



Special Educational Needs and Disability (SEND) Policy

CONTENTS

Section 1: Visions and Values

Section 2: Special Educational Needs and Disability Co-ordinator (SENDCo)

Section 3: Compliance and Long Term Policy Aim

Section 4: Definition of SEND

Section 5: Responsibilities for Co-ordination of SEND

Section 6: Equal Opportunities and Inclusion

Section 7: Admissions and Accessibility

Section 8: Identification of Children with SEND

Section 9: Links with Outside Agencies

Section 10: A Graduated Response to SEND

Section 11: Partnership with Families/ Carers

Section 12: Supporting Pupils at School with Medical Needs

Section 13: Roles and Responsibilities

Section 14: Training and Support

Section 15: Health and Safety

Section 16: Further Information

Section 17: Complaints Procedure

Section 18: Policy Review

Section 1: Visions and Values

“I have come so that they may have life, and have it abundantly.” *John 10:10*

‘Loving, learning and growing together’

Bowdon Church School aims to provide a nurturing community and rich curriculum to guide children on life's journey. Fostering a love of learning, cultivating spiritual, social, moral and cultural wellbeing, and strengthening them with a growing trust and knowledge of God.

We use a creative approach to present a wide and balanced curriculum full of opportunity and excitement, using a balance of modern and traditional teaching methods. We offer high quality learning and teaching, high standards of safety and behaviour, a wide-ranging program of extracurricular activities and the opportunity for every child to be regarded as unique.

Our ethos is inclusive and we work hard with families and with outside agencies to ensure the best possible educational outcomes for all of our children, irrespective of their level of need. We strongly support the line that **every teacher is a teacher of every child, including those with SEND**. Our objectives are:

Our aims are as follows:

- To enable pupils with SEND to access the full curriculum by understanding their needs and adapting teaching approaches.
- To plan teaching to address potential areas of difficulty and remove any barriers to learning.
- To set high expectations for every pupil, whatever their prior attainment.
- To make regular assessments of progress for all pupils to ensure needs can be met as early as possible in their school career.
- To put into place effective special educational provision for those who need it.
- To ensure that teaching approaches are constantly revisited, refined and revised, building on a growing understanding of learning needs and the support needed in helping pupils to make good progress and secure good outcomes.
- To work in partnership with parents and encourage their active participation in assessment, planning and service delivery for their own child.
- To ensure that the pupil voice is clearly heard as part of a person-centred approach to learning.
- To ensure that each individual child develops and retains a positive self-esteem.
- To ensure that all parties involved (both teaching and non-teaching) are aware of the policy and the respective roles and procedures for individuals.
- To ensure that SEND is the subject of special consideration within the management and resourcing of school.
- To ensure that staff have access to training.
- A whole school approach believing that what benefits children with SEND, benefits all children.

For other relevant documents, please see our school's website at:

<http://www.bowdoncs.org.uk>

Section 2: Special Educational Needs and Disability Co-ordinator (SENDCo)

Mr McCarthy and Mrs Ailion are the school SENDCos and achieved their NASENCO qualification in August 2020 . They are both qualified teachers and attend regular courses and LA forums relating to specific areas of need and updates in SEND.

Whilst Mrs Ailion is on Maternity leave, Mrs Heaton (Y5 teacher) is Acting Assistant SENDCo - April 24-April 25. Both she and Ms Rigby (class teacher in Y1) are currently completing the NPQ in Special Needs.

Section 3: Compliance and long term policy aim

Our policy is written in accordance with the SEND Code of Practice (2015) and **our long-term policy aim is to raise the aspirations of and expectations for all pupils with SEND. At Bowdon Church School, we focus on outcomes for children, and not just hours of provision or support.**

As an inclusive school, we believe that every child is unique and brings their own strengths, experiences and qualities. At Bowdon Church School, we aim to meet the needs of all pupils, including our pupils with special educational needs, through a rich and varied academic and social curriculum with regard to the National Curriculum guidelines 2014. We are fully committed to enabling all pupils to reach their full potential irrespective of their gender, age, ethnicity, religion, ability and social background.

This policy describes the way we meet the needs of children who experience barriers to their learning. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Bowdon Church School, we aim to identify these needs at the earliest opportunity and provide teaching and learning contexts which enable every child to achieve his or her full potential. Our focus is on ensuring we meet individual needs in the most effective, inclusive manner possible rather than a focus on the 'problem(s) with the child'.

Section 4: DEFINITION OF SEND

Bowdon Church School recognises the definitions of Special Educational Needs (SEND) written in the ***Special educational needs and disability code of practice: 0 to 25 years (January 2015)***. This is statutory guidance for organisations that work with and support children and young people who have special educational needs or disabilities.

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*

A special educational need can affect one or more of the following areas:

- **cognition and learning** – this includes children who have moderate or specific learning difficulties, such as dyslexia.
- **communication and interaction** – this includes children with speech and language delay and those with difficulties in social communication.
- **social, emotional and mental health** – this includes children who may be withdrawn or isolated, disruptive, hyperactive or who lack concentration.
- **physical and sensory issues** – this includes children with impairments including hearing or visual difficulties, or other physical difficulties, such as dyspraxia – developmental coordination delay.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. We work with Stockport Diversity Service to assess understanding of their first language for children who are newly arrived from abroad (predominantly Hong Kong and Ukraine) if there are concerns about any underlying SEND.

Section 5: RESPONSIBILITIES FOR CO-ORDINATING SEND PROVISION

Policy determination	SENDCos, Governors and Head teacher
Establishment of appropriate staffing	Governors and Head teacher
Monitoring work on SEN	SEND Governor, Head teacher, Deputy Head, SENDCos
Day to day operation	SENDCos

SEND GOVERNOR – Mrs Amy Unwin

Email: aunwin@bowdoncs.org

Phone: 0161 928 8907

SENDCOS – Dylan McCarthy, Stephanie Ailion (Mat Leave), Caroline Heaton (Mat cover)

Email: sendco@bowdoncs.org

Phone: 0161 928 8907

Pastoral Lead / Faith and Family Support Officer / SEMH

Email: pastoral@bowdoncs.org

Phone: 0161 928 8907

Section 6: EQUAL OPPORTUNITIES AND INCLUSION

The School welcomes and values disabled people taking an active part of school life. Bowdon Church School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against disabled people and to comply with the Equalities Act 2010.

Bowdon Church School recognises that disabled people are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long-term health conditions.

Section 7: ADMISSIONS AND ACCESSIBILITY

The rebuilding of Bowdon Church School was completed in September 2015. The new building has been designed to be completely accessible to all. We have easy access into all areas of the building, a lift to and from the upper floor and two hygiene rooms (one on each floor) both containing a seated shower. Any specific accessibility arrangements are always made to ensure comfort and each for each person. Any specialist equipment required can be loaned immediately from Trafford SENAS or the Occupational Therapy team.

A separate **Accessibility Policy** is available on request from the school office, as required by the Children and Families Act 2014 and the Equalities Act 2010.

Admissions for Reception to Year 6 are governed by Trafford School Admissions – see

www.trafford.gov.uk/residents/schools/admissions

Section 8: IDENTIFICATION OF CHILDREN WITH SEND

Bowdon Church School use Trafford's Graduated Approach document as a guide to their entry criteria for the SEND school register. A copy of this can be found on the Trafford SEND Local Offer or accessed via this link:

https://search3.openobjects.com/mediamanager/trafford/fsd/files/tfd_687_trafford_graduated_approach_v3.pdf

If a teacher is concerned with any aspect of a pupil's learning or well-being, they will complete an **'Initial Concerns'** sheet. This will help to pinpoint specific areas of concern so that additional

support/ interventions can be implemented. At this point, a meeting with one of the school SENDCos could take place. Depending on the severity of the need, staff will decide to place a pupil under 'Teacher observation' where the pupil will be closely monitored over one or two terms and involved in some intervention to try and meet their needs. Parents will be informed of this and an action plan (Assess, Plan, Do, Review) will be agreed with timeframes and a review date set. If, after one or two terms school staff and parents are still concerned, then a meeting will be arranged to decide whether the child should be placed on the school's SEND register. A specialist may be referred to at this point to help gain more insight into their needs.

There are a number of ways in which a child's needs may be identified:

a) In the **Early Years (EYFS)**

Liaison with any of the following may identify any special educational need:

- Parents/carers
- Trafford EYFS SENAS (Special Educational Needs Advisory Service)
- TEDS (Trafford Early Development Service)
- SALT - Speech and Language Therapists
- Occupational Therapy
- Health diagnosis through medical
- Previous nursery settings
- Baseline assessments
- Teacher and teaching assistant observations
- School nurse visits

b) **KS1 and KS2 – from 4 years to 11 years old**

- Parents' concerns
- Pupil making little or no progress – Tracked termly (more frequently, if required)
- Pupil demonstrating difficulty in developing literacy or numeracy skills
- Showing persistent emotional/ behavioural difficulties
- Observed to have sensory/physical difficulties
- Experience communication and/or interaction difficulties
- Class teacher will carefully monitor and gather evidence through observations
- Standardised test scores
- Appropriate tests, e.g. spelling, reading, numeracy

c) **More detailed assessments** may be completed, with the consent of the parents, by any of the following: a Teaching Assistant, Class teacher, the School SENDCos, a Speech Therapist, Physiotherapist, an Occupational Therapist, an Educational Psychologist, or a member of the Trafford SEN advisory Service (SENAS). The school has good links with many outside agencies who can support us in our assessment of children – see below.

Section 9: LINKS WITH OUTSIDE AGENCIES

We work closely with outside agencies to gain advice and support to best help our pupils. These can include:

- Speech and Language Therapists
- Educational Welfare Officer
- Educational Psychologists & Psychiatrists
- Longford Park Behaviour Outreach team
- School Nurse & Community Nursing Team
- Trafford SEND Advisory Service (SENAS)
- Trafford Sensory Impairment Teams (TSISS) – for Hearing Impairment (HI) and Visual Impairment (VI).
- Trafford CAMHS (Child and Adolescent Mental Health Services), via the School Nurse
- Other medical staff including Paediatricians, Occupational Therapists and Physiotherapists.
- Nursery settings that the children previously attended

Section 10: A GRADUATED RESPONSE TO SEND

The Teachers' Standards (2012) clearly state that teachers should:

- Adapt teaching to respond to the strengths and needs of all pupils
- Have a clear understanding of the needs of all pupils, including those with SEND
- Make accurate and productive use of assessment.

Therefore, each class teacher will deliver Inclusive Quality First Teaching (IQFT) for all children. They will oversee, plan and work with each child with SEND in their class to ensure that progress is made. The school's leadership team regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Greater Manchester is currently rolling out a pilot document called **Ordinarily Available Inclusive Practice** (OAIP) which takes this provision even further than the classroom - covering the overall culture and ethos of schools and what provision is available across the whole school setting, in addition to academic learning and Quality First Teaching. Bowdon Church School fully appreciates the importance of OAIP and provision is already well developed in the areas covered by the document.

Wave 1 – Universal Support - Inclusive Quality First Teaching (IQFT)

The needs of all pupils are at the heart of our inclusive, quality-first teaching and learning at Bowdon Church School. We achieve this through;

- Highly skilled, creative teachers and well-trained support staff who are dedicated to pupils' academic, personal and social potential
- Appropriate classroom environments, reasonably adjusted to learners need wherever necessary
- Having high expectations of all learners whatever their prior attainment
- Appropriately differentiating tasks to suit learners stages in line with the National Curriculum
- Providing additional resources to pupils who require them

- Using adaptive teaching strategies
- Using a variety of multi-sensory teaching methods to suit different learning needs
- Varying the amount of additional adult or peer support given to complete certain tasks
- Visual aids to support language
- Regular advice and support from a wide range of specialists from outside agencies
- All SEND pupils whose learning is affected due to their need, have a One Page Pupil Profile (OPPP). This outlines their strengths, likes and how they are best supported. It also gives an overview of learning needs. They may also have a set of SMART targets: these are outlined in a separate Assess, Plan, Do, Review document (APDR). The APDR document can be shared with parents upon their request.

Wave 2 – Additional Support - Provision for pupil catch up

The school may decide to put in place pupil catch up provision taking into account all of the information gathered about a pupil's progress. This includes all scores for reading, writing and maths for every pupil, which are reviewed every term by the Head, the Assessment Lead and/or other senior teachers. Pupil scores are considered alongside national data and expectations of progress. A pupil is not assumed to have Special Educational Needs & Disability (SEND) just because they have fallen behind in their learning. For any child who does fall behind, there will be vigorous intervention, within or outside class, with the aim of bringing them back on track with their peers. Intervention will be evaluated after half a term or a term to see if it is working and if not, alternative measures will be considered.

Wave 3 – SEND Support – Specific support for an identified need

This level of support is for pupils who have an identified special educational need or long-term needs that fall within one, or more, of the four areas of SEND. Provision will be personalised and differentiated according to the needs of the pupil. All provisions will be monitored and evaluated regularly and a map of a provision a child receives will be drawn up.

Entry on to the SEND Register:

SEND Support (SS) and Education, Health & Care Plan (EHCP)

Where it is agreed that a pupil does have SEND, the child will be added to the SEND register at **SEND Support level (SS)**. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: **ASSESS-PLAN-DO-REVIEW**. This is an ongoing process, which begins with the termly assessments to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. The more we can personalise intervention to the needs and interests of the child, the better.

One Page Pupil Profiles (OPPP)

These are produced each year for pupils who are at SEND Support or have an EHCP. They are reviewed twice annually but sometimes more regularly, if there is a significant change in the child's presentation at school. This process involves reviewing the child's performance against their previous targets; this may be analysing test scores, looking at their work, recording behaviour logs, photos/videos, observation or an intervention group report. These OPPPs are kept in a folder in the classroom so that any supply teacher or teaching assistant can access them, as well as the staff room for easy access for additional staff in school.

Education Health and Care Plans – EHCPs

Referral

If the support put in place is not making a significant difference following detailed "Assess, Plan, Do, Review" cycles, or the support required to make a difference involves significant financial investment, then school, parents/carers or anyone involved with your child can choose to apply for an Education, Health and Care (EHCP) Needs Assessment. Usually your child's teacher and a SENDCo will work to gather additional information about your child. Parents' views and the views of your child are very important during this process. All requests for an EHC Needs Assessment are considered by the Trafford Assessment Panel (TAP).

If TAP decides to start an EHC Needs Assessment, parents will be allocated an EHC Coordinator. This is a named person who will support and guide you through the process. The assessment is not one single test. It is a series of discussions, observations and assessments by you and the professionals involved. It takes about 12 weeks.

All the information is then submitted to the Moderation and Resource (MAR) group. This group looks at all the information submitted and considers if your child has needs that should be met by an EHCP. Trafford must let parents know by week 16 if an EHCP will be issued or not. If a plan is issued, the MAR group also considers what support the plan should provide and any funding allocated to provide it.

The link below explains the EHCP process in more detail.

https://search3.openobjects.com/mediamanager/trafford/fsd/files/parent_guide_4_ehc_process_what_to_expect_and_when_1.pdf

Your EHC Coordinator will send you a draft EHCP by the end of week 16. It will include copies of all the reports that contributed towards the assessment. The draft plan will not include the name of the school or setting that your child will attend. At this point, you can request a specific school or setting. This could be a maintained mainstream school or special school. The EHC Team will consult the school on your behalf. You will be asked to approve the proposed EHCP and indicate your choice of school or setting within 15 days. The final EHCP will be issued within 20 weeks of the original request being accepted by Trafford Assessment Panel (TAP). If you have not been able to reach an agreement, the EHC Team will finalise the EHCP, after which point you have a right to appeal through mediation, and if you are still unsatisfied, you can appeal to the SEND Tribunal. Details of the independent disagreement resolution service and mediation will be sent to you with the final EHCP.

An EHCP will include learning objectives for the child up to the end of their current key stage (REC – EYFS, Year 1 and 2 – KS1, Year 3, 4, 5 and 6 – KS2). This will then be shared with all people working with your child to achieve these objectives.

Review of EHCPs

An annual meeting takes place to review how well your child or young person is reaching their outcomes. In Bowdon Church School we use the Person-Centred review format, celebrating the progress achieved in the last year and reflecting on what support is required for your child. Expect to look at:

- your child or young person's strengths and needs
- what is working well
- what else needs to be done to achieve the outcomes.

Interim or early reviews can be arranged in circumstances where the majority of the current EHCP is no longer appropriate. The school is responsible for organising the review and sending out invites. You should get 2 weeks' notice before the review meeting. You will be asked to complete a form which will contribute your views.

EHC Coordinators do not attend every review. However, they can support you through the process. Your EHC Coordinator will prioritise transition reviews in Year 6 or any urgent situations that require immediate attention.

It is important to note that EHCPs do not need to be updated annually. It is statutory that EHCPs be updated and outcomes revised at the end of every Key Stage, or if there have been significant changes at other points in the child's educational journey. At annual review meetings, we discuss how a pupil has been working towards achieving the outcomes stated in the EHCP, and if any additional 'mini-targets' need to be implemented to further support their progress.

Removal from the SEND Register

Children who are deemed to be SEND Support or hold EHCPs will be monitored and reviewed as part of the school's ongoing assessment system. Any decision to request reduced or increased support from the authority would be taken, with parents, at an annual review meeting. Any decision to remove an EHCP would have to be heavily evidenced and discussed at an Annual Review meeting.

Children at SEND Support level will be monitored and reviewed as part of the school's ongoing assessment system, also via their APDR cycles. A decision to remove a child from the SEND register would be taken by the class teacher, in consultation with the SENDCos and the child's family. Such a decision would be taken if it is felt that the pupil is no longer significantly behind national expectations in their identified area of need.

Section 11: PARTNERSHIP WITH FAMILIES

Bowdon Church School is committed to working in partnership with parents, children and other members of the school community, as well as outside agencies to provide for the needs of every child.

Parents have vital knowledge and experience of their children and therefore a close working relationship with parents is sought. It is important that we share views about a child's needs and what

the school is doing to address these. The school is also very keen to work with families to help with ideas as to how they can support their child.

In order to support parents of SEND pupils, the school is required to produce an SEND Information Report, which is available on the school's website. This forms part of the Trafford Local Offer for SEND. The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk

Trafford's SEND Information and Support Service (SENDIASS) can provide free, impartial, confidential and accessible advice, information and support on matters relating to SEND. <https://sendiass.trafford.gov.uk/Home.aspx>

Phone: 0161 912 3150 or **email:** sendiass@trafford.gov.uk

Children with SEND also have knowledge of their own needs and what may help them in their learning and that is why they may be consulted for their OPMP. SEND pupils with an EHCP also contribute to their Annual Reviews, either in person or via an adult – such as the parent, teacher, teaching assistant or SENDCos.

SECTION 12: SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

At Bowdon Church School, we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. For further information, see the School's Policy for Medical Conditions. Some children with medical conditions may be disabled and where this is the case, the school will comply with the Equalities Act 2010. Please see the School's Accessibility Policy.

SECTION 13: ROLES AND RESPONSIBILITIES

Role of the class teacher

Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Therefore, class teachers are required:

- To be aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils;
- To inform the SENDCos of concerns about a child;
- To gather information about the child;
- To keep parents informed of the child's progress and identified needs;
- To present a broad and balanced curriculum for all pupils based on the National Curriculum Programmes of Study;
- To differentiate work to cater for the special educational needs of children in the class, including extension activities;
- To incorporate multisensory teaching strategies into lesson plans, wherever possible;

- To liaise with and support any staff within school, or beyond school, who is conducting assessment of or intervention with a child in the class.
- To work with SEND pupils to generate their APDR targets and OPPP information.
- To implement and monitor any individual learning programmes.
- To review (at least once every term) the individual progress of children with SEND, via their individual plans (APDRs/ EHCP Outcomes).
- To be involved with the development of the school's SEND policy.

Role of the SENDCos

- To review and develop the school's SEND Policy;
- To oversee the day-to-day operation of the school's SEND Policy;
- To coordinate the provision for pupils with SEND;
- To maintain the school's SEND register and oversee all records of children identified on it;
- To provide advice and support to colleagues and to ensure maximum use of resources and expertise;
- To liaise with parents of special needs children in conjunction with their class teacher, in a positive and supportive manner;
- To liaise with external agencies on behalf of pupils with SEND;
- To liaise with feeder and receiving schools to ensure continuity of action/support;
- To keep up-to-date with current developments in the SEND field;
- To contribute to the in-service training of staff, including teaching assistants.
- To hold regular review meetings with parents, including the Annual Reviews of pupils with an EHCP.

Role of the Headteacher:

- To determine SEND policy;
- To monitor the implementation of the SEND policy, including progress and data reviews;
- To establish and recruit appropriate staff and to lead decision-making on the allocation of intervention work by the school team;
- To keep the Governing Body well informed about SEND in the school.

Role of the Governing Body:

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils; and
- Ensuring that SEND pupils are fully involved in the full range of school activities.

Role of Teaching Assistants:

We have a team of dedicated and caring Teaching Assistants who contribute to our inclusive, quality first teaching at Bowdon Church School. Teaching Assistants are part of the whole school approach to SEND working in partnership with the class teacher and the SENDCos to deliver pupil progress and close gaps in performance. To be most effective, the support they give should be focused on the achievement of specific outcomes within the Graduated Approach to SEND support agreed with parents in the context of IQFT.

- **TA2 Class-based Teaching Assistants** provide support to all pupils, under the direction of the class teacher - these are primarily in EYFS.
- **Intervention Teaching Assistants** offer targeted support for our pupils using evidence-based interventions and programmes, under direction of the class teacher, SENDCos and SLT.
- **TA2s (1:1 Familiar adult)** provide support for pupils with statements or EHCPs, under direction of the class teacher, with support from the SENDCos. At Bowdon Church School, we believe TAs can be part of the support for an individual, but should never be a substitute for the teacher's involvement with that child. The focus for these pupils is on the positive outcomes for the individual and not the hours of support that they receive.

The school's TA line managers are the SENDCo, Dylan McCarthy, and Assistant Headteacher, Mrs Helen Norbury (KS1).

SECTION 14: TRAINING AND SUPPORT

The school will facilitate all staff to develop their knowledge about children with SEND and what they may do to support them, through a range of meetings, courses, INSET Training and continuing professional development opportunities. The SENDCos attend the Trafford LA 'SENDCo Forum' and local cluster meetings to keep up to date with local and national issues.

Links with other schools, primary, secondary and special schools, are promoted, particularly amongst other Chester Diocesan schools and Trafford Local Authority. It is recognised that transition phases can be particularly difficult for children with SEND and therefore every effort will be made to ensure these are made as smooth as possible, with good working relationships established with our feeder schools.

SECTION 15: HEALTH AND SAFETY

All resources for children with Special Educational Needs will be subject to the school's Health and Safety policy and risk assessments will be carried out as appropriate for provision and equipment. All risk assessments are reviewed on a regular basis.

SECTION 16: FURTHER INFORMATION

Further information on SEND at Bowdon Church School can be found in the school's SEND Information Report, which can be found on the school's website. Alternatively, please contact the School SENDCos, either Mr Dylan McCarthy or Mrs Stephanie Ailion, using the contact details on page 4.

SECTION 17: COMPLAINTS PROCEDURE

Our complaints procedure follows Trafford LA guidelines. Such is our partnership with the children and parents; we would hope that all complaints would be dealt with at an early stage. Please refer to the school's Complaints Policy.

SECTION 18: POLICY REVIEW

This policy will be reviewed and revised in line with developments in the National Curriculum, the Code of Practice and the School Development Plan.

Policy Review: November 2024

Next review due: November 2025

Reviewed November 2024 Mr D McCarthy (SENDCo)

Approved by Head teacher: Sam Halliwell

Approved by Governing Body: FGB

Date: 13.12.24