HORRABRIDGE PRIMARY AND NURSERY SCHOOL
Policies & Procedures

TITLE: Special Educational Needs and Disability (SEND) Policy

DOCUMENT MANAGEMENT

This document constitutes version 13 of the **SEND Policy** and was reviewed in **October 2026 by the Full Governing Board.**

The document is subject to **annual review in October 2027, or before, if the model policy changes.**

The school conducted an Equality Impact Assessment on this policy in **October 2026.**

Context

This policy pays due regard to:

- The SEND Code of Practice: 0 to 25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations
- Equality Act 2010

Governor responsible for SEND: Sam Sykes

Headteacher: John Clarke

SENDCo: Mel Darch

SENDCo Qualifications: NPQ SENDCo

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Policy adopted: December, 2015

Reviewed date: 21 October 2026

For the purposes of this Policy Parents / carers are referred to as Parents and Pupils / students are referred to as Pupils.

Special Educational Needs and Disability (SEND) Policy

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all our children. The responsibility for the management of this policy falls to the Headteacher (HT); the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body (GB), HT and the SENDCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something ***additional to*** and ***different from*** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that:

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents, pupils, children's services and all other agencies.

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Aims and Objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The aims of this SEND policy are to:

• Ensure the Equality Act 2010 duties for pupils with disabilities are met.
• To enable pupils with SEND to have their needs met.
• To take into account the views of the pupils with SEND.
• To encourage communication and genuine partnerships with parents of children with SEND.
• To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum (NC 14), for pupils with SEND.
• In conjunction with the Medical Policy, arrange to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions.
• To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process.
• Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
• Employ a collaborative approach with learners with SEND, their families, staff within school, other external agencies including those from Health and Social Care.
• Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
• Share expertise and good practice across the school and local learning community.
• Make efficient and effective use of school resources.
• Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs.
• Have regard to guidance detailed by the LA.

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEND

Pupils have SEND if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum, such as:

a) Having a significantly greater difficulty in learning than the majority of pupils of the same age, or;
b) Having a disability that prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
c) A child under compulsory age has a SEND if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

There may be times in a pupil's school career when they are identified as having a SEND.

These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2014, pupils identified as having a special educational need or disability (SEND) will be considered within one or more of the following categories of need:

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or because of other SEND.

Cognition and Learning needs include:

• Specific learning difficulties (SpLD), where children will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).
• 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.
• Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties that 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Social, Emotional and Mental Health Difficulties *can* include:
• ADD
• ADHD
• Attachment Disorder

Communication and Interaction needs

Children 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 because 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 with autism, including Asperger's Syndrome, 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.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autistic Spectrum Condition (ASC), including Asperger Syndrome

Sensory and/or Physical needs

Some children require special educational provision because they have a disability that can prevent or hinder them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their teacher who is required to provide high-quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress, or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers.
- Match or better the pupils' previous rate of progress.
- Close the attainment gap between the pupil and their peers.
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the school's SENDCo to assess if a pupil has a significant learning difficulty and agree appropriate support. The SENDCo will work with the class teacher, and the parents, to discuss a plan moving forward. In

some cases, it may be necessary to seek assessment by, or advice from, an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents.
Additionally, work may be done with the family to undertake an 'Early Help Assessment', which allows all relevant information about the child's needs to be gathered, before a Request for Additional Services can be submitted. All details of this process can be found on the Devon Local Offer website, the link for which can be found on the school website.

Details of assessment tools and materials used in our school can be discussed with SENDCo.

When considering whether a pupil has a SEND any of the following may be evident:

• The child makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
• The child shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
• The child demonstrates persistent emotional or behavioural difficulties which are not improved by appropriate behaviour management strategies.
• The child has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
• The child has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
• The child has emotional or behavioural difficulties that substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme.
• The child has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
• The child has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated response approach – assess, plan, do, review.**

For pupils with low level SEND, the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. For those pupils with more complex needs or for whom a more frequent cycle needs to be employed, additional meeting dates may be set.

Assess

In identifying a pupil as needing **SEND support**, the class teacher, working with the SENDCo and key subject leaders, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school. The Devon Graduated Response Tool will be used to assess where and how the child requires additional support.

• The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. The school and parents will meet, where appropriate, with other agencies including those from Health and Social Care.

• This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

• Parents, with their child, will meet with the class teacher to decide on the interventions and support to be put in place, as well as the expected impact on progress and development. This will be recorded on personalised provision map known as an Individual Education Plan (IEP). The date for review will depend on the level of need present.

• The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

• Where appropriate, the provision map will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.

• Parents will then be formally notified by letter when it is decided to provide a pupil with SEND support (although parents should have already been involved in the assessment of need).

• To conclude, if it is agreed that a pupil requires SEND support, all parties meet and develop a plan detailing the support which will bring about the next part of the cycle.

Do

• The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The class teacher is responsible for the daily implementation of the plan.

• The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review

• There will be a review of the provision map on the date previously agreed. At HPNS, IEPs are reviewed and renewed in October, February and May of each

academic year. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents.
• Parents will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate, other agencies will be asked to contribute to this review.
• Where a pupil has complex needs involving more than one agency, it will depend on the pupil's needs and the frequency of the educational reviews as to whether external agencies attend each educational review. This will be agreed at the initial meeting.
• This review will feed into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will then revise the support considering the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
• Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents, the pupil will be removed from the school's SEND Record of Need.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the provision map and Devon Graduated Response Tool will help the LA in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the LA must review the plan every twelve months as a minimum. Schools have a duty to co-operate, so Horrabridge Primary and Nursery School will hold annual review meetings on the behalf of LA and complete the appropriate paperwork for this process. Children who hold an EHCP and are under 5 years old will have their EHCP reviewed every six months.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools' assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked on a termly basis and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.
In order that they play an active part in their child's development, the school endeavours to provide parents with the relevant information so they can reinforce learning in the home.

At Horrabridge Primary and Nursery School we endeavour to support parents so that they are able to:
• Feel fully supported and taken seriously should they raise a concern about their child
• Recognise and fulfil their responsibilities and play an active and valued role in their child's education
• Understand procedures and documentation
• Make their views known about how their child is educated
• Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Any parents who feel that they would benefit from support from our Parent Support Advisor can ask for a referral by the SENDCo or Headteacher. Our PSA is able to offer support with all aspects of parenting, such as behaviour management, finances, housing and co-parenting, through Early Help and 1:1 meetings.

Parents of a child with SEND support will have the opportunity to formally meet with the school at least 3 times a year. This meeting will be led by the adult that best knows the child, usually the class teacher, with support from the SENDCo as appropriate. If additional consultation or advice is needed, the SENDCo is available to meet with parents by prior arrangement throughout the year.
Parents are encouraged to seek help and advice from Independent Information Advice and Support services, including the Devon Information and Advice Service (DIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.
Parents are also encouraged to visit the Devon County Council Local Offer website: www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care:

When a child is in care, the carers are afforded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked After Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their IEP reviews and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school's SEND Information Report and Governors' SEND Report to Parents detail which agencies the school have worked with in the last 12 months. This report can be found on the school website and is updated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families. Our processes for transition can be explained in greater detail by the SENDCo, specifically if there are queries relating to individuals.

Safeguarding

At times, members of staff working with children with SEND and/or physical disabilities may need to support the pupil in a 1:1 situation or with medical or hygiene needs. For intimate care requirements, in order to safeguard both our pupils and our staff members, the necessary medical plans and intimate care plans will be agreed between school staff and parents and appropriate risk assessments carried out. If a staff member is working with a pupil in a 1:1 scenario, they will do so in a clear line of sight of another staff member, either within the same room or using a room with a glass section in the door/by leaving the door of their workroom open. Horrabridge Primary and Nursery School pays due regard to the KCSiE policy and regularly refreshes its staff members' knowledge and awareness of the Keeping Children Safe in Education (Sept 2025) document.

Training and Resources

Allocation of resources

• Resources are allocated to support children with identified needs as identified previously.
• Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.

• This support may take the form of differentiated work in class, support from a TA in focused intervention in groups, or for individuals.
• Specialist equipment, books or other resources that may help the pupil are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

• All staff at the school engage in regular training sessions when Quality First Teaching is addressed.
• The SENDCo and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND.
• All staff have regular CPD meetings. The progress of all pupils, including those with SEND, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs, as necessary.
• External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
• Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEND in mainstream schools is delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget.

Personal Budgets

Personal Budgets are only available to pupils with an EHCP. Funding can be made available to parents as a personal budget for them to commission their own provision for their child under certain conditions.

Parents who would like to enquire further about using the personal budget should speak in the first instance to the SENDCo.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the GB, HT and SENDCo, all members of staff have important responsibilities.

Governing Body:

The GB endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:
• use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children's SEND.

• ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
• designate a SENDCo.
• inform parents when they are making special educational provision for a child.
• prepare an SEND Information Report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Headteacher:

The HT has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The HT will keep the GB fully informed on SEND issues. The HT will work closely with the SENDCo and the Governor with responsibility for SEND.

SENDCo:

In collaboration with the HT and GB, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENDCo include:

• Overseeing the day-to-day operation of the SEND policy
• Co-ordinating provision for SEND pupils and reporting on progress
• Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
• Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
• Monitoring relevant SEND CPD for all staff
• Advising the Inclusion team
• Overseeing the records of all children with special educational needs and ensuring they are up to date
• Liaising with parents of SEND children.
• Contributing to the in-service training of staff

• Being a point of contact with external agencies, especially the LA and its support services
• Liaising with early years' providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
• Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
• Monitoring the impact of interventions provided for pupils with SEND
• To lead on the development of high quality SEND provision as an integral part of the school improvement plan
• Working with the HT and GB to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

• All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
• Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
• Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
• TAs will liaise with the class teacher and SENDCo on planning, on pupil response and on progress to contribute effectively to the graduated response.

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with 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 SEND, their provision should be planned and delivered in a co-ordinated way. For those pupils with an EHCP, this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010. ***Please see the school's Medical Policy for further details.***

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* *medical agencies, Hospital School*

SEND Information Report

The school will ensure that SEND information is accessible on their website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and Accountability

Accessibility

The school complies with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users and has a disabled toilet facility and lift where there is a split level in the building. Horrabridge School works hard to develop their accessibility and the schools' Accessibility Plan detailing how this is being developed can be accessed from the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014) (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the LA should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents and the school. This includes access to mediation before tribunal. Parents have a right to appeal to a SEND tribunal at any stage.