planning of objectives
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher
- using suitably modified resources or activities to help meet specific objectives

Identification, Assessment and Provision

We identify the needs of each pupil by considering the needs of the whole child which may be broader than just the special educational needs or disability of the child.

Teaching staff will decide whether a pupil needs SEN provision by considering the desired outcomes and the views of the pupil and parent. If their needs cannot be met through our core offer, teachers will set out the arrangements that we will put in place to address those needs. The teacher may

seek advice from the SENCo if a pupil is attaining significantly below age related expectations and no progress is seen following support through high quality teaching strategies, if they are not making expected progress or if the gap is widening. Also, if they have a disability that prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools. Special educational provision is educational provision that is additional to, or different from, that made generally for children and young people of the same age by mainstream schools.

We categorise need following the four main areas identified in the Code of Practise:

Communication and interaction - pupils with needs in this area have difficulty communicating with others. They may have difficulty expressing themselves, or do not understand or use social rules of communication. Pupils on the autism spectrum often have needs that fall in this category.

Cognition and learning - pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: 1) Specific Learning Difficulties which impact one or more specific aspect of learning such as dyslexia, dyscalculia and dyspraxia, 2) Moderate learning difficulties 3) Severe learning difficulties, 4) Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties, as well as physical disabilities or sensory impairment.

Social, emotional, and mental health - pupils may have needs from a wide range of underlying difficulties or disorders such as mental health difficulties such as anxiety, depression or an eating disorder, ADHD, ADD or attachment disorder or severe adverse childhood experiences. These needs can manifest in many ways such as challenging or disruptive behaviour, or by a pupil becoming withdrawn or isolated.

Sensory and/or physical - pupils with these needs have a disability that hinders them from accessing general educational facilities generally provided. Pupils may have a sensory impairment such as vision, hearing or multi-sensory, or a physical impairment. These pupils may need ongoing support and equipment to access all the opportunities available to their peers.

A Graduated Approach to SEND Support

Quality First Teaching

Teachers are responsible and accountable for the progress and development of the children in their class, even where pupils access support from teaching assistants (TAs) or specialist staff. We believe that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND, recognising that additional intervention and support cannot compensate for a lack of good quality teaching. We use the 'The Ordinarily Available Inclusive Practice (OAIP)' guide as a basis for ensuring best practice is in place throughout the school, including adaptations and scaffolds as appropriate to support needs in class. Where TAs support in the classroom, the teacher is responsible for providing clear learning intentions, and expectations around activities to be completed. The TAs then feed back to the teacher so that this information can inform the next lesson. Identification of special educational needs is built into our overall approach to monitoring the progress and development of all pupils. Class teachers meet regularly with the senior management team to review progress identified in both classwork and assessment tests.

Where pupils are falling behind or making inadequate progress given their age and starting point extra support plans are put in place. We provide training to develop teachers' understanding and repertoire of strategies to identify and support vulnerable children and their knowledge of specific special educational needs, in order to respond at the earliest sign of need and to provide adapted teaching and learning opportunities to all. The decision to make special educational provision

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of difficulty, the class teacher, working with the SENCo, assesses whether the child has a significant learning difficulty.

Where this is the case, there is then a discussion with parents/carers and an agreement about the special educational support that is required to support the child, formalised in termly progress review meetings or sooner if deemed necessary. In cases where a pupil has a higher level of need, we work in partnership with outside specialist professionals and agencies to assess. This may be: Learning and Behaviour Team (LBAT); Autism and Social Communication Team (ASCT); Speech and Language Therapy team (SLT); The Ethnic Minority and Traveller Achievement Team (EMTAS); Occupational Therapists; Physical needs advisory teams; Early Help, CAMHS and The Children's Developmental Centre.

If a child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning, thus engaging in the Assess, Plan, Do, Review cycle

The identification and assessment of the special educational needs of pupils whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of their performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs. If needed, this process will be supported by the external agency EMTAS (Ethnic Minority and Traveller Achievement Service)

SEND Register

Once a pupil is receiving provision 'over and above' our core offer they are placed on the SEN register. Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems and continues to make little or no progress, despite the provision of specialist adaptations and/or equipment
- Has communication and / or interaction difficulties and continues to make little or no progress.
- Meets the criterion for diagnosis of a learning or neuro-developmental condition which may impact their learning or inclusion

The register is updated termly by the SENCo. Once a potential special educational need is identified, effective support is put in place following an 'Assess, Plan, Do Review' process – this is the graduated approach called SEN Support.

Assess

The class teacher and the SENCo will carry out a clear analysis of the pupil's needs. The views of the child and their parents will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the child's needs. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention. Plan in consultation with the parents and the pupil, the teacher and the SENCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information is recorded on the pupil's Individual Support Plan (ISP). Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

Do

The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil.

The teacher and the SENCo will revise the outcomes and support considering the pupil's progress and development, and in consultation with the pupil and their parents.

Co-Production

Partnership plays a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to be co-producers in their child's education journey.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of children with their parents. We plan outside

intervention with parents and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCo through school email address or phone contact. Our school's open door policy also allows for parents to speak to the SENCo at the beginning and end of her days of work (Monday-Wednesday) and during the day with an appointment.

Children with special educational needs often have a unique knowledge of their own needs. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website <http://upper-beeding.eschools.co.uk/website> contains details of our policies for special educational needs, our SEN Information and Disability Report, our school's Local Offer and links to West Sussex Local Offer, including the arrangements made for children in our school with special educational needs.

Levels of support

A. School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register and an individual Support plan will be written with relevant targets, shared with parents and reviewed three times per year. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEN budget. On the census these pupils will be marked with the code K.

Individual Support Plans (ISPs)

Strategies employed to enable the child to progress will be recorded within an Individual Support Plan (ISP) and include:

- What outcomes all concerned are working towards
- The short term targets set for the pupil
- How school will be working towards the targets; the teaching strategies to be used and provision to be put in place
- How the child can work towards being successful
- How the ISP targets can be supported at home
- The review date
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained

ISP pupil profiles will be used to further encourage child-voice in the provision made for the child. ISP's will be reviewed termly; school, parents and the child will contribute to this process.

B. Education, Health, and Care (EHC) Plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEN budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant)

A request will be made by the school to the LA if the pupil has demonstrated significant cause for concern. The LA will be given information about their progress over time and will also receive documentation in relation to the pupil's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Attainment information
- Education and other assessments, for example, from an advisory specialist support teacher or educational psychologist
- Views of the parents

The parents of any pupil who is referred for statutory assessment (ECHNA) will be kept fully informed of the progress of the referral.

Annual Reviews of EHCPs

A pupil's EHCP must be reviewed annually. This should involve the child's parents, the relevant teacher, the SENCo, other relevant school professionals that teach the child or who are involved and any other relevant outside professionals, the LA (e.g. Case officer) if appropriate and the child if appropriate.

The aim of the review will be to:

- Assess the child's progress in relation to the Provision Map targets
- Review the provision made for the child in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the child's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year.

Year 1 and Year 5 transfer reviews will give clear recommendations as to the type of provision required for KS2 or Secondary school respectively. It will then be possible for parents to visit schools and to consider appropriate options within similar time scales as other parents. At Year 6 reviews the SENCo of the receiving school will be invited to attend. This enables the receiving school to plan appropriately for the new school year and for parents to be reassured that an effective and supportive transfer will occur. With due regard for the time limits set out in the Code, the SENCo will draft a report of the annual review meeting and send it, with any supporting documentation, to the LA. The LA is responsible for deciding whether to maintain, amend, or cease an Educational Health Care Plan.

The Role of The SENCo and What Provision Looks Like at Upper Beeding

The Special Educational Needs and Disabilities Co-ordinator's [SENCo] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for pupils with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all pupils with SEND
- Liaising with parents of children with SEND

- Contributing to the in-service training of staff, including arranging training based on the needs of individuals or groups of children with SEND
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with local pre-schools regarding transition of children with SEND into the reception unit
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND
- To oversee the school's maintenance of national and local initiatives and standards, ensuring that appropriate strategies are employed throughout the school as well as making sure that staff training is kept up to date
- To coordinate or contribute to Early Help plans for children with more complex needs where a multi-disciplinary approach is required.

The Use of Outside Agencies

These services may become involved if a pupil continues to make little or no progress despite considerable input and adaptations. They will use the pupil's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the pupil directly. The pupil's individual targets will set out strategies for supporting their progress. The delivery of the interventions recorded in the ISP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of their peers

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs based on a sound understanding of the barriers to learning the child might be experiencing. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning.

All pupils on the special needs register have an ISP with individual targets which are understood and supported by all adults teaching the child.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we try to minimise the amount of time children are withdrawn from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom.

As far as possible, we aim for the individual programme of support for a child to be delivered by a Teacher/HLTA/TA who is based in the child's class so as to provide continuity of provision across the school day and curriculum.

Allocation of Resources

The Head Teacher/SENCo are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans. The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENCo meet annually to agree on how to use funds directly related to EHCPs.

The Role of the Governing Body

The Governing Body challenges the school and its staff to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed Admissions Policy.

The Governing Body reviews this policy and considers any amendments in light of the review findings.

Monitoring and Evaluation

The SENCo monitors the movement and provision of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCo and the Head Teacher hold regular meetings to review the work of the school in this area and look at the progress and impact of the interventions. The Head Teacher reports back to governors on the progress of SEND children and where gaps are closing or actions being put in place to support their needs. In addition, the SENCo and the named governor with responsibility for special needs, also hold regular meetings.

Supporting Pupils at School with Medical Conditions

- The school recognises that pupils 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 or disability (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed

- Please read this policy in conjunction with our school policy on Managing Medicines and Equality and Disability

Supporting pupils at school with mental health needs:

We have the following in place:

- Individual healthcare plans
- ELSA interventions
- Social skills interventions
- Worry box
- Regular training for all staff in recognising the signs of mental health and distress and how to act
- Close liaison with CAMHS
- A link Early Help advisor
- Activities in PSHE

Definitions

Specific learning difficulties are understood and well supported. Staff receive regular training to support children with these difficulties.

Dyslexia

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexia difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

(Source: The Rose Report 2009)

Autistic Spectrum Condition (ASC)

Difficulties experienced in:

1) Social communication

The individual may display differences in how they use and understand verbal and non-verbal communication for example, use of eye contact and or face watching, tone of voice, facial expressions and gestures. They may have a literal understanding of language. Some may not speak or have limited speech – some children or adults will have good language skills, but may find it hard to know what people expect them to do in conversation.

2) Social interaction

The child may seem like they are in their own world, not always notice someone is talking to them, have differences in 'reading people' and showing emotions. They may like to spend time alone. If they have friends, they may find it hard to maintain them successfully.

3) Routine or repetitive thinking and behaviours

The child may like to organise things, have a strong desire for rules, routine and for things staying the same and/or have very intense interests or like to collect things.

4) Sensory sensitivities

The child may be over sensitive or under sensitive to sounds, touch, tastes, smells, light, colours, temperature or pain. They may, for example, not like unexpected loud noises, may only wear certain clothes, may only eat particular foods, may not tell you when they are hurt or unwell.

Dyscalculia

Dyscalculia is a condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.

Developmental Coordination Disorder (DCD) (previously Dyspraxia)

Developmental coordination disorder is a lifelong condition that makes it hard to learn motor skills and coordination. It's not a learning disorder, but it can impact learning. Children with DCD struggle with physical tasks and activities they need to do both in and out of school.

Developmental Language disorder

Developmental Language Disorder means that a child may have significant, on-going difficulties understanding and/or using spoken language. Support would be coordinated by a Speech and Language Therapist.

Attention Deficit Hyperactivity Disorder

ADHD includes a combination of persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behaviour.

Reviewing the Policy

We will review the policy regularly and amend as appropriate to any change in legislation or current practice.

Stages of Support for SEND in Upper Beeding

