



**Mark Rutherford
School
SEND Policy**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (10 June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014) and (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy has been created by the school's SENDCo with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. The policy is a co- produced document in the spirit of the 2014 reforms.

Name of School/College/Setting	Mark Rutherford School
Type of setting	Mainstream secondary academy school
Name of SENDCo	Mrs Joanne Strong
Qualifications	Degree in psychology Trauma and Attachment Lead training The National Award for SEN Coordination completed (2018)
Is the SENDCo a member of the SLT	YES Assistant Head Teacher Inclusion Coordinator
Address	Mark Rutherford School, Wentworth Drive, Bedford, MK41 8PX
Phone Number of SENDCo	01234290200
Email of SENDCo	Joanne.strong@mrus.co.uk

1.1 Philosophy

We believe that every child is unique. Our aim is to provide broad, balanced, personalised learning experiences that will enable them to be healthy, stay-safe, enjoy and achieve, make a positive contribution and to achieve economic well-being.

At Mark Rutherford School all children and young people 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 into adulthood, whether into employment, further or higher education or training

Every teacher at Mark Rutherford School is a teacher of every child including those with SEND.

Development

At the outset of the review of the SEN Policy the school invited families of students with SEN to participate in the review and development of the new policy. A consultation period was identified that allowed enough time for all stakeholders to engage with reviewing the current policy in light of the 2014 Code of Practice this was to ensure that the policy that is created is compliant with the code and enshrines the spirit of the code of practice to empower and involve families of, and young people with SEN.

1.2 Definition of Special Educational Needs and Disability (SEND)

This policy is written to comply with the statutory guidance June 2014 and January 2015 'Special Educational Needs and Disability Code of Practice 0 to 25 years' which relates to part 3 of the Children and Families Act 2014. It relates to children and young people with special educational needs (SEND) and disabled children and young people.

A 'young person' is defined as a person over compulsory school age and under 25. Compulsory school age ends on the last Friday in June in the academic year in which the young person becomes 16. Children are below 16 years of age. In this policy, the term 'student' refers to both children and young people who are, or who will be (in the discussion of transition) members of Mark Rutherford School.

'Parents' is the term used for all those with parental responsibility, including corporate parents and carers.

Special Educational Need (SEND) is defined as:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 of 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 or mainstream post-16 institutions**

Special educational provision is educational or training provision that is additional or different from that made generally for children or young people of the same age by mainstream schools.’ (Code of Practice XIII – XV).

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the More Able and Talented Provision, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme and quality first teaching. Parents and staff will be informed that the student has special educational needs and appropriate provision identified to meet the student’s individual need(s) will be made.

2. Aim

Mark Rutherford School is committed to raising the aspirations of and expectations for all students, including those with SEND. SEND Support provides a focus on outcomes for students in terms of development and achievement. See SEND information:

http://www.markrutherford.beds.sch.uk/information_SEND.asp

2.1 Objectives

- To identify and provide for students who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

3. Identifying special educational needs.

The SEND Code of Practice identifies four broad areas of need; Mark Rutherford School recognises that a student’s needs may fall into one or more of the categories:

Communication and interaction

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

needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

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

Social, emotional and mental health difficulties

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

Sensory and/or physical needs

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

The purpose of identification of these 4 broad areas of needs is to support the school to work out what action needs to take to support the individual learner, rather than to match the learners to need.

Mark Rutherford School recognises that many factors impact upon progress and attainment; these are not special educational needs and include:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/ woman

3.2 Curriculum Support (provision) is achieved by:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of school staff.
3. Providing an appropriate curriculum taking into account;
 - National Curriculum and examination syllabuses
 - Continuity and Progression
 - Departmental Development plans.
4. Delivering an appropriate curriculum, taking into account;
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image
5. Providing learning support through;
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.

8. Ensuring that parents understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
10. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
11. Teaching Assistants and teachers collaborate effectively

4. A Graduated Approach to SEN

The school uses the **graduated response** as outlined in "The Code of Practice (2014)". Mark Rutherford School recognises that quality first teaching, differentiated for individual pupils, is paramount for all learners and the first step in response for pupils who have or may have SEND. Subject specialist teachers are responsible for providing an appropriate and challenging curriculum for all students. Teachers are responsible and accountable for the progress and development of all the students in their classes, including where pupils access support from teaching assistants or specialist staff. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEN department.

4.1 New Intake Students in Year 7,9 and 12

a) Feeder school liaison

Feeder schools are visited/ contacted throughout the year prior to transfer. Any student identified as having a 'learning difficulty' and who is on SEN Support or EHC plan or is referred to the SENDCo. Contact is then made with the feeder school.

Bedford Borough notifies the school about students who are transferring with EHC plans in the autumn term. Where practicable, the SENDCo or SENDCo Support Assistant attends their annual review to ensure a smooth transition is made.

In the summer term parents are invited to meet the SENDCo to share information and work co-operatively to create an Individual Provision Map.

b) Initial Screening across KS3

- KS2 tests
- New Group Reading test
- WRAT spelling test
- Tests undertaken by the SENDCo as identified

4.2 Screening in Other Year Groups

Other screening tests are administered when required, particularly within year 9 to ensure appropriate access arrangements are in place in KS4 and KS5.

4.3 Individual Diagnostic Assessments

Individual diagnostic assessments are used for students as required. A battery of tests is available, including the Access Reading and Maths assessments, LUCID Exact, Diagnostic Reading Analysis, Comprehensive Test of Phonological Processing (CTOPP 2), Strengths and Difficulties Questionnaire (SDQ) and self-esteem questionnaire. The results of these assessments are made available to staff via the Learning Support Centre and shared with parents and students.

4.4 Staff Observation

- All Staff at Mark Rutherford are teachers of every child. Members of staff consult with the SENDCo if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, alongside evidence of the differentiation of quality first teaching prior to any testing and/ or additional intervention being undertaken.
- The SENDCo may then ask for additional diagnostic assessment to be undertaken for other professionals.

4.5 Referrals by Parents

- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon in a timely way.

4.6 Provision

Teaching students with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Mark Rutherford learn and progress through these differentiated arrangements.

A **Graduated Response** is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff.

4.7 Graduated Response

Wave 1 – Quality first teaching by all teaching staff

Wave 2 – specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are initiated by departments through robust assessment arrangements.

Criteria for Wave 2 include:

- Low numeracy/ literacy scores
- Level 3 and below in KS2 SATs
- Teacher's observations
- Information from previous school
- Concerns from staff or parents.

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning program's such as Literacy and Numeracy, study skills, social skills and touch typing.
- Smaller group sessions
- Appropriate teaching groups/ sets
- Group support from a teaching assistant on a regular basis.
- Booster classes
- Additional staff training

Wave 3 - Where students fail to make adequate progress, despite additional provision at Wave 2, targeted provision is made for a minority of children through the provision of highly tailored intervention to accelerate progress or enable children to achieve their potential. The school may seek advice and involvement from external support services. They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff.

The Individual Provision Map (IPM) is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for

additional resources. This application will be evaluated against criteria established by Bedford Borough. The SENDCo may apply for additional support through the completion of an Early Help Assessment.

The SENDCo is responsible, on a daily basis, for providing support and mentoring, allocates students with Education Health and Care plans (EHCP), a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2.

4.8 Individual Provision Maps and Reviews

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the Individual Provision Map that reflects provision that is additional to, or different from, normal differentiated provision. Not all students with SEND have an Individual Provision Map, their progress is closely monitored.

Contents of the Individual Provision Map include:

- Further information on the needs of the student
- Strategies to put in place
- Support/ additional provision in place to support the student
- Data referring to attainment and specific needs.
- Access Arrangement Information

The individual Provision Map is communicated to all staff who support the student's learning and to the parents and student.

Individual Provision Maps are constantly reviewed and updated, but also form part of the formal review process with the form tutor as part of Academic Mentoring. New targets will be identified and set with teaching staff providing feedback to tutors prior to the meeting.

4.9 Provision of an appropriate curriculum

Through their departmental improvement plans, the SEF and in conjunction with EHC plans, provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual departments at the school to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the Learning Support Centre.

4.10 Provision of Curriculum Support

The Learning Support Centre can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development

- Planning with individual members of staff/ departments.
- Selection/ design and preparation of suitable materials.

- Selection/ design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENDCo can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with SEND may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with the inclusive ethos of Mark Rutherford School.

d) In-Service Training

- The SENDCo provides INSET for student teachers, NQTs and other new staff on SEN procedure at Mark Rutherford School.
- Whole-school CPD, focussing on specific needs is included on staff training days and during twilight sessions.
- Individual departments can ask for INSET from the SENDCo as required for specific purposes or generic training.

5: Criteria for exiting the SEN register

Many students' needs are met by quality first teaching. These students do not need to be recorded on the SEND register. Information relating to their individual learning needs is shared with teachers and they are regularly monitored to ensure they are making adequate progress.

When students make progress in line with their abilities they are able to be removed from the SEND register. This decision is based on evidence of achievement and the decision to exit the SEND register is shared with parents and students. The SEND register is regularly reviewed and parents are encouraged to participate in discussions relating to their child's learning needs through discussions with the SENDCo, Academic Mentoring and consultation evenings.

6: Supporting Pupils and Families

Mark Rutherford School is committed to supporting students with SEND and their families. We actively seek to work with parents and value the contributions they make.

- Student and parental views are recorded as part of the annual review procedures
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings, discussing their school day
- Students and parents are encouraged to attend consultation evenings where their child's progress is discussed with subject teachers.
- Students and parents are encouraged to attend Academic Mentoring where overall progress is discussed and targets are reviewed and set.
- Effective communication is achieved through regular contact with home either through email, letters, phone calls or the student's planner.
- New parents can attend the Open Evening in the October prior to transfer.

Bedford Borough's local offer is available to all at <https://sendguide.bedford.gov.uk/> . The local offer provides information on all provisions within the Borough. The school information report is included in the local offer and is available on the school website at

The school aims to work in partnership with outside agencies to provide an integrated support based on the needs of the student. The main external support agencies used by Mark Rutherford School include (this is not an exhaustive list):

- Student Support Services including educational psychology
- CAMHs - Child and Adolescent Mental Health Services
- Careers Advisor
- Counsellors
- The school nurse
- Educational welfare officer
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- Specialist teacher for Autism
- Parent Partnership/ SEND Support
- Behaviour Support Service

Admissions procedures for Mark Rutherford School are described on the website http://www.markrutherford.beds.sch.uk/information_admissions_criteria.asp .

Students who require access arrangements for examinations and other assessments are assessed using the current JCQ guidance. The guidance sets out the process followed by the school where subject teachers identify and evidence the normal way of working of the student so they are not unfairly disadvantaged in examinations and assessments. They are then assessed by the SENDCO who will complete form 8 and request an access arrangement if the criteria are met. This information is shared with subject teachers and the exams officer within school and parents and students. Students are provided with a card summarising the arrangements in place for them and are encouraged to discuss assessment plans with their teachers.

When a student reaches a transition point in their education Mark Rutherford School is committed to ensuring a smooth and successful transition. Records of students are forwarded to new placements. Additional induction days are arranged as required for all students with SEND and other vulnerabilities.

The school has a Medical Needs Support Policy that is available from the school.

Section 7: Supporting Pupils at school with medical conditions

Mark Rutherford School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and PE lessons. 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 students with medical conditions may also have SEN and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Students who are unable to attend school due to their medical needs are supported by the hospital treatment Team. It supports young people who are temporarily unable to attend school full time due to illness, following medical treatment or because of admission to Bedford Hospital. They provide limited tutoring to teach in schools, libraries or in Bedford Hospital, working closely with the school. Mark Rutherford School liaises closely with families, health professionals and tutors to ensure that disruption to schooling is minimal.

8: Monitoring and Evaluation of SEND

Monitoring of individual progress is completed rigorously by subject departments and houses, academic mentoring and screening assessments and other assessment procedure described in the school's assessment policy.

9: Training and Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.

- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.
- The Nightingale ASC Provision is funded separately as an enhanced resource provision.
- The SENDCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs

Staff training needs are identified through the performance management and review procedures that are in place within Mark Rutherford School. All staff are encouraged to maintain and further develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff participate in a comprehensive induction programme in taking up post and this includes a meeting with the SENDCo to explain the systems and structures in place around the schools SEND provision and practice, and to discuss the needs of individual pupils.

The SENDCO regularly attends Bedford Borough SENDCo network meetings in order to keep up to date with local and national updates in SEND. The SENDCo maintains NASEN membership to ensure up to date knowledge of national developments and best practice in SEND.

10: Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body:

Have responsibility for working...

- In partnership with the Head teacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Head teacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the schools self-review procedures.
- All Governors informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

The Head teacher

Has responsibility for...

- Setting objectives and priorities in the school development plan which includes SEND.

- Line managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.

SEN Coordinator:

Has responsibility for:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Head teacher for the management of SEND provision and the day-to-day operating of the policy.
- Managing and developing the roles of Teaching Assistants, including those working in departments, through training and Performance Management.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND
- Drawing up, reviewing and monitoring the Individual Provision Maps for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.
- Accountability for the SEND resources and sharing with the Head teacher and Business Manager Responsibility for the allocation of funding devolved directly from Bedford Borough.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder schools and specialist settings.
- Liaising with other SENDCo's, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in service training and external training (as appropriate)
- Being involved in preparing the SEND report for Governors.

Subject Leaders:

Have responsibility for:

- Departmental Practice to ensure EHC plan/ Statements are met.
- Ensuring appropriate curriculum provision and delivery.
- Ensuring appropriate teaching resources for students with SEND are purchased from school capitation.
- Raising awareness of school responsibilities towards SEND.
- Identifying and providing a SEND Representative to feedback information to departments and share concerns.

Subject Teachers/ Tutors

Have responsibility for:

'Every teacher is a teacher of every child'

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support Centre.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes into account the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring that Individual Provision Maps are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raise individual concerns to SENDCo.

Teaching Assistants

Have responsibility for:

- Supporting students with SEND and the wider school population.
- Helping to plan and deliver individualised programmes where appropriate.
- Assisting in drawing up individual plans for students and supporting Individual Provision Map development as required.
- Contributing to the review process where appropriate.

- Working with small groups in or out of the classroom, under the direction of the class teacher.
- Supporting students on Educational Visits as required,
- Jointly plan with teachers, where appropriate.

Other

- Communicate SEND issues to and from school.
- Raising awareness of SEND issues at departmental meetings.
- Keeping departmental documentation up to date
- Attending meetings as required.

Designated Teacher with specific Safeguarding responsibility.

The designated teacher with overall responsibility for Safeguarding is Miss K Hughes.

PPG

The member of staff responsible for managing the Pupil Premium Grant is Miss K Hughes.

CLA Funding

The designated teacher for CLA is the SENDCo, supported by Lorna Luck (Assistant Manager of the Raising Achievement Centre). Pupil Premium Plus funding can be accessed through the submission of funded provision maps to Bedford Borough Council. Procedures for other Borough's/Local Authorities apply where a child is Looked After by another area but placed at Mark Rutherford School.

Section 11: Complaints Procedures

Mark Rutherford School has an established procedure for dealing with complaints. Its purpose is to ensure that every complaint is:

- Given a courteous and fair hearing
- Investigated and the result logged
- Given a considered reply

If parents/ carers are unhappy with the SEND provisions made to support their child it is best to contact the form tutor in the first instance. If you do not wish to do this you may contact the SENDCo. You may write telephone or send an email to the school email address. A telephone discussion is often the most satisfactory and the quickest way of resolving a problem. If you are not satisfied with the response to your complaint you may write to the Head teacher or the Chair of Governors who will review the matter and respond formally.

Section 12: Storing and Managing Information

Mark Rutherford School fully endorse and adhere to the principles of GDPR 2018. All staff involved in the collection, processing and disclosure of personal data are aware of their duties and responsibilities within these guidelines.

Further information can be accessed via the school’s data protection policy.

Section 13: Definition of Disability

The Equality Act (2010) states that A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (S6(1)).

Discrete SEN	Both SEN and Disability	Disability
Mild dyslexia	Long term motor impairment	Asthma
Mild dyspraxia	Learning difficulties	Diabetes
Minor speech impairment	Hearing Impairment/ deaf	Cancer recovery
Mild learning difficulties	Visual Impairment/ blind	Disfigurement
(Social difficulties)	Incontinence	Lack of limbs
	Significant dyslexia/ dyspraxia	Sickle cell anaemia
	Epilepsy	Gross obesity
	ADHD	Very short stature
	Autism	
	Non- Verbal	
	Mental health issues	

Section 14: Reviewing the SEND Policy.

This policy will be reviewed annually.

Updated: SENDCo Jo Strong

Reviewed by Governors curriculum and standards group November 2018

Edited November 2018 by Jo Strong