LANDAU FORTE ACADEMY MOORHEAD

Policy Name	**Special Education Needs and Disability (SEND) Policy**
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Author	**Mrs J davies**
Reviewed by	**Mrs J Davies**
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Review date	By whom	Summary of changes made	Date implemented
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October 2022	**Mrs E Parker**	**Reviewed wording of some sections**	**October 2022**
September 2023	**Mr M Allison**	**Adapted wording of some sections and edited staff names on some responsibilities**	**September 2023**
September 2024	**Mr M Allison**	**Updated to reflect information regarding the identification of SEND and ensure a consistent focus on high-quality adaptive teaching is present throughout the document**	**September 2024**
September 2025	**Mrs J Davies**	**Reviewed wording and contents of some sections** **Update key staff**	**October 2025**
September 2026	**Mrs J Davies**	**Reviewed wording and content in some sections especially in regard to EHCN assessments and record keeping.** **Reference added to executive functioning** **Photo and contact information for the Senco added**	**September 2026**

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1. Scope of the policy

This policy applies to Landau Forte Academy Moorhead.

2. Purpose of the policy

All children, irrespective of ability, share a common entitlement to a broad and balanced curriculum, inclusive of the National Curriculum. This right extends to every child of the school, whether or not they have a Special Educational Need and/or Disability (SEND). The school is committed to providing an inclusive environment, where provision is tailored to the needs and abilities of all children and which fosters their academic, emotional, social and physical development and wellbeing, in order that each child thrives and reaches their potential.

3. Legislation and Guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for children with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for academy trusts which sets out governors' / trustees' responsibilities for children with SEND
- The School Admissions Code, which sets out the school's obligation to admit all children whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- The UK General Data Protection Regulation (GDPR)
- Data protection Act 2018

4. Policy Detail

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Embrace inclusion for all children and ensure a policy of integration into all activities of the school.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- Ensure the consistent, whole-school approach to the early identification of needs and provision for children with special needs.
- Involve parents in a partnership of support.
- Work with, and in support of, outside agencies when a child's needs cannot be met by the school alone.
- Monitor and evaluate children's progress, providing appropriate information and records as part of this process.

5. Identification of SEND (Special Educational Needs and/or Disability):

The Code of Practice (2015) identifies a child as having SEND if;

xiii) They have a learning difficulty or disability which calls for special educational provision to be made for them.

xiv) A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Equality Act 2010 identifies a person as having a disability if the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day to day activities.

The Code of Practice (2015) identifies four broad areas of SEND. Childs can have needs that cover more than one area and their needs may change overtime.

Communication and interaction:

Children with needs in this area have a difficulty communicating with others. They have difficulty expressing themselves, understanding what is being said to them or not understand or use the social rules of communication.

Children with autism have needs which fall within this category.

Cognition and learning:

Children with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area including:

- Specific learning difficulties which impact on one or more aspects of learning such as dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where children are likely to have severe ad complex learning difficulties as well as a physical disability or sensory impairment.
- Executive functioning - a set of mental skills. The ability to use these skills underpins many daily tasks such as using your short-term memory, self-control, planning and flexible thinking.

Social, emotional and mental health difficulties:

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways.
Children may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered trauma or adverse childhood experiences

Sensory and/or physical needs:

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.
Children may have

- A sensory impairment such as a vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

At Landau Forte Academy Moorhead we identify what action the school needs to take by considering the profile of strengths and challenges for each child with SEND. Interventions and support will be selected that are appropriate for a child' particular need(s) at the relevant time.

Other factors may impact upon progress and attainment in school but are not in themselves a special educational need. However, children who fall into these categories will receive the same support and entitlement:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Child Premium Grant

- Being a Looked After Child
- Being a child of Serviceman/woman

6. A Graduated Approach to 'SEND Support':

The arrangements for supporting children with SEND follows a graduated approach. Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from Learning Support Assistants (LSA) or specialist staff. Most children will have their needs met within class through high-quality teaching. Child's progress and achievement will be monitored. Any child not making expected progress will be given further targeted support as part of high-quality teaching and will be placed on the monitoring register. The Local Authority 'Graduated Response Framework' document is used to support teachers in the identification of high-quality classroom provision. The SLT meet termly to analyse child assessment, looking at previous progress and attainment and comparisons with peers and national data. Examples of data that are analysed include:

- Standardised Assessments
- Specific screening assessments, where appropriate
- Teacher/formative assessments
- Reading and specific phonics skills
- Intervention outcomes

The child's class teacher will take steps to provide adapted learning opportunities to aid the child's progression, working with support from the SENCo to better understand the implementation of provision and further assessments. The SENCo may also wish to observe the child in class.

The SENCo meets regularly with teachers and Learning Support Assistants to give them the opportunity to discuss concerns about children. Where a child is not making expected progress, despite adjustments to high-quality teaching, all available assessment information will be considered and an 'Initial Concerns Form' will be completed, in order to explore potential barriers and establish next steps, which may include placing the child on the SEN register.

A child that has been identified as;

a) requiring provision that is additional to, or different from, that made generally for others of the same age,

b) showing a significantly greater difficulty in learning than the majority of others of the same age, will be placed on the SEND register to ensure the school develops effective provision to remove barriers to learning. Parents are partners in development and design of learning for children with SEND and as such, they are encouraged to share information and knowledge about their child with the school. In the event that their child is placed on the SEND register, the parents will be formally advised, with information shared about the provision being made for their child.

The support provided for children on the SEND register consists of a four–part ongoing cycle - Assess, Plan, Do, Review (APDR). This enables provision to be refined and revised as the understanding of the needs of the child develops, leading to good progress and outcomes for the child.

Assess:

Individual Learning Plans (ILP) are created in conjunction with the SENCo through gathering information from the child, school staff and parents to establish;

- Relevant assessment data
- The child's strengths
- Strategies for how best to support the child
- SMART targets which can be linked directly to their areas of need

The SENCo uses the Local Authority guidance documentation which helps to provide an evidence-based reference for schools to help assess and meet the needs of children under each area of need as outlined in the Code of Practice. It follows a graduated approach whereby each area of need is divided into three levels of need:

High Quality Teaching – This is the foundation of all teaching, assessment and intervention for all children.

Additional school Intervention and Support – building on high-quality teaching, where a child may need more input, advice may be sought from professionals to support individual assessments and interventions.

High Needs – for children with more complex or enduring needs, whose effective access to the curriculum and learning require coordinated and highly personalised advice and support. For higher levels of need we draw on more specialised assessments from external agencies and professionals, including Specialist Teachers, health professionals, CAMHS, Social care, Psychologists and Counsellors in accordance with their referral criteria. Parents are consulted about any outside agency intervention.

Plan:

A termly planning meeting is held with the child (where appropriate), their parents, teachers, SENCO and, where appropriate, any external agencies. This coproduction discussion provides opportunities to review strengths and challenges, to establish aspirational goals and agree the necessary provision, interventions and adaptations required. Parents and all those working with the child will be given a copy of the child's plan in order to maximise impact and to achieve the desired outcomes.

Do:

The class teacher remains responsible for the progress of all children in their class, including children with SEND. They will retain responsibility for learning, even where the interventions may involve

group or one-to- one teaching away from the main class teacher. The class teacher will work closely with LSAs to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review:

Reviews of a child's progress will be made at least termly. The process, completed in partnership with all relevant stakeholders, involves an evaluation of the support and interventions provided and its impact upon the child's progress for learning. Profiles and plans are updated to reflect the outcomes of review.

Referral for an Education, Health and Care Needs Assessment

The school recognises that, despite having taken relevant and purposeful action o identify, asses and meet the SEND needs of a child, some children may need more support than is available through the school's SEND provision. In these cases, the school will consult with parents and consider requesting and EHC needs assessment. In line with the Local Authority criteria, this is usually requested by the school but can be requested by a parent. This may result in an Education, Health and Care Plan (EHCP). This plan is a legal document that describes the needs of the child, the provision which will be put in place from across education, health and social care and prepare them for the next stage in their education.

After submitting the request the LA will make a decision about whether or not the child is eligible for an EHCP. Parents have the right to appeal decisions made by this panel.

Once an EHCP has been completed and agreed, it will be kept as part of the child's formal record and reviewed annually by staff, parents and the child.

Reviewing the EHCP

The school will ensure that teachers monitor and review the child's progress throughout the year. A review will be held annually following the LA guidance and timescales, including phase reviews in year 6 to support transition to the child's next placement. If a child's needs change significantly, the school will request a re-assessment of an EHCP.

Criteria for exiting the SEND register:

Careful monitoring and analysis of assessment data, including formative, summative or intervention impact data will be used to track child progress. If a child has made accelerated progress against their individual starting points, such as their ILP targets, they may be removed from the SEND register. If necessary, we will consult with external agencies to ensure that this is in line with their needs. Parents will be informed of this decision. These children will be identified on the 'monitoring' register for a further period of time to ensure that progress remains in line with individual expectations.

7. Supporting children and families

The Local Authority Local Offer is for children and young people with SEN and/or disabilities (SEND) and their parents and carers, its aims are to:

- Give information about education, health and care services.
- Give information about leisure activities and support groups.
- Make it easier for young people/parents to find out what they need to know.
- Help families to be less dependent on word of mouth.
- Help families find the nearest and most suitable services.
- Help families to provide feedback about what is needed, raise concerns or make a complaint.

The Local Offer can be accessed at: https://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/

Schools have a statutory requirement to provide a SEN Information Report, giving more detailed information about their arrangements for identifying, assessing and making provision for children with SEN. This can be found on our school website: https://lfadm.org.uk/parents-carers/policies-procedures/

8. Admission Arrangements:

It is the aim of our school to be fully inclusive. No child will be refused admission to the school solely on the grounds of having Special Educational Needs. We also recognise that a request may be received from the Local Authority to support a child with Special Educational Needs through admission to our school. Our school admission arrangements and our admissions policy can be found on our school website: https://lfadm.org.uk/academy/policies/

9. Transition arrangements:

How do we support SEND children upon transitioning to our school or transitioning into the next phase of their education?

The school recognises that transitions can be difficult for pupils with SEND and their families and so take steps to ensure any transition is as smooth as possible.

When moving classes in school:

- Information will be passed on to new teachers and all relevant information is shared.
- Each SEND child has a One-Page Profile that gives the reader a summary of what people appreciate about the child, what is important to them and how best to support them in order to help them achieve identified outcomes and targets.
- All children will take part in transition activities towards the end of each school year, where they will have the opportunity to spend time in their new classroom and meet their new teacher.
- Transition booklets will be given to those children who need additional support, these will include: images of their new classroom environment, images of key staff, a transition-based social story and are adapted on an individual basis to meet the needs of the children.

When starting school:

- It will be arranged for your child to be visited by a key member of staff in their nursery setting.
- If a child does not attend a nursery setting, we will arrange a visit to their home to see them interacting in a comfortable environment where appropriate.
- Families will be offered additional transition sessions to explore the new classroom and spend time with the class teacher and learning support assistants.
- In the summer prior to a child beginning at our school, we will arrange a 'Meet the Teacher' session to enable children and parents/carers to learn more about our school, staff and curriculum.
- The Family Support Worker and SENDCo will meet with parents to discuss their child in more detail.
- Records and information will be shared between settings and we will gather information from the Nursery Transition Portal.
- When possible, a member of staff will attend meetings such as, Team Around the Family (TAF) meetings, prior to the child's start date.
- For some children we can arrange for a staggered start into school and will work with families to implement this.

Mid- Year new starters

When we are aware that a child joining us from another setting have special educational needs or disabilities we

- Arrange a meeting with the family to enable us to gain a greater understanding of their child and the current support that is in place
- Contact the child's current school to understand how he child is in school and to arrange for the transition of the child's records including ILPs
- If practicable the SENDCo will visit the child in their current provision
- Offer an enhanced transition into school if required.

When transitioning to secondary school:

- All records and information will be shared using the Primary Transition Portal.
- All SEND learners will be categorised with Early Intervention Indicators (EII's) on the Primary Transition Portal and staff from our school will attend the online transition network meeting to share and discuss all of the children during the summer term of their transition.
- We may arrange an enhanced transition for those children who need it with their proposed school. This may include additional visits and activities with designated members of staff.

Transition towards adulthood:

- Significant emphasis is placed on making learning functional and lessons explore real-life possibilities and careers.
- Every unit of learning across the curriculum strives to provide the opportunity to apply learnt skills to real world situations.
- Developing our communication and interaction skills and achieving the maximum level of independence is always at the very core of our learning.

10. Supporting children at school with Medical Conditions:

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Children with medical needs, or those requiring medication on a regular basis, will have an Individual Health Plan written by the SENCo in partnership with parents/carers. 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 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.

11. Monitoring and Evaluation of SEND:

Provision and intervention for children with SEND are carefully monitored through robust quality assurance systems. These include;

- Regular discussions with staff, parents and childs
- Tracking progress including by using class provision mapping
- Carrying out the 'review' stage of the graduated response including ILP and One-Page Profile reviews
- Holding annual reviews for children with EHCPs
- Monitoring by the SENCO
- Individual case review discussions with the SENCo and FSW

These processes help to promote an active process of continual review and improvement of provision for all children.

12. Attendance

Many childs with SEND face complex barriers to attendance. Their right to an education is the same as any other child and therefore the attendance ambition for these childs is the same as it is for any other child. However, they may need additional support.

Our approach to supporting childs who are absent from school due to their SEND is set out in our attendance policy.

13. Safeguarding

We recognise that childs with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer childs with SEND, and the support we provide to help childs overcome any communication barriers they face, see our safeguarding/child protection policy.

14. Staff Training and Improving Practice:

In order to maintain a high quality of teaching and provision, to respond to the strengths and needs of all children, all staff are encouraged to undertake SEND related training. The programme of staff development is informed through the process of appraisal and the School Improvement Plan. Training needs may be supported through, modelling, observation, working with outside agencies and research informed teaching strategies which can provide a personalised CPD pathway for relevant staff.

15. Roles and Responsibilities:

The SENCO is Mrs Julie Davies

Email – Senco@lfadm.org.uk

Telephone - 0132571163

The key responsibilities of the SENCo include:

- Have day to day responsibility for the operation of the school's SEND policy and provision in the school.
- Monitoring child assessment data with the Head teacher at least termly.
- Reporting regularly to the head teacher about SEND provision and issues.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers and LSAs.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs about the child's needs and any provision made.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support staff and educational psychology services, health and social services and voluntary bodies.
- Chairing Annual Review meetings and Plan Meetings.
- Attending courses to keep skills and knowledge up to date.
- Planning interventions to be used in school.
- Writing and updating the SEND policy and information report as needed (at least annually).
- Establishing strategic areas of development for SEN
- Liaise with the next provider to make sure that that all relevant information about a child is passed on in a timely manner.
- Prepare and review information for the school's SEN information repost and update as required
- With the headteacher and teaching staff identify any patterns in the school's identification of SEN both within the school and in comparison with national data

The role of the governing body:

The SEN Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. In particular, the governing body has a legal duty to:

- Do its best to ensure that all children with special educational needs and/or disabilities are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life.
- Ensure that parents are notified of a decision by the school that their child has special educational needs.
- Establish a SEND policy which is publicly available and can be easily understood by parents; and review that policy on a regular basis.
- Report on how the school's SEND policy is being implemented and how resources are allocated in the governing body's Annual Report to Parents.
- Ensure that the SEND Code of Practice is followed.
- Meet the SENCo on a regular basis to gain information about the provision made for children with SEND and to monitor the implementation of the SEND policy and report back to the governing body on a regular basis.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that children with SEND are actively involved in all aspects of school life.
- Take opportunities to meet and talk with parents of children with SEND.
- Keep informed about developments around special educational needs, nationally, locally and within the school.

The Key responsibilities of the Headteacher include:

- Work with the SENCO and link governor to determine the strategic development of send policy and provision in the school
- Involvement with parents as partners in the learning process.
- Liaising with the LA with respect to policy and enactment.
- Involvement in how children with SEND are integrated within school.
- Ensuring that the legal requirements of current legislation are met within the school.
- Keep the Governing Body well informed about SEND within the school.
- Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- Ensure the SENCo receives training and induction in their role, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENCo sufficient resources of money, time, space and administrative back-up to fulfil the role to reflect the responsibilities included.
- Give the SENCO sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school.

- With the SENCO identify staff who have specific training needs regarding SEN and incorporate this into the school CPD plan
- Dealing with queries or complaints from parents.

The role of Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet child needs through a graduated approach
- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the child and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the child

The role of Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a child on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Attend and contribute to annual reviews of EHCPs

The role of the Child

Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the child:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings as applicable
- Giving feedback on the effectiveness of interventions

Other roles and responsibilities:

- The **designated safeguarding lead** is Mr Tom Cafferky (Principal)
  email – safeguarding@lfadm.org.uk phone 01332 571162
- The **deputy safeguarding leads** are Mr Matt Allison, Miss Helen Dashfield and Mrs Julie Davies
- The Family Support Worker is Miss Helen Dashfield.
- The member of staff responsible for managing information related to children with medical conditions is Mrs Julie Davies
- The member of staff responsible for managing the Child Premium Grant (PPG) is Mrs Julie Davies.
- The member of staff responsible for managing funding for Looked After Children (LAC) is Mr Tom Cafferky

16. Use of data and record keeping:

All information a bout childs will be kept in accordance with the school's Record Management policy and Data protection Policy.

The school's record will:

- Record details of provision made under SEND support including it's impact ie through the use of a school provision map
- Include details of SEND outcomes and provision including the involvement of specialists as part of its standard management information system to monitor the progress, behaviour and development of all childs.
- Maintain an accurate and up-to-date register of the provision made for childs with SEND
- Be kept securely so that unauthorised persons do not have access to it, so far as is reasonably practicable

17. Accessibility

The school's Accessibility Plan is available in school and is every three years or sooner if modifications are made to the premises. The needs of our community are reviewed and actions are taken to modify the school environment, facilities and resources to ensure accessibility for all members. School makes all reasonable adjustments, including investment in specialised equipment and expert advice to ensure full access for disabled children. Including, as examples:

- Resources to support teaching and learning.
- Purchase of ICT software/hardware
- More LSA hours for classes when necessary
- Accessible toilets
- Ramps at exits

18. Dealing with Complaints:

At Landau Forte Academy Moorhead we encourage parents to get in touch if they have concerns about their child's learning. However, if they are unhappy with the special educational provision that their child is receiving they are encouraged to contact:

a) The class teacher, in the first instance, either by letter or telephoning the school office to make an appointment.

b) If parents are still unhappy, the next step is to talk to the SENCo by arranging an appointment through the school office or via Senco@lfadm.org.uk

c) If necessary, parents may ask to meet with the Headteacher by arranging an appointment through the school office.

d) Governors are the next stage in trying to resolve a complaint. All concerns should be put in writing and delivered to the school office for consideration.

Due to the inclusive and parent friendly philosophy of our school, we enjoy excellent and mutually supportive relationships with the parents and carers of our children. Therefore, complaints are very rare indeed. However, our school does have a complaints policy which can be found on the school's website.

19. Bullying:

At all times our aim is to safeguard the needs of all children, including those with SEND; promoting their independence and resilience for learning. In the event that a child experiences bullying all necessary steps will be taken to investigate and resolve the issue. Our Anti-Bullying policy can be found on our school website: https://lfadm.org.uk/academy/policies/

20. Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

21. Evaluating and monitoring the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting the purpose of our policy set out in section 2.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of childs with SEND at the start of the autumn term
- How early childs are identified as having SEND
- Childs' progress and attainment once they have been identified as having SEND
- Whether childs with SEND feel safe, valued and included in the school community
- Comments and feedback from childs and their parents/carer

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LANDAU FORTE CHARITABLE TRUST

Date	**October 2022**
Change Made	**Version 2.0**
Made By	**Mrs A Eggleston**