

# TURNERS HILL C OF E PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



**THIS POLICY WAS ADOPTED 6<sup>TH</sup> FEBRUARY 2015  
THIS POLICY WAS REVIEWED MARCH 2021**

**THE POLICY IS TO BE REVIEWED MARCH 2022**

## Turners Hill Church of England Primary School

### Special Education Needs and Disabilities (SEND) Policy including the school contribution to the Local Offer and the statutory regulations for the SEN Information Report.

The Special Educational needs (SEN) and Disabilities Regulations Schedule 1 Regulation 51 (2014) and the Local Offer

This SEND policy includes the processes identified to respond to pupils with SEND and also meets the statutory reporting regulations of the SEN Information Report. In addition, responses to the questions from the SE7 Local Offer document are included. You may also like to look at other policies and documents that inform this one, including: Medicines in School Policy, Turners Hill School Behaviour Policy, Single Equality Statement and Accessibility Action Plan 2019-2022.

**The policy was agreed by Governors in March 2021 and will be reviewed IN March 2022. A summary version is available on our school website.**

#### 1) Aims of this SEND policy

In line with our mission statement our school aims are:

1. To encourage children's self-esteem, to develop a love of learning and acquire the skills and knowledge necessary to equip them for life
2. To help pupils develop their own values and beliefs, and yet respect the religious, cultural and moral values of others whilst providing them with an education based on Christian principles
3. To foster thought and care for others in a community that creates a safe and healthy environment within which the children become happy and confident
4. To provide an inclusive environment where each child is valued
5. To promote high standards of behaviour, where children are encouraged to be sensitive to each other's needs
6. To help pupils to develop lively, enquiring minds, the ability to question, reflect and argue rationally and to acquire the skills relevant to our changing world

#### Objective

The objective of SEND policy and practice in school is to endeavour to ensure that every child, whether they have special educational needs or not, is involved in the full life of the school and that they make progress across the curriculum.

#### 2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*“SEN: 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 him or her. 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 in England*  
 Disability: *Many children and young people who have SEN 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**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.”*

3) The kinds of special educational needs for which provision is made at the school (Schedule 1: point 1)

Turners Hill CEP School is a mainstream setting committed to meeting the special educational needs of pupils and ensuring that they make progress. Pupils with a variety of Special Educational Needs and Disabilities (SENDs) are admitted to the school. However, if the Governors believe that a child’s learning needs require specialised teaching or therapy beyond the classroom for the greater part of the school day, it is likely that the child will not be able to benefit from the full inclusion that national regulations require and education in a more specialised setting will be advised.

Access to the broadest curriculum is ensured through high quality planning and differentiation. When necessary, pupils receive additional support in small groups or one to one. Additional provision is made both within the classroom and also beyond it. At Wave 2 and 3, Individual Support Plans outline the additional provision made to support learning needs.

If a pupil fails to make adequate progress despite the additional support which the school gives over the period of 2 or 3 terms at Wave 2 then a child may move to Wave 3 and as progress improves a child is likely to move back through the stages of the graduated response.

**A note on Monitoring :** In order to track pupils with emerging needs and also those who appear to have no further need of additional support, we maintain a list of names on our SEN register that serves as a “step up” / “step down” monitoring tool. This is purely for in-house purposes although families are advised.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.

#### 4) How does our school know if children need extra help? (SE7 1 Q1) (Schedule 1: Point 2& 8)

**On Entry:** When children are first admitted to the school they are given time to settle in. Information about learning needs is acquired from conversations with the child, the family and also previous school's records if available. If Special Educational Needs are indicated the school usually undertakes some in-house assessments before developing a plan to address those needs.

**At other times :** If a teacher or parent/carer has a concern about a child they discuss their concern with the Senior Teacher with Inclusion and may complete a pupil profile sheet to gather as much relevant information in one place as possible. The Senior Teacher with Inclusion considers this information and may make further assessments before deciding the way forward in collaboration with the child, parents/carers and the class teacher. If appropriate, an Individual Support Plan is drawn up so that additional targeted support can be provided.

Every child is considered as an individual. Progress and performance are reviewed regularly and where there is cause for concern further investigation is undertaken through discussion with family and the learning team. Additional assessments may be used to try to specify the precise nature of the difficulty so that appropriate support can be tailored to address the need.

Other learning needs are identified by children, their families and teachers, e.g. mobility issues, social and/or emotional difficulties. These are referred to the Senior Teacher with Inclusion for further exploration and the school Learning Mentors may also be involved.

As a guide, the school defines adequate progress as meeting end of year expectations. Adequate progress for pupils with special educational needs is also defined in other ways e.g. progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

We also consider whether pupils need additional help if:

- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, emotional and mental health
  4. Sensory/physical
- A pupil asks for help

**5) What should a parent do if they think their child may have special educational needs? (SE7 1 Q1) (Schedule 1: Points 2 and 4)**

If parents / carers have concerns relating to their child's learning then please discuss these with your child's teacher initially. This may result in a referral to the school Senior Teacher with Inclusion, whose name is Alex Constable. She can be contacted through the school office.

Parents/ carers are fully involved at every stage. All parents are listened to. Their views and their aspirations for their child are central to the assessment and provision that is provided by the school.

**6) How will the school support a child with SEND? (SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)**

- All pupils are provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

- i. classroom observation by the senior leadership team, the Senior Teacher with Inclusion, external verifiers
  - ii. ongoing assessment of progress made by pupils with SEND
  - iii. work sampling and scrutiny of planning to ensure effective matching of work to pupil need
  - iv. teacher/ Senior Teacher with Inclusion conversations/meetings to provide advice and guidance on meeting the needs of pupils with SEND
  - v. pupil and parent feedback on the quality and effectiveness of interventions provided
  - vi. attendance and behaviour records.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition.
  - Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in regular progress meetings that are undertaken between the class/subject leader and a member of the Senior Leadership Team and if appropriate, the pupil themselves and their families.
  - Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
  - Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
  - Action relating to SEN support will follow using the assess, plan, do and review model:
    - i. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
    - ii. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained

and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the Senior Teacher with Inclusion.

- iii. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- iv. **Review:** Progress towards these outcomes will be tracked and reviewed at least termly.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Specialists in other schools e.g. teaching schools, special schools
- West Sussex Learning and Behaviour Team
- West Sussex Social Communication Team
- West Sussex Sensory Impairment team
- West Sussex Educational Psychologist Service
- West Sussex Educational Welfare Officers
- School Nurse
- Child & Adolescent Mental Health Service
- West Sussex Children's Integrated Services
- West Sussex Ethnic Minority and Traveller Achievement Service (EMTAS)
- In addition, the school may involve external agencies as appropriate including health services and social care, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

When needed, specialist expertise from these agencies is accessed through the referral or request for consultation process of each agency.

In addition to these agencies, the school is part of the East Grinstead Local SEND hub known as Nest. (See nest website [www.nestsend.org](http://www.nestsend.org) for more information) The hub offers mutual support between local schools, facilitates shared training and development and works alongside families to provide the best possible provision for pupils with SENDs and their families. Nest is developing partnerships and inclusive links with other mainstream and special schools hubs. This helps to ensure access to the curriculum for pupils, part time placements, use of shared resources and expertise as well as joint initiatives. It also facilitates high quality cross-phase transition arrangements and helps with continuity and progression of curriculum provision.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

### Achievements of pupils with SEND :

#### KS2 Attainment

2020 outcomes for end of KS2 pupils reaching expected levels at Turners Hill School – Non SEND children in brackets – (3 x SEN). Please note- this is teacher assessment as the 2020 SATs were cancelled due to coronavirus.

Reading 100% (100%)

Writing 33% (89%)

Mathematics 100% (100%)

RWM combined 66 % (89%)

#### KS2 Progress

2019 Progress Data – Non SEND children in brackets

Reading + 33 (+ 23.6)

Writing 0 (+2.6)

Mathematics +33 (+4.5)

#### KS1 Attainment

2020 outcomes for end of KS1 pupils (3x SEN):

Reading 0% (85%)

Writing 0% (80%)

Mathematics 33% (80%)

RWM combined 0% (80%)

### **7) How will the curriculum be matched to each child's needs? (SE7 Q3) (Schedule 1: Point 3)**

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Senior Teacher with Inclusion and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

### **8) How will parents know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)**

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and regular Parents' Evenings.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the Senior Teacher with Inclusion, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01342 715412

**9) How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)**

Involvement of parents is a strong feature of the school's SEND Policy. This is achieved by sharing information through Individual Support Plans, parent consultation sessions, the school website <http://turnershillschool.org.uk> and the availability of the Senior Teacher with Inclusion to meet and discuss any matters of concern as needed. Families are encouraged to support pupils with learning difficulties at home and guidance is offered when requested.

The school organizes occasional parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

If you have ideas about support that you would like to access in order to further support your child's learning, please contact the Senior Teacher with Inclusion who will locate information and guidance for you.

**10) What support will there be for children overall well-being? (SE7 Q5) (Schedule 1: Point 3)**

The school offers a wide variety of pastoral support for pupils. These include:

- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area e.g. Pupil Parliament and annual SEND parent survey
- Interventions to support pupil's well-being are delivered to targeted pupils /groups both within class and through Learning Mentors. Where this is a significant area of concern these emotional and social needs are identified on a child's Individual Support Plan with the aim to support improved interaction skills, emotional resilience and well-being
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills
- Pupils who are identified with significant need for support are referred to Fegans Counselling and may receive 1:1 support on a weekly basis in school (provided by our locality through Nest)

**11) Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)**

- Pupils with medical needs have a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves
- Staff who volunteer to administer and supervise medications, undertake appropriate training

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school policy called 'Supporting Pupils with Medical Conditions' .

**12) What specialist services are available at the school? (SE7 Q6)**

The school has access to a range of specialist support that are identified in (6) above.



**13) What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)**

The governors ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head / Senior Teacher with Inclusion.

The Senior Teacher with Inclusion and Headteacher keep fully up to date about special educational needs issues through attendance at Local Authority briefings, training and locality meetings. In addition, the Senior Teacher with Inclusion develops her skills through attendance at specialist training, discussions with outside specialists, reading and through subscription to professional bodies and journals.

The Senior Teacher with Inclusion liaises with all other staff to help them remain up to date with SEN developments and formally at staff meetings and training.

Staff who support individual pupils and groups of pupils have a wide range of curriculum and special educational needs knowledge. This is updated as necessary.

**14) How will my child be included in activities outside the classroom including school trips? (SE7 Q8) (Schedule 1: Point 3)**

Pupils, whether they have special educational needs or not, are involved in the full life of the school, including:

- |                      |                |
|----------------------|----------------|
| ❖ Homelearning       | ❖ Trips        |
| ❖ Clubs              | ❖ Swimming     |
| ❖ Assembly           | ❖ School teams |
| ❖ Plays/productions  | ❖ Sport        |
| ❖ Extended provision |                |

In consultation with families, teachers consider each pupil's needs individually and the appropriate risk assessments, adaptations and / or support are planned wherever possible.

**15) How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 6)**

The school is accessible for wheelchair users and has appropriate toilet and changing facilities. There is no designated parking place for disabled people but arrangements can be made by telephoning the school office in advance of arrival. (01342 715412). For more information please see School Accessibility Plan and Single Equality Scheme. Supporting Children with Medical Conditions is also available on our website.

**16) How will the school prepare/support my child when joining or transferring to a new school? (SE7 Q10) (Schedule 1: Point 12)**

Admissions: Please visit [www.westsussex.gov.uk/admissions](http://www.westsussex.gov.uk/admissions) where you will find all the current admission arrangements and information for parents and carers on how to apply for a school place online.

Pupils with special educational needs are admitted to Turners Hill CEP School in line with the County admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and meets the Act's requirements. The school works closely with parents to ascertain whether a child has been identified elsewhere as having special educational needs. When the school is alerted to the fact that a child may have a difficulty in learning, we try to collect all relevant information and plan a relevant differentiated curriculum as soon as possible.

**Transitions:** A number of strategies are in place to enable effective pupils' transition. These include:

**On entry:**

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Senior Teacher with Inclusion meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

**Between schools and key stages:**

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to visit and also meet staff in the new school. These opportunities are further enhanced for pupils with SEND and their parents / carers are involved as appropriate.
- Enhanced transition activities are often undertaken with pupils we feel will benefit from them e.g. phased admission to YR, personalized transition booklets
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the Senior Teacher with Inclusion / SENCo of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

**How are the school's resources allocated and matched to children's special educational needs? (SE7 Q11) (Schedule 1: Point 6)**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- i. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- ii. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- iii. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

- iv. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the school provision map.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, Senior Teacher with Inclusion or a member of the Senior Leadership Team.

**17) How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)**

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at meetings with the Senior Teacher with Inclusion, class teacher and parent.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

**18) How will I be involved in discussions about and planning for my child's education? (SE7 Q 13) (Schedule 1: Point 7)**

This will be through:

- discussions with the class teacher, Senior Teacher with Inclusion or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

**19) Who can I contact for further information or if I have any concerns? (SE7 Q 14) (Schedule 1: Point 9)**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The Senior Teacher with Inclusion,
- The Headteacher,

The complaint procedure for special educational needs mirrors the school's other complaints procedures.

Should a parent or carer have a concern about the special provision made for their child they should, in the first instance, discuss this with the class teacher. If the concern continues then the Senior Teacher with Inclusion and class teacher will try to find a way forward. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEN Governor (Mrs Liz Grub who can be contacted through the school office.)

In the event that no reasonable solution can be agreed, the Local Authority offers a Parent Partnership Service to support families in their search for a resolution.

## **20) Support services for parents of pupils with SEN include: (Schedule 1: Point 11)**

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

## **21) Information on where the Local Authority's Local Offer can be found. (Schedule 1: Point 11 and 13)**

<https://westsussex.local-offer.org/>

### **Evaluation of the policy**

The school's annual SEND Development Action Plan includes evaluation of provision, procedures and policy as well as ongoing developments. The review is carried out by the Headteacher, Senior Teacher with Inclusion and the SEN Governor and reported to the full Governing Body. It includes a data review and anonymised case studies as well as a report on progress towards SEND Annual Action Plan targets

**The policy was agreed by Governors in March 2019 and will be reviewed March 2020. A summary version is available on our school website.**

### **Additional information.**

The following documents and websites may be of interest

- Special educational needs and disability code of practice: 0 to 25 years (*This is Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities*)

Department for Education July 2014 available at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

- <https://westsussex.local-offer.org/>
- [www.nestsend.org](http://www.nestsend.org)

**COVID - 19 Addendum – Special Educational Needs and Disability Policy**

Turners Hill CE primary school has followed advice and guidance from the DfE and West Sussex County Council.

Turners Hill CE Primary school have identified the additional needs of Vulnerable children including those children with EHC plans. Vulnerable children are also identified as those whose families are engaged with agencies such as Early Help and Social Services.

The children with EHC plans have been risk assessed by the school to ensure that they continue to receive an education that meets their specific needs as set out in their plans. In the event of a class bubble or whole school closure these children's needs will continue to be met at home.

Those children working at home with an EHC plan will be offered;

- Support set out as per their EHC plan.
- Differentiated learning tasks.
- Regular weekly communication with their class teacher or appropriate support staff.
- Regular family communication with a member of the Inclusion Team.
- Access to whole school worship.

To be reviewed on a regular, at least termly basis.

September 2020