



*Saint Joseph's*  
CATHOLIC SCHOOL

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# **SEN Policy 2021–22**

Version 13.0 December 2021

ST JOSEPH'S CATHOLIC SCHOOL  
CHURCH ROAD  
LAVERSTOCK  
SALISBURY  
SP1 1QY

### Success Criteria:

**Our Aim:** At St Joseph's we believe that each pupil and employee are made in the image and likeness of God and are therefore deserving of equal respect, value and success irrespective of religion, ethnicity, national origin, ability, gender, socio-economic status, sexual orientation, gender reassignment, pregnancy or disability. We are committed to ensuring that all pupils and employees are able to enjoy the same opportunities by removal of any barriers to learning or personal development.

### Monitoring Procedures:

<b>By Whom:</b> SENDCO / Academic Governor's Committee	<b>When:</b> Biennially	<b>How:</b> Reports to the Academic Governors Committee
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### Evaluation:

<b>By Whom:</b> Head teacher and the Academic Governors Committee	<b>When:</b> Biennially	<b>How:</b> Reports to the Academic Governors Committee & Head teacher
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### Revision History:

<b>Version</b>	<b>Approved and Ratified</b>	<b>Review Date</b>	<b>Additional Notes</b>
V 13	Dec 2021	Dec 2023	Update
V 12	May 2017	May 2019	Total Re-write
V 11	July 2014	2015	-
V 10	July 2013	2014	-
V 9	June 2012	2013	-
V 8	June 2011	2012	-
V 7	June 2010	2011	-
V 6	June 2009	2010	-
V 5	June 2008	2009	-
V 4	July 2007	2008	Rewrite
V 3	June 2006	2007	-
V 2	June 2004	2005	-
V 1	June 2003	2004	Re-write

## Vision Statement:

St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.

At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth, and justice. We want each pupil to be healthy in mind, body, and spirit.

Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.

We are committed to aspiring for excellence in all that we do for the sake of the Gospel.

Head teacher

## National Policies and guidance/courses referred to and incorporated into SJCS Policy:

The Equality Act 2010

Disability Discrimination Act 1995

## Other SJCS Policies that relate to this Policy:

Accessibility Plan

Behaviour Policy

Complaints Policy

Equality and Diversity Policy

Exams Policy (Section 7)

Safeguarding Policy

SEN Information Report

Supporting Pupils with Medical Needs Policy

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## Ethos and our Philosophy

At St Joseph's Catholic School, we believe in participation and progress for all. We want all of our young people to participate in learning and we celebrate the achievements of all members of our community. We aim to create an inclusive culture in our school, and we are keen to enhance our responsive approach to the diversity of children's backgrounds, interests, experience, knowledge and skills.

## Aims

We believe in developing the full potential of all pupils and our aim is that all pupils with special educational needs participate in activities compatible with the efficient education of other pupils and the efficient use of resources. All pupils will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate, and full access to the National Curriculum. All pupils are valued, and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all pupils, and staff continually assess to ensure that effective learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and form tutors play a vital role in the mentoring of pupils and as 'go to people' / trusted adults, for our pupils. Form tutors are also fundamental in ensuring communication between home and school and signposting to the most suitable staff. They have access to a daily tracker which allows them to monitor their tutees academic, behavioural and attendance patterns. We aim at all times to follow a pupil-centred approach, taking into account their views.

## Objectives

The objectives of the policy are:

- To outline key processes and characteristics of the school's SEND provision
- To outline role and responsibilities of staff regarding SEND provision

## Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## Definitions

**Diagnostic and Referral Tool (DART).** The DART is a tool used by professionals (both school and outside agencies) to complete referrals for additional support, or to assess children's needs.

**Education, Health and Care Plan (EHC plan).** An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by local authority after an EHC needs assessment of a child or young person has determined that an EHC plan (EHCP) is necessary, and after consultation with relevant partner agencies. The EHCP is reviewed annually in conjunction with parents, the local authority and school.

**Individual Health Care Plan (IHCP).** The Plan will normally specify the type and level of support required to meet the medical needs of a pupil. It may require input from health care professionals. A Health Care Needs Risk assessment will also be completed to identify any risks, and actions required to manage these and ensure the safety and care of pupils with medical needs. Further information regarding this can be found in the Supporting Pupils with Medical Conditions policy.

**Medical Condition.** There is no statutory definition of 'Medical Conditions' but the implication of the legislation is that pupils must not be disadvantaged in the provision of education if they require support or special procedures due to a medical problem which may be long term, short term or include a disability (if the last, the Equality Act 2010 also applies). The requirement not to be disadvantaged does not apply if there is an infectious disease that could be dangerous to any pupil or staff member. A pupil with a medical condition may have an Individual Healthcare Plan.

**My Support Plan (MSP).** A My Support Plan is a way of supporting young people who do not meet the criteria for an EHCP. At this level, a lead worker will not be involved, but a My Support Plan can be completed by an educational setting or another professional working with a young person and used to plan and co-ordinate their support.

**Parent(s).** Refers to birth parent(s), guardians(s) or any person who has parental responsibility for the pupil or who has care of him/her.

**Specialist SEN Service (SSENS).** SSENS is a team of Specialist Advisory Teachers, supporting children and young people as part of Wiltshire Council's 0-25 SEND Service. They specialise in practical and realistic teaching and learning strategies which are underpinned by current educational research. The service helps schools and settings understand and meet the needs of children and young people with identified or suspected special educational needs and/or disabilities.

**Special Educational Needs & Disabilities (SEND).** Pupils have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Pupils have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of others of same age
- (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 school.

**Special Educational Provision.** Special Educational Provision is support which is additional to or different from the support generally available to pupils of the same age. (Other than special schools). The Provision is required to match the Pupil's SEND.

## Roles and responsibilities

### The SENDCO

The SENDCO is: **Miss K Lowe**

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

### The Headteacher

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

## Identifying pupils with SEN and assessing their needs

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as follows: "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 them". 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 same age
- (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.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. At St Joseph's we use a Flightpath for academic progress, with bronze, silver and gold criteria which helps inform and monitor individual pupil progress. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap



This may include progress in areas other than attainment, for example, social needs.

Pupils can fall behind in school for many reasons. At St Joseph's Catholic School, we are committed to ensuring that all pupils have access to learning opportunities, and for those who are at risk of not learning or making sufficient progress, we will intervene. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## Consulting and involving pupils and parents

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment, and decision-making process in the school. Parents/carers contributions are highly valued by the staff in the school. Parents/carers are encouraged to involve their child in the decision-making process.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with parents. We will notify parents when it is decided that a pupil will receive SEN support.

## Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

## Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition is a part of life for all pupils. This can be transition from primary to secondary school, to a new class in school, having a new teacher, or moving on to another school or training provider, or moving into employment. St Joseph's Catholic School is committed to working in partnership with children, families, and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all pupils with SEN. For pupils in years 5 and 6 who have an EHCP, the SENDCo can visit them at their primary school and attend their annual review meetings. Where appropriate, an enhanced transition to St Joseph's will be arranged. This can include opportunities to visit and have induction sessions at St Joseph's. A member of the school's senior, or middle leadership team also visits Year 6 students at their primary schools, to support them in preparing for the transition and the SENDCo liaises with the feeder primary schools.

The SENDCo and Independent Career's Advisor support transition to sixth form schools, colleges, or apprenticeship providers for pupils with additional needs alongside any other relevant agencies involved. Planning begins for some students during Year 10 and parents/carers and pupils are advised and guided through the process, from choosing the right provision to the most appropriate course and practical information such as how to access support with transport. For those with a high level of additional need, accompanied visits to local sixth forms and colleges can be arranged in order to build confidence and develop a positive relationship with staff at the proposed new educational facility.

## Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Information about the additional needs of all students is linked to teachers' registers, giving them the information they need to support their planning and appropriate interventions, such as differentiation, room plans, specialist resources etc.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

**To access our SEN Information Report:** <https://sjcs.org.uk/sen-information-report>

Each pupil identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, tailored to the pupil, and is intended to enable access to learning and to overcome the barrier to learning identified. Supporting SEN outside the classroom is sometimes required to help to narrow the gap in a child's learning or help overcome a barrier to learning. This intervention style of support can take a variety of formats:

- ASD support and social skills
- Emotional and Social Mentoring.
- Literacy support – one to one and small group
- Nurture groups delivered via mentoring programme
- Speech and language
- Study skills

## Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by ability grouping, teaching style, lesson pace.
- Adapting our resources and staffing, including mapping specialist TA and additional teacher support provision
- Using recommended aids, such as coloured overlays, computer reader software, larger font, laptops, visual timetables.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, providing printed lesson handouts, reading instructions aloud.

Please see the accessibility plan for details relating to the school buildings and surrounding environment.

To access our Accessibility Plan: <https://sjcs.org.uk/accessibility-plan>

## Additional support for learning

We employ 6 Teaching Assistants (TAs) who work across the curriculum areas and whose work is primarily in the classroom working alongside the class teacher to assist in the delivery of teaching and learning. Teaching Assistants are also trained to deliver interventions as coordinated by the SENDCo. Interventions include:

- ASD support and social skills
- Emotional and Social Mentoring.
- Literacy support – one to one and small group
- Nurture groups delivered via mentoring programme
- Speech and language
- Study skills

We work with the following agencies to provide support for pupils with SEN:

- Child and Adolescent Mental Health Service (CAMHS)
- Counselling
- Educational Psychology Service (EPS)
- Education Welfare Service (EWS)
- Emotional Literacy Support Assistant (ELSA)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Family Counselling Trust (FCT)
- Medical Needs Forms
- Mental Health Support Teams (MHST)
- Special Educational Needs & Disabilities Information Advice & Support Service (SENDIASS)
- SIPMS; Special Educational Needs and Disability (SEND) Service – Physical and Medical
- School Nurse
- Sensory Resources/Sensory Service
- Speech and Language Therapy
- Specialist SEN Service (SSENS): Cognition and Learning Team, Communication and Interaction Team,
- THRIVE (Accessed via The WASP Centre)

## Expertise and training of staff

**Miss K Lowe:** SENDCo

**Mr J Hawkins:** SEND Governor

- Our SENDCO has 3 years' experience in this role, and for 9 years prior to this, has had various roles in schools, including Learning Support Assistant, Specialist Teaching Assistant, Cover Supervisor, Classroom Teacher and Tutor. She has achieved the National Award in Special Educational Needs Coordination (NA SENCO), is a member of NASEN, attends Wiltshire SENCO Network Meetings and has recently undertaken the National Professional Award for Senior Leadership (NPQSL).
- The SENDCO is currently allocated 3 days a week to manage SEN provision.
- The school also has a Pastoral team which comprises: Deputy Head: Pastoral and DSL (Designated Safeguarding lead), two Senior Leaders for attendance and behaviour, a Pastoral Manager and Wellbeing Officer/Mental Health Lead. The Pastoral team and SEND department work closely together in the support of vulnerable pupils, including those with SEND.

We have a team of 6 teaching assistants, who are trained to deliver SEN provision.

In the last academic year, teaching assistants have been trained in Autistic Spectrum Disorder (ASD), Dyslexia, Dyscalculia, Speech and Language.

## Securing equipment and facilities

- The lift (located in the Isidor Building) is always secure and only operated under trained adult supervision
- Private disabled toilet and alarm cord (located in the Isidor Building)
- Please see our medical policy for information relating to the staff storage and administration of medications – <https://sjcs.org.uk/medical-policy>
- Evaluating the effectiveness of SEN provision

We follow the 'assess, plan, do, review' model and ensure that parents/carers and pupils are involved in each step.

Pupils, parents/carers and the teaching and support staff will be directly involved in reviewing progress wherever possible. Microsoft Forms is used to gather feedback from teachers and support staff and can then be shared with the pupil, parents and outside agencies (where appropriate) at the relevant meeting. Reviews will take place with individual subject teachers annually at parents evening, can be built into the intervention itself, or can be formal meetings where we all discuss progress and next steps. If a learner has an Educational Health and Care Plan (EHC plan) the same review conversations take place but the EHC plan will also be formally reviewed annually.

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all pupils is collated and monitored by teachers, Directors of Learning and senior leaders. A daily tracker is produced which enables monitoring of academic, behavioural and attendance patterns. Our school data is also monitored by the Local Authority and Ofsted. Your child's form tutor will be able to assist you with any queries you may have regarding understanding your child's progress data.

## Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day, school presentation evenings and showcase evening and any special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

For information regarding arrangements for the admission of pupils with EHC Plans, please see the Admissions Policy here: <https://sjcs.org.uk/admissions-policy-21-22>

For information regarding the facilities we provide to help disabled pupils access our school, please see the Accessibility Plan: <https://sjcs.org.uk/accessibility-plan>

## Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of our extracurricular opportunities to promote teamwork/building friendships

**Bullying:** The school adopts a zero-tolerance approach to any form of peer-on-peer abuse, investigates and intervenes, sanctioning whilst seeking to adopt restorative approaches to educating students around feelings, actions, consequences and making better choices.

We have a Pastoral Team who offer drop-in support and coordinate access to further support for mental health and wellbeing, such as:

- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service (EPS)
- Emotional Literacy Support Assistant (ELSA)
- Mental Health Support Teams (MHST)
- School Nurse

## Working with other agencies

St Joseph's Catholic School involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families. These include:

- Child and Adolescent Mental Health Service (CAMHS)
- Counselling
- Educational Psychology Service (EPS)
- Education Welfare Service (EWS)
- Emotional Literacy Support Assistant (ELSA)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Family Counselling Trust (FCT)
- Medical professionals, including Paediatricians and specialist nurses (ADHD, Diabetes, Epilepsy)
- Mental Health Support Teams (MHST)
- Special Educational Needs & Disabilities Information Advice & Support Service (SENDIASS)
- SIPMS; Special Educational Needs and Disability (SEND) Service – Physical and Medical
- School Nurse
- Sensory Resources/Sensory Service
- Speech and Language Therapy
- Specialist SEN Service (SSENS): Cognition and Learning Team, Communication and Interaction Team,
- THRIVE (Accessed via The WASP Centre)
- Wiltshire Parent Carer Council (WPCC)

## Have your say

St Joseph's Catholic School is a community school and we welcome parents and carers as part of that community. We aim to shape and develop provision for all of our pupils, ensuring achievement for all; information from parents and pupils is integral to this. Parents/carers are welcome to visit the school when their child is in Year 5 and 6, not only at open evenings, but also during the school day to really get a sense of how the school works. If you are concerned about your child's learning needs, a meeting will be arranged with the SENDCo to discuss your concerns and the provision which can be made for them. Your child's tutor, Director of Learning, and SENDCO, will be your main points of contact.

## Complaints procedure

If parents/carers have a complaint concerning provision for their child, they should initially attempt to resolve this with the appropriate subject teacher. If this proves unsuccessful, the matter should be referred to the SENDCO and/or Head teacher.

If the complaint remains unresolved the Complaints Policy should be referred to.

## Legislation and useful links

- Working together to Safeguard Children (2013)
- The Children Act 1989 Guidance and Regulations Vol 2 (Care Planning Placement and Case Review).
- Equality Act 2010: Advice for Schools (Non-Stat advice)
- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014)
- Mental Capacity Act Code of Practice : Protecting the Vulnerable (2005)
- The SEND Code of Practice 2–25 years June 2014

### Useful links:

Website/Resource	Link
SEND Code of Practice for Parents and Carers	<a href="http://www.gov.uk/government/publications/send-guide-for-parents-and-carers">http://www.gov.uk/government/publications/send-guide-for-parents-and-carers</a>
National Network of Parent Carer Forums	<a href="http://www.nnpcf.org.uk">www.nnpcf.org.uk</a>
Children's Education Advisory Service (CEAS)	<a href="https://www.gov.uk/government/groups/the-childrens-education-advisory-service-ceas">https://www.gov.uk/government/groups/the-childrens-education-advisory-service-ceas</a>
Family and Childcare Trust	<a href="http://www.daycaretrust.org.uk">www.daycaretrust.org.uk</a>
Autism Education Trust	<a href="http://www.autismeducationtrust.org.uk">www.autismeducationtrust.org.uk</a>
Bullying Guidance	<a href="http://tinyurl.com/DfE-Bullying-Guidance">http://tinyurl.com/DfE-Bullying-Guidance</a>
Communication Trust	<a href="http://www.thecommunicationtrust.org.uk">www.thecommunicationtrust.org.uk</a>

Dyslexia SpLD Trust	<a href="http://www.thedyslexia-spldtrust.org.uk">www.thedyslexia-spldtrust.org.uk</a>
I CAN (Pupils' communication charity)	<a href="http://www.ican.org.uk">http://www.ican.org.uk</a>
MindEd	<a href="http://www.minded.org.uk">www.minded.org.uk</a>
National Sensory Impairment Partnership	<a href="http://www.natsip.org.uk">www.natsip.org.uk</a>
Epilepsy Action	<a href="https://www.epilepsy.org.uk">https://www.epilepsy.org.uk</a>
Wiltshire Parent Carer Council	<a href="http://www.wiltshireparentcarercouncil.co.uk">www.wiltshireparentcarercouncil.co.uk</a>
Wiltshire Parent Partnership Services	<a href="https://www.actionforchildren.org.uk/in-your-area/">https://www.actionforchildren.org.uk/in-your-area/</a>
Wiltshire SENDIASS	<a href="https://www.kids.org.uk/wisa">https://www.kids.org.uk/wisa</a>
Barnados SEND Support Hub	<a href="https://www.barnados.org.uk/support-hub/send">https://www.barnados.org.uk/support-hub/send</a>

## The local authority local offer

Our local authority's local offer is published here: <https://localoffer.wiltshire.gov.uk/>

## Monitoring arrangements

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.