Policy date: September 2026
Date of next review: September 2027
Owner: Deputy Head Academic
Location: StaffHub, GovernorHub, Website

Heath Mount School

Special Educational Needs and Disability Policy

1. The aims of this policy 3
2. Definition of SEND 3
3. Compliance 4
4. Identifying Special Educational Needs and Disabilities 4
5. Improving outcomes 4
6. The graduated response to SEND support 5
7. APDR Provision 5
8. Educational Health and Care Plan (EHCP) 6
9. Education inclusion 6
10. SEND Provision 7
11. Admission arrangements 9
12. Deployment of Learning Support Assistants and Teaching Assistants. 9
13. Transition 9
14. Roles and Responsibilities 10
14. Risk Assessment 12
15. Record keeping and monitoring 12
16. Monitoring and Review 13

This is the policy on Special Educational Needs and Learning Difficulties of the School and applies to the whole School, including the Early Years Foundation Stage.

1. The aims of this policy

- Explain how the School will support and make provision for pupils with special educational needs and learning difficulties (**SEND**)
- To promote good practice in the detection and management of special educational needs and disabilities SEND
- Explain the roles and responsibilities of everyone involved at School in providing for pupils with SEND and the co-operation needed from parents.

2. Definition of SEND

'A child or young person has SEND if they have learning difficulty or disability which call for special educational provision to made for him or her.' (SEND Code of Practice January 2015)

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

- have a **significant difficulty** in learning which is greater than the majority of others of the same age; or
- have a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions' (SEND Code of Practice January 2015)
- are under five and fall within the definitions above or;
- have emotional or behavioural difficulties that interfere with their ability to learn

The School recognises that at different times during a child or young person's school life, they may have a special need or disability that requires additional provision at that particular time. The School also recognises that it is possible to require additional support without being on the School's SEND list.

The School also recognises there may be factors that affect progress and attainment which are not SEND. These may include:

- Slow progress and low attainment
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)

The four broad areas of needs as defined in the SEND Code of Practice (January 2015) are:

1. Communication and interaction

2. Cognition and learning

3. Social, mental and emotional health

4. Sensory and/or physical (Appendix)

3. Compliance

This policy has been prepared to meet the School's responsibilities under the Education (Independent School Standards) Regulations 2014, the EYFS statutory framework for groups and school-based providers (DfE, September 2026), Part 3 of the Children and Families Act 2014, The Equality Act 2010 and The Special Educational Needs and Disability Regulations 2014. Consideration has been given to the guidance and advice in Keeping Children Safe in Education (DfE, September 2026), Equality Act: advice for schools (DfE, May 2014) and Code of Practice SEND 0-25 (January 2015).

At this School the person responsible for the provision made for pupils with SEND is Mrs Nicola Scatchard (Head of Learning Support & School SENCo) who holds the National SENCo Award and her line manager is Mrs Rebecca Archer, Deputy Headteacher (Academic).

'Many children and young people who have SEND may have a disability under the Equality Act 2010-that is a '…a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day-to-day activities' (SEND Code of Practice January 2015).

This policy in published on the School website and is available in hard copy on request from the School office. This policy can be made available in large print or other accessible format if required and is available to staff via the policies on the staff hub.

4. Identifying Special Educational Needs and Disabilities

- To work with regard to the guidance provided in the SEND Code of Practice (January 2015)
- To use **all reasonable endeavours** to make sure a student with SEND receives the support they need
- To ensure students and parents are participating as fully as possible in all decisions
- To do everything it can to meet students' SEND needs
- To ensure all students with SEND engage in activities of the School alongside other students who do not have SEND
- To have a designated teacher responsible for coordinating SEND throughout the School
- To inform parents of all the decisions being made about special educational provision

5. Improving outcomes

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- 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

6. The graduated response to SEND support

The School follows the 'assess, plan, do, review' cycle when a child requires 'SEN Support'

SEN Support is when a child requires '…***provision different from*** or ***additional to*** that normally available to pupils of the same age.'

The School delivers a broad and balanced curriculum through high quality teaching that is differentiated to meet the needs of our pupils.

7. APDR Provision

Assess - Regular and rigorous assessment of progress and needs by the class teacher and /or SENCo and Learning Support Team, including information discussed with the child's family about progress, barriers' to learning or other needs, will enable us to target particular learning needs. Where external professionals are involved, the School will work together with such professionals to assess needs.

Plan - The overall view of the child's needs from the assessment information will be used to plan what the School wants to achieve.

Do - The School will explain the intervention or technique that will be used to support the child in order to meet outcomes. The School will highlight who will be involved in supporting this to happen, how it will be implemented, how often and to detail any particular strategies or resources to use.

Review - Teaching teams along with the SENCO (if appropriate), will continually monitor, revise and review this cycle/provision and assess the impact. Next steps will then be considered. Reviews are held as required but at least termly with parents/carers and the child

When is the APDR cycle implemented?

1. Possible needs identified in School are ***monitored by teachers*** through assessment for learning. High-quality teaching and inclusive classroom strategies are implemented, including clear planning with learning outcomes for individual pupils, clear adaptations where needed and class-based intervention to accelerate progress.

2. If progress is still not being made, after a reasonable period of time, ***teachers*** will approach the SENCo with their concerns to seek advice

3. After a further specified period of monitoring and initial advice, the SENCo and subject leader will assess the progress.

4. If progress and attainment is continuing to cause a concern, then further assessment may be carried out by the SENCo. A Pupil Passport and /or the APDR cycle may then be implemented to outline targeted intervention, which is 'different from and additional to' others of the same age, with set outcomes (Tier 3/4 - please see Appendix).

5. If progress is still not being made or is below expectations the SENCo may request that parents seek to undertake formal assessment with appropriate outside agencies in conjunction with the School.

The School will always take into account the views, wishes and feelings of the student and their parents/carers. Where possible, decisions will be made with the full participation of

the students and parents/carers. Information about learning support, if needed, will be given to all those involved. This collaborative work will ensure the student achieves the best possible educational outcome.

The School will endeavour to follow any recommendations from Outside Agency assessments that are within the School's available resources.

8. Educational Health and Care Plan (EHCP)

Placement of pupils with an Educational Health and Care Plan (EHCP) is managed by the Local Authority in which the child resides. The School is not listed as a section 41 school. Details of this separate procedure are set out in the Special Educational Needs Code of Practice January 2015 (SEND Code of Practice January 2015.pdf). Please also see Admissions Policy.

Students who have EHC plans have been identified at county level of having the highest level of SEND need (Tier 5 - please see Appendix). They are reviewed every year. At the review meeting the SENCo, student, parents/carers and where possible any relevant specialists are present (whether face to face or remotely). The progress of the student is discussed and changes to the EHCP are agreed.

Students on Tier 4 (please see Appendix) are monitored using the assess, plan, do and review model. If a student continues not to make expected progress the School or parents/carers may request an Education Health Care Needs Assessment.

Medical Conditions

'Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan.'

Students with medical conditions at the School in accordance with the Children and Families Act 2014 will make arrangements to support all students with medical conditions. Individual Health Care Plans are completed by the family, and it is the family's responsibility to keep the School fully informed of medical needs or changes to medical needs. Where a student has a SEND need as well as a medical need then the Deputy Head (Pastoral), School Nursing Team, named medical support person and the SENCo will work together to ensure health care plans are in place and the on-site School Nurses are fully aware and trained for the medical needs. (Please see Medical Conditions Policy).

9. Education inclusion

All students at The School have access to a broad and balanced curriculum; all teaching staff have high expectations for their students and will set appropriate targets

- High quality teaching at the School is when a teacher knows their students' strengths, weaknesses and their individual needs. **Staff set clear objectives, deliver adapted, (in some cases differentiated lessons) and focus on the progress and learning that is taking place.**

- Teachers will have confidence to use alternative teaching styles to support students' different learning styles. The emphasis is on support in lessons. Where considered strictly necessary, pupils are withdrawn from lessons for a short term, evidence based, targeted intervention.

- High quality teaching at the School is **when teachers make full use of assessment for learning**, looking carefully at what students have achieved and their knowledge before moving on.
- Teachers at the School are committed to evaluating their performance and sharing best practice to ensure that students are engaged in their learning leading to ongoing progress being made by all.
- Potential areas of difficulty should be identified and addressed straight away and in the first instance **teachers will plan lessons to address potential areas of difficulty and remove barriers to learning**.
- The curriculum is organised to support the learning of all students including those with learning difficulties.
- The emphasis is on the development of English, Maths and communication skills **within** all mainstream classes.

Typical support available is:

- Access to specialist equipment if required. A student can bring their own laptop to School in years 4-6, if recommended by an Outside Agency professional e.g EP or OT. Pupils in Years 7-8 have a device for all lessons.
- Touch-typing lessons is available for students using laptops
- Modification of work if required
- Lunch time clubs to encourage interests and social skills as well as giving some students a 'safe place'
- Pastoral support – Counsellor 1 day per week in School.
- Organisational support to develop student's independence and study skills.

10. SEND Provision

The first response to SEND provision is high quality teaching.

All teaching and support staff are also issued with a 'inclusive classroom checklist' which includes common strategies that teachers can implement in the classroom to ensure quality teaching ***for all students including those with SEND***.

Some pupils may require special educational provision if they do not respond to high quality teaching.

This is defined as:

- 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely ***provision different from*** or ***additional to*** that normally available to pupils of the same age.'

At the School pupils are placed on a SEND 'Tier system' - please see Appendix. Pupils are placed on the tier system if they have been identified by a feeder setting as having an identified special educational need, or they join the School with a specialist report identifying need. Please note: Needs and ***any*** pre-existing reports **MUST** be declared by parents of any child during the admissions process (please see the School Admissions Policy and Parent Contract).

Pupils may also be placed on the SEND Tier system if after screening/assessments arranged by the SENCo or an Outside Agency professional means a learning need is indicated.

The School holds a 'SEND register'. Pupils are only placed on the SEND register if they require a period (short or long term) of targeted intervention following assessment/diagnosis which means provision is '*different from* or *additional to'* that normally available to pupils of the same age. These students are in Tiers 3 and 4, Tier 5 being those pupils with EHCPs.

Pupils placed on Tier 1 or 2: may have Exam Access Arrangements and/or a diagnosis but do not currently require provision that is '*different from* or *additional to'* that is normally available to pupils of the same age. These children will be placed on a list held by the School, not the School SEND register.

During the year students may be moved on/off the SEND register following a review of targeted intervention. Discussions will always be held with students, parents/carers and teachers to gather a fully rounded picture of specific needs. Parents/carers will be informed if their child is identified as needing additional targeted support.

All pupils from Tier 1-5 have a Pupil Passport.

Pupils on Tier 1-2 will have Pupil Passports updated once a year, unless there is a significant change to provision. (Not on the SEND register).

Pupils on Tier 3 will have their Pupil Passport updated 3 times a year. On the SEND register.

Pupils on Tier 4 and 5 will have the APDR cycle implemented. On the SEND register.

Parents/carers will be informed if their child is identified as needing additional targeted support.

Parents/carers and students are kept informed of all provision deemed appropriate through pupil passports **and/or** correspondence home and it is always discussed with parents/carers and students prior to them starting any targeted intervention programme.

Parents/carers can contact the SENCo or any member of the teaching staff via the phone and/or email, meetings can also be arranged.

Before students enter the School information and data will be requested from pupils' current school/ setting. The SENCo may undertake a visit to feeder settings / schools to meet with staff and the students.

All reasonable adjustments will be made for disabled students to access the School site; including the provision of auxiliary aids and services for disabled children. The School site is a physically challenging site and although the staff and trustees will make all reasonable adjustments for accessibility, some of its buildings are Grade 1 listed meaning some adjustments cannot be made. Every effort is made for the site to be accessible. (Please see the School Accessibility Plan)

Exam access arrangements

Where a pupil in School exhibits special educational needs and/or disabilities and it is felt that a pupil needs to be put forward for exam access arrangements for internal examinations and public examinations, an assessment will be carried out by a specialist teacher to confirm the difficulties experienced by that pupil. Results of the assessment are then used to inform a decision based on JCQ regulations.

11. Admission arrangements

The School will work with parents to discuss adjustments that can reasonable to made for the child during the admissions process. Please see the School's Admission Policy for further details.

12. Deployment of Learning Support Assistants and Teaching Assistants.

The SENCo is responsible for the deployment of Learning Support Assistants across the School to meet needs of pupils with SEND. The School currently has a team of 3 LSAs working across the School from Nursery to Year 8.

School Leaders in Pre-Prep and Lower School have responsibility for the deployment of Teaching Assistants. The role of our Teaching Assistants is to support pupils' learning in classrooms as planned by leaders and teachers.

13. Transition

SEND support will include planning and preparation for the transitions between phases of education and preparation for adult life. This includes school transitions between year groups.

This plan will involve input from the child, parents/carers, the SENCo and teachers.

Alternative arrangements & Disability

The School reserves the right, following consultation with the Parents, to ask or require you to withdraw your child from the School if:

- your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and / or
- you have withheld from the School information (as set out in the registration form) which prevents it from effectively addressing your child's learning difficulties;
- your child's learning difficulties require a level of support or medication which, in the professional judgment of the Head, the School is unable to provide, manage or arrange;
- your child has special educational needs that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities which the School provides.

In any of these circumstances the School will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support. Withdrawal of a pupil in these circumstances will not incur a charge of fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

The School recognises that some pupils with special educational needs may also have a disability. The School will make reasonable adjustments to afford opportunity to disabled pupils. However, if despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request that parents withdraw their child from the School.

14. Roles and Responsibilities

The School has a designated SENCo who is a qualified teacher appointed by the board of trustees and holds the National SENCo Award.

The role of the Governing Body

The governing body, in conjunction with the Senior Management Team, ensures that:

• The School has due regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs and Disability

• The School does its best to secure the necessary provision for any pupil identified as having Special Educational Needs and Disability and ensures that all teachers are aware of the importance of providing for these children;

• parents/carers are notified of a decision by the school that SEND provision is being made for their child

• The School identifies a governor to have specific oversight of the School's provision for pupils with Special Educational Needs. This governor liaises with the School and reports back to the governing body.

• the SEND governor ensures that all governors are aware of the School's SEND provision, including the deployment of funding, equipment and personnel.

The role of the SENCo

The key responsibilities of the SENCo may include:

• overseeing the day-to-day operation of the School's SEND policy

• co-ordinating provision for children with SEND

• liaising with the relevant Designated Teacher where a looked after pupil has SEND

• advising on the graduated approach to providing SEND support

• advising on the deployment of the School's delegated budget and other resources (including human resource) to meet pupils' needs effectively

• liaising with parents/carers of pupils with SEND

• liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

• being a key point of contact with external agencies, especially the local authority and its support services

• liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options, and a smooth transition is planned

• working with the headteacher and School governors to ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

• ensuring that the School keeps the records of all pupils with SEND up to date

• reviewing Pupil Passports and the APDR cycle (Individual Provision Plan) with parents/carers and children

Subject leaders, including the SENCo, analyse data and report to their line managers where they will plan further intervention if required.

Continuing Professional Development (CPD) opportunities are discussed for the coming year at this meeting.

The SENCo liaises with Form Teachers, Subject Leaders and Assistant Heads to ensure training and information is available.

INSET and training for staff is planned for by the SENCo. The School maintains written records of staff training.

Departments are expected to develop strategies for students with learning difficulties. Funding and Resources SEND support is funded through the School budget for SEND

The role of the Headteacher

The Head is responsible for:

• informing and liaising with governors on special needs provision

• managing the Special Educational Needs Policy on a day-to-day basis. Giving and arranging for practical help and training to be given to members of staff on how to deal with special needs issues

• ensuring that complaints regarding SEND provision are dealt with in accordance to the School's guidance for school-based complaints procedures

• ensuring all staff are trained in SEND where appropriate to provide adequate support for SEND pupils and to allow for personal and professional development

The role of the Class Teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. This includes:

▪ identification of children with SEND

Teachers are provided with pupil passports created by the SEND team, in conjunction with the parents/carers and/or students, which will enable each teacher to provide appropriate provision in their classroom.

▪ It is their role to deliver high quality teaching, adapted for individual students.

▪ matching learning to need in every lesson

▪ liaising with the SENCo to ensure the needs of individual pupils are met through the implementation of the identified strategies/interventions

▪ implement the School Special Educational Needs Policy

▪ undertake any training suggested or supplied by the School

▪Subject teachers have copies of EHCPs so it is clear what provision is expected and what reasonable adjustments must be made for these students.

▪All teaching and support staff are also issued with an **'inclusive classroom checklist** which includes common strategies that teachers can implement in the classroom to ensure quality first teaching ***for all students***.

▪Teachers make regular assessments of the progress of all students which will identify where progress is less than expected given the students' age and individual circumstances. This information is recorded a number of times a year as tracking point data and shared with Tutors, Heads of Year, the SENCo and the Senior Leadership Team.

▪Subject leaders, including the SENCo, analyse data and report to their line managers where they will plan further intervention if required.

The role of Parents

New parents are asked to complete a parents questionnaire to gather key background information which may be relevant and to provide copies of any report or recommendations which have been made in relation to special educational needs at their child's previous school or elsewhere within the last 24 months. Confidential information of this kind will only be shared with the School on a "need to know" basis.

The School will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.

Parents should notify the School immediately if their child's progress or behaviour causes concern so that the School can devise and agree a strategy with parents.

Parents have overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of learning support should make arrangements accordingly with the School or outside, as appropriate. In such circumstances, parents must ensure that the School is given copies of all advice and reports received.

Children in specific circumstances

- The Deputy Head, Pastoral is the Designated Teacher for Looked after Children.
- The Deputy Head, Pastoral is the Designated Safeguarding Lead for Child Protection
- The Head of Pre Prep—is the Deputy Designated Safeguarding Lead for Child Protection.

14. Risk Assessment

Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans. Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

15. Record keeping and monitoring

All relevant SEN pupil information is kept in students' files in the SENCo's office in locked cabinets and on the School system. Information is kept for all the time the student is at the School, if the student moves to another school information will be forwarded securely

to the new school by the SENCO who will ensure the identity of the senior member of staff at the new school. The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices which explain how the School uses personal data.

16. Monitoring and Review

Governors Committee normally reviewing	Education Committee
Effective from	September 2025
Date last formally approved	July 2025
Date of next review	September 2027
Staff responsible for implementation and review	Deputy Head Academic Head of Learning Support
Related policies	• Equal Opportunities • Safeguarding and Child Protection • Risk Assessment Policy for Pupil Welfare • Anti-Bullying Policy • Behaviour and Discipline Policy • English as an additional language policy • Admissions • Attendance • Relationships education / relationships and sex education • Accessibility Plan

Appendix

Four broad areas of need and Tier system

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 98 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

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

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, or habilitation support. Children and young people with an MSI

have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). 6.35 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 codes used for SEND need are in line with the SEND Code of Practice (January 2015):

N: No SEND support- students have previously been on a SEND code

K: SEND support (school is putting in targeted support beyond class differentiation and quality first teaching, a pupil passport has been written and students have exam access arrangements. Students on the SEND register are in Tiers 3-5.)

E: An Educational Health and Care Plan is in place

Tier 1: Students with exam access arrangements (EAA)/diagnosis that require **no additional support beyond good quality teaching:** ● Tier 1/2 pupil passport (essential information of need, and EAA only). To be updated if significant change to need and/or EAA ● Not on SEND register
Tier 2: Students with EAA/diagnosis who may have **general/private** study support lessons but **no additional targeted interventions:** ● Tier 1/2 pupil passport (essential information of need, and EAA only). To be updated if significant change to need and/or EAA ● Not on SEND register
Tier 3: Students with EAA/diagnosis requiring **targeted** support ● Tier 3/4 pupil passport to be updated 3 times a year ● On SEND register during period of targeted support – parents/carers to be informed
Tier 4: Students with EAA/diagnosis requiring ongoing **targeted support as part of an Assess, Plan, Do and Review plan.** Possibility of EHC plan needs assessment being requested: ● Tier 3/4 pupil passport to be updated 3 times a year ● On SEND register – parents/carers to be informed
Tier 5: **Students with EHCP** ● Tier 5 pupil passport to be updated 3 times a year+ ● On SEND register – parents/carers to be informed ● Annual review meeting to be held with parents/carers and student