



**SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES
AND DISABILITIES POLICY – INCLUDING SPECIAL EDUCATIONAL NEEDS AND
DISABILITY (SENDA) ACCESSIBILITY PLAN**

THIS POLICY APPLIES TO EYFS

Date of Policy	Sept 24
Member of staff responsible	Sadiya Mahmood
Role	Deputy Head Pastoral and SENDco

SEND Policy Review	
Last Review	Significant changes
Sept 24	Policy updated and SENDA plan moved into policy.

SENDA Plan Review	
Last Review	Significant updates
Sept 24	

ADMISSIONS AND INCLUSION STATEMENT

At St Edward's we aim to offer pupils full access to a broad, balanced and relevant curriculum, and we strive to ensure equality of opportunity for all pupils, through a full commitment to our Equal Opportunities Policy. We welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of St Edward's Prep. We are committed to fulfilling our duties towards children with SEN, disabilities and medical conditions and to working in partnership with families to this end. We have high aspirations for our pupils and we seek to achieve the very best outcomes for our pupils. Our aim is for each child to achieve their full potential, and to promote access for children with SEND to experience the full range of educational and social opportunities available to their peers. Treating every child as an individual is important to us, and we welcome pupils with mild to moderate special educational needs, providing that our Learning Support Department can provide them with the support that they require. We do not however, have the facilities to offer highly specialised and intensive treatment.

We advise parents of children with special educational needs to discuss their child's requirements with St Edward's Prep before they are assessed for a place so that we can make adequate provision for them. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

ON ENTRY

Each pupil with a special educational need requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before they become a pupil at the school.

Our Learning Support Department is staffed by a fully qualified experienced teacher who is able to help parents and staff gauge the level of intervention required for their child.

POLICY AIMS

Our aims are for all pupils to achieve their full potential and to promote full access for all pupils, and to this end we have a system in place to identify additional needs and to promote the appropriate provision to ensure that these needs are met. This system is reviewed regularly.

Pupils are entitled to have their needs identified, assessed and addressed at the earliest opportunity. We are committed through our SEND Policy and practice to the early identification of any difficulties a child may be experiencing, and to provide early intervention through an appropriate learning environment in which a range of differentiated activities meet individual needs.

We are committed to working in close partnership with parents and we value a multi-disciplinary approach, liaising effectively with various agencies for the benefit of the child.

ROLES AND RESPONSIBILITIES

The Headteacher, Mr Jonathan Parsons, has overall responsibility for the school's policy and approach to provision for children with SEND.

All staff, both teaching and support, are familiar with and follow the practice as stated in this policy, and are aware that SEND is a whole-school responsibility and that all teachers are teachers of SEND. Every teacher recognises their responsibility to adapt their teaching to respond to the strengths and needs of their pupils. Class teachers have responsibility and accountability for identifying and supporting the children with SEND in their class and they lead the process for each child identified with SEND.

The Head of Learning Support, Ms Sadiya Mahmood, is responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND;
- liaising with parents and other professionals in respect of pupils with SEND and being a point of contact for external agencies;
- advising and supporting practitioners in school;
- ensuring that relevant information about pupils with SEND is collected, recorded, updated and disseminated.

MONITORING AND REVIEW

We support parents to arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist so that we can identify the areas that require support. We offer one-to-

one support as per advice from the Educational Psychologist for pupils with assessed needs and help with study skills outside the normal curriculum. We work closely with the child and their parents to help them to overcome the barriers that their difficulties present.

Our Learning Support Department will prepare an Individual Education Plan for each child, setting achievable targets. The child, together with their parents and teachers, review the plan regularly, and the child is encouraged to take ownership of it and to set their own targets.

Our Learning Support Department adheres to the SEN Code of Practice 2014, 2015.

REQUEST FOR STATUTORY ASSESSMENT

The school, parents or outside agency can request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, the pupil remains a significant cause for concern.

EDUCATION, CARE AND HEALTH PLANS

An ECHP can be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an ECHP.

An ECHP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set out in the ECHP
- Established through parent/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

ECHPs must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The Head of Learning Support will organise these reviews. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an ECHP of SEN.

PHYSICAL ACCESSIBILITY

We recognise that some children with special education needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of St Edward's Prep's Accessibility Plan and Disability Policy from the school office. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

IDENTIFYING PUPILS WITH ADDITIONAL NEEDS

We draw on evidence from clear assessment and analysis of pupils' needs:

- records and information from previous settings
- assessments of a pupil's current skills and levels of attainment on entry
- in Pre-Reception and Reception, holistic ongoing observations take place as the process of recording for Early Years Foundation Stage (EYFS) profiles

- throughout the school: teacher's assessment and experience of the pupil (ongoing and continuous assessment in class)
- pupils in Reception to Year 6 participate, at the start of each school year, in interactive computerised assessment systems (PIPS baseline assessment at the start and end of Reception and InCAS Years 1 to 6). These give specific whole-school, individual class and individual pupil measures of attainment (age-equivalent and age-standardised) across a range of areas and attitudes creating a cumulative record. These are used alongside other assessment strategies to create a fuller picture
- an individual's development in comparison with their peers
- an individual's attainment in comparison with their potential for learning
- the views and experience of parents
- advice from external support services and more specialised assessments and recommendations

These forms of assessment, singly or combined, lead us to identify pupils who are underachieving, are not progressing typically, who have barriers to learning or gaps in their learning. They also aid us in monitoring and tracking the progress of these pupils.

ACTION/LEARNING SUPPORT PROCESS

Planning is continuous, ongoing and takes place both individually and in conjunction with other staff. In the light of our assessment process, teachers constantly plan how to adapt their core teaching to suit the needs of their pupils. With pupils' needs at the centre of the planning process, teachers plan to provide and put in place high-quality, well-targeted, differentiated and suitably challenging teaching for individuals in lessons.

Our first response upon identifying an area of weakness, is to target it with high-quality personalised teaching. Rate of progress is monitored and observed. If there is little or no progress as a result of these approaches then a plan of intervention is drawn up, in conjunction with parents, which is in addition to, or different from that provided as part of the usual curriculum. This is known as SEN support. The strategies and action to be taken are recorded on an Individual Educational Plan (IEP). The profile clearly sets out the expected outcome of the intervention and what support is intended to achieve. The plan is reviewed with parents on a biannual basis to ensure that the approaches used are having the required impact on progress.

If help given through SEN support does not enable satisfactory progress, the school, in consultation with parents, will consider contacting an outside agency to complete a specialised assessment. A further meeting with parents would then take place to discuss the outcome of the assessment and resulting actions.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) – also see EAL Policy

The SEND Code of Practice recommends particular consideration when identifying and assessing SEND in children with EAL. At St Edward's we recognise difficulties with learning a language and therefore put early support in place. Most of our children with EAL will make progress based on the support, however some might have additional SEND needs.

SEND STRATEGY FOR EAL PUPILS

Steps to take when concerned about the progress of a bilingual child.

1. Record clearly the reasons for the concern and who has the concerns.

2. Collect background information on the pupil. This should include information on the child's family, educational and linguistic proficiency in home language, academic and social attainment levels, relevant medical information, attendance record and community links, e.g. attending classes in home language.
3. Assess non-verbal aspects of communication: areas of development that are less dependent on language skills. This might mean looking at fine and gross motor skills, social communication needs and sensory issues.
4. Collect evidence/information on the following:
 - The steps that have already been taken in meeting the needs of the pupil, including teaching strategies and strategies used to support pupils with EAL.
 - The pupil's strengths and areas in need of development.

 - The pupil's rate of progress over time in English and other curriculum areas. Include QCA/National Curriculum levels together with the perceptions of teaching staff, pupil, parents and any other agencies.
 - Samples of work.

The pupil's level of proficiency in their first language – is it age-appropriate or not? This should include literacy skills in first language for those pupils who have received schooling in their country of origin before moving to the UK. Poorly developed speaking and listening skills in first language can be a sign of speech, language and communication difficulties or a developmental language delay.

5. Analyse the evidence/information collected.
6. Seek specialist support if there are indications of SEND.

A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE



Disability

THIS POLICY APPLIES TO EYFS

ADMISSIONS AND DISABLED PUPILS

We welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of St Edward's Prep. Treating every child as an individual is important to us, and we welcome pupils with physical disabilities provided that they can cope with our site.

We advise parents of children with physical disabilities to discuss their child's requirements with St Edward's Prep before they are informally assessed so that we can make adequate provision for them. Parents should provide a copy of a medical report to support their request, for example, for large print material or other special arrangements.

ON ENTRY

Each pupil with a disability requires special consideration and treatment. If appropriate, reasonable adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before they become a pupil at the school. We recognise that some disabled pupils may also require specialist support from our Learning Support Department, and we would normally discuss this issue with parents before their child enters the school. Copies of St Edward's SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES ACCESSIBILITY PLAN can be obtained from the school office.

SHORT TERM DISABILITIES

If a child has an accident, requires surgery or medical intervention during his time at St Edward's we will complete a Health and Safety Risk Assessment on his needs and plan how best we can provide for his continued education. The school may request a Doctor's certificate to confirm that the pupil is fit for school. It may be possible to ensure the majority of lessons are taught on ground level. If contact sports need to be avoided they may complete their prep or join another class during these sessions. Younger children may need to be collected early if they are physically unable to complete the timetabled afternoon sessions such as swimming.

PHYSICAL ACCESSIBILITY

Parents and prospective parents of disabled children may obtain copies of St Edward's Prep's SENDA Accessibility Plan from the school office. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

St Edward's Prep has an active monitoring policy and will do its best to make reasonable adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic buildings on a scattered site. We hope to progressively introduce facilities for wheelchair users and hearing loops as our buildings are upgraded.

OTHER ADJUSTMENTS – refer to SENDA Accessibility Plan for full detail on reasonable adjustments made to ensure access to the curriculum.

STAFF TRAINING

Our teaching staff receive training on the learning needs of pupils with special education needs and disabilities.

Signed

A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SENDA) ACCESSIBILITY PLAN

THIS POLICY APPLIES TO EYFS

Please read this policy in conjunction with:

- Special Educational Needs and Learning Difficulties and Disabilities (SEND) Policy
- Disability
- English as an Additional Language (EAL) Policy
- Admissions
- Administration of Medicines and First Aid Policy
- Equal Opportunities Policy
- All Employment Policies

INTRODUCTION

The accessibility plan considers:

- Curriculum and learning access
- Making improvements to the physical environment of the school
- Accessibility to written information to pupils and parents

ETHOS AND AIMS:

At St Edward's we recognise the importance of a diverse community and aim to offer our pupils full access to a broad, balanced and relevant curriculum. We strive to ensure equality of opportunity for all pupils, through a full commitment to our [Equal Opportunities Policy](#). We welcome all children who can make the most of the opportunities that we offer to flourish in the nurturing environment of St Edward's Prep. We are committed to fulfilling our duties towards pupils with SEND and medical conditions and to working in partnership with families to this end. We have high aspirations for all our pupils and we seek to achieve the very best outcomes for them. Our aim is for each child to achieve their full potential and to promote inclusion for children with SEND to experience the full range of educational and social opportunities available. We respect and understand all pupils are unique and learn differently. We welcome pupils with mild to moderate special educational needs, providing that our Learning Support Department can provide them with the support that they require. We do not however, have the facilities to offer highly specialised and intensive personalised learning.

We advise parents of pupils with special educational needs to discuss their child's requirements with St Edward's Prep before they are assessed for a place so that we can make adequate provision for them. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request.

We have an Admissions Policy and criteria (available to view on our website) which seeks to remove any barriers to entry to our school for pupils with special educational needs and/or disabilities. We strive to be fully inclusive and welcoming.

St Edward's is not a specialist independent school within the meaning of the Children's and Families Act 2014 and is not registered with the Secretary of State under section 41. Consequently, St Edward's is not required to publish an SEN information report, nor comply universally with the SEND Code of Practice whose scope is targeted at maintained schools.

St Edward's may, from time to time, consider whether to admit a pupil subject to an EHCP, if parents/carers express a wish for the school to be named, and if this is agreed by the Local Authority, and where the school can fully and clearly meet the child's needs. We would welcome parents to first have this discussion with the school to understand the pupil's needs and whether St Edward's can meet them.

An updated termly SEN register is kept, and all staff are provided with information about the children with additional needs. The school works closely with outside agencies and in conjunction with the LA for children with EHC plans. Staff meetings are held to discuss pupil progress as well as plans for pupils who are joining the school.

There is a strong pastoral team in place at St Edward's. All the staff at St Edward's play an important part in the welfare of children.

Sadiya Mahmood is the respective Designated Safeguarding Lead and Janet Elwood and Jonathan Parsons are the appointed Deputy Designated Safeguarding Leads.

Physical access

The school is situated in one location with many smaller units and buildings. A physically disabled pupil or visitor would not be able to access all areas of the school.

In accordance with Schedule 10 of the Equality Act 2010, St Edward's Prep is required to have a three-year accessibility plan which addresses:

- How we plan to increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum and therefore improve their outcomes;
- How we can improve the provision of information to disabled pupils (which is already in writing for pupils who are not disabled);
- How we can improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services of the school.

In the Equality Act 2010 as a whole, there are three elements to the reasonable adjustments duty that relate to:

- Provisions, criteria and practices
- Auxiliary aids and services including assisting technologies
- Physical features

In determining what is reasonable the school will have regard to:

- The financial resources available to the school
- The cost of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments

- The extent to which aids and services will be provided via an Educational Health and Care Plan, Individual Education Plan, Educational report, or by provision paid for outside the school's resources
- Health and Safety requirements
- The interests of other pupils
- The need to maintain academic, musical, sporting and other standards

Admissions

Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible to improve, the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of their potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at St Edward's Prep.

The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of their disability.

The school asks parents to complete a medical questionnaire in respect of a prospective pupil at the time of application. Parents of prospective pupils should notify the school of any disabilities and learning difficulties as early as possible so that we can make appropriate arrangements for any visits to school. We welcome pupils with disabilities and special educational needs providing that our site and our Learning Support can accommodate those needs. Due to financial and physical reasons we are unable to accommodate children that require the use of a wheelchair. Parents should provide a copy of any Educational Psychologist's report or medical report at the earliest opportunity but specifically during the registration stage of the Admissions process. We can then discuss thoroughly with parents and their medical advisors the adjustments that we can reasonably make for the child. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

Once we have assessed a child's needs and offered a place, the school will do all it reasonably can to ensure that the child can, with 'reasonable adjustments', access the curriculum, whether in the classroom or through other means. In order that all pupils may have the fullest possible experience at the school and achieve the best outcomes, we try and ensure that all pupils can participate fully in all aspects of school life including trips, sports and events, but must ensure that no pupil's safety or education is put at risk by the needs of another individual.

Context

As of 2 October 2023: 17 on the SEND register, 17 receiving in-school support, 14 pupils with Individual Education Plans (IEPs) and no pupils awaiting or on Educational Health Care Plans (EHCPs).

We have 26 pupils with medical disabilities (including asthma, mild allergies, epilepsy, and eczema). All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities and school trips.

We take a fully inclusive approach to staff recruitment and aim to appoint the best person based on their skill set and regardless of any disability they might have. We have no members of staff with medical needs and/or physical disabilities and they are provided with the necessary support for their roles.

At Wishford Schools, the management team of each individual school commits to:

- Review annually the school’s policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- Make recommendations with a view to improving the accessibility of its education for pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
- Prepare the school’s disability inclusion, SEND and learning support policy.
- Prepare the school’s accessibility plan.
- Review such plans and policies as necessary and at least on an annual basis.
- Ensuring the plan is reviewed annually by a member of the Wishford Board.

Access to the Curriculum

We are a non-selective preparatory school which prepares pupils for entry to Independent Schools at 11+ and grammar school entry. Pupils receiving help from the Learning Support staff are still candidates for Reading Grammar School entrance exams and local Independent Schools’ entrance exams.

Reasonable adjustments for secondary school can be made for pupils. In a few cases, pupils with specific learning difficulties can be catered for through access arrangements and with agreement with appropriate secondary school SENDCOs.

We aim to provide pupils with special educational needs the greatest possible access to a broad and balanced curriculum to ensure they achieve the best possible outcomes, alongside their peers.

Providing all pupils with access to the **curriculum** is an ongoing and continuous process. Our plan for the next three-year period is as follows:

Short-Term- 2023/2024	Medium-Term- 2024/2025	Long-Term- 2025/2026
<p>Outcome: Review Technology is used appropriately to enhance teaching and learning. Action: invest in classroom apps to give better access to learning and resources for pupils with SEN.</p> <p>Outcome: Continue to support confidence of all staff in adapting the curriculum for all learners and SEN pupils. Action: deliver continued professional development for new teaching staff and support staff and be aware of their pupils needs. Plan and develop a staff training programme according to staff demands and children’s needs. Ensure intervention work is moderated at least twice a year.</p> <p>Outcome: Increased sensory regulation is used to support learning and in PE to achieve excellent outcomes Action: Safe spaces at break time for children who need them.</p>	<p>Outcome: Build on SEND pupils’ connection to the whole community.</p> <p>Action: To improve and develop community opportunities within school and outside of school with charity work.</p> <p>Action: Enrichment programme accommodating SEND needs.</p> <p>Outcome: to embark on an enrichment programmes challenge and extend SEND pupils beyond academic achievements.</p>	<p>Outcome: Increase participation for educational visits and sports fixtures to accommodate all pupils and SEN learners. Action: Trips and learning visits are adapted for SEND and sports are accessible. Sports Teacher to ensure inclusive PE curriculum in place.</p> <p>Outcome: Increase participation in PE curriculum and after-school clubs to ensure they are accessible to all pupils and pupils with SEN.</p>

<p>Ensure Tree Tops learning support room and the Library have comfortable safe spaces for children needing a safe space to talk. To create a scheme of work to teach PE and sport more effectively (Target Area - KS1). Ensure SEND children are making best progress in the subject – Introduction of motor skills programme. Ensure necessary interventions are ongoing. To continue to improve/update existing equipment/resources where appropriate.</p> <p>Outcome: Review sharing of class context sheets for a better understanding. Action: On request the school will arrange for documents to be provided to prospective parents whose children have SEN, in a format that will meet their needs.</p> <p>Outcome: Reception children to make excellent progress, obtain skills needed to support their learning and development and build a love of learning. Action: To use Wellcomm to effectively develop children’s communication skills Ensure interventions are taking place as needed to support children’s development To ensure learning environments and teaching provide plenty of opportunities to develop communication skills</p>		
---	--	--

Physical Environment

St Edward's Prep occupies an urban site in Reading, Berkshire. One of the obvious problems which the school has (in common with many other schools) is its layout, which covers a wide area and consists of many separate and some historic buildings of several stories and without lifts, which have grown up since the school was founded. Another is the system, again common to many schools, of having fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up steps or stairs in buildings without lifts. It is not hard to conclude that any pupil with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the school offers. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost. Even the fruition of long-term plans can only go some way to ameliorate the position.

The school is built on a very steep slope and as such we have decided that it would not be feasible to ramp all access routes. It would also be too financially restrictive to rebuild parts of the site to improve access.

The school has made numerous changes to date: ramp access via the back gate, access to the lower playground and the Astro-turf. Ramped access via Western Elms Avenue has been built and this facilitates wheeled access to the bottom of the property and hall.

We do, however, make every attempt we can to make reasonable adjustments for disabled access; this includes both those adjustments which are financially and structurally possible and those adjustments which are of a very short-term nature. For example, we will provide auxiliary aids as and when required. In planning development or improvements to our facilities, we also seek to ensure that new developments will include good disabled access.

Short Term - 2023/2024	Medium Term - 2024/2025	Long Term- 2025/2026
<p>Outcome: Carry out building management.</p> <p>Action:</p> <p>Expand the girls' toilets. Pre-prep boys' toilets to become girls' toilets.</p> <p>Move the sensors forward in the toilets.</p> <p>Replace the taps on the EYFS toilets.</p> <p>Paint the Prep boys' toilets.</p> <p>Paint the lockers, floor and doors.</p>	<p>Outcome: Carry out building management.</p> <p>Action:</p> <p>Develop girls' changing rooms.</p> <p>Lighting to be upgraded to make it brighter for the children.</p> <p>Reception class acoustics to be improved</p>	<p>Outcome: Carry out building management</p> <p>Action: Lighting and acoustics to be upgraded in the hall.</p>

Information:

Short Term- 2023/2024	Medium Term- 2024/2025	Long Term- 2025/2026
<p>Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors.</p> <p>Review all current formats of publication and introduce preferred formatting and language of publication</p>	<p>Large print resources.</p> <p>Multisensory teaching with use of devices.</p> <p>Visual timetables and vocabulary sheets</p> <p>Readers where appropriate.</p> <p>Tv and whiteboards to use a yellow screen to minimize visual disturbance and stress.</p> <p>Availability of material in alternative formats when requested</p>	<p>School staff to be able to offer translators when it is appropriate.</p>

MONITORING AND REVIEW

This policy is the responsibility of the Headteacher but it is reviewed annually in conjunction with Deputy Head SBM and SENDCo.