



BELMONT SCHOOL

(Additionally Resourced Mainstream School)

SEND and Inclusion Policy

OCTOBER 2021



<p>UNCRC Article 23 If I have a disability, I have the right to special care and education Global Goal - Quality Education Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p>		
Headteacher – Mrs P Aggarwall (Acting)	Signature: PA	Date Ratified: 7/12/21
Chair of Governors –	Signature: MK	Date Ratified: 7/12/21
Review date	<i>September 2024</i>	

CONTENTS

1. Introduction
2. Our Vision
3. Aims and Objectives
4. Legislation and Guidance
5. Key Staff & Responsibilities
6. Definitions and the Four Areas of SEND
7. Admissions
8. Identifying SEND
9. The Graduated Approach to Assessment
10. An Inclusive Curriculum – Teaching Approaches
11. Working with Specialist Services
12. Statutory Assessment
13. Access Arrangements
14. Transition
15. Additionally Resourced Provision (ARP)
16. Role of Parents & Carers
17. Pupil Voice
18. Evaluating SEND Provision
19. Continuous Professional Development (CPD)
20. Discrimination and Children with Disabilities
21. Complaints regarding SEND Provision
22. Storing and Managing Information
23. Policy Review

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To be read in conjunction with the following policies

Medical needs policy
Accessibility policy
Local offer
Intimate Care Policy
Flow chart for referral process
SEND information report

1. Introduction

“All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.”

At Belmont School we believe that all children have a desire to learn. We are committed to giving every child, regardless of their need or difference, every opportunity to achieve and thrive. We do this by taking account of pupils’ varied life experiences and individual needs. Our broad and balanced curriculum, which encourages our pupils to explore topics meaningful to them, aims to have high expectations for all children and endeavours to make the learning at Belmont challenging, interesting and creative through following the statutory curriculum that we are required to teach whilst adapting it to the needs of our pupils.

Just as our school ethos is underpinned by our commitment to the UNCRC charter setting out children’s rights and responsibilities, so this is also reflected across our curriculum provision. There are some children in our school who have significant challenges and barriers to learning and in order to full support these children we offer the provision outlined in this policy.

The vision below was written by and in discussion with pupils, parents and staff. It discusses the value of each child as a unique individual. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

2. Our Vision

Development of the whole school learning community promotes personalised and independent learning throughout the learning journey for pupils and adults. Pupil voice informs all school development priorities – every child, every day make us Stronger Together.

3. Aims and Objectives

At Belmont School, we will ensure that:

- We identify all pupils requiring SEND provision as early as possible in their school journey.
- Children’s special educational needs will normally be met within the classroom setting.
- All children to have access to a broad and balanced curriculum which has been differentiated to meet the individual’s needs and ability.
- We work in partnership with outside agencies when identifying and supporting our children and their parents.
- We know our pupils and their needs and we will make every effort to ensure that they thrive within our school.

4. Legislation and Guidance

This policy is based on the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

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

- The Equality Policy
- The Accessibility Plan
- The school's SEND information on the school website (SEND Report)
- The LA Guidance – 'Children & Young People with SEND; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)

This policy was developed in consultation with the school community, parents/carers of children with SEND, children with SEND, teachers, teaching assistants, the Governing Body, Senior Leadership Team and the wider Belmont community.

It has been developed in line with Harrow's Local Offer, which can be found in the appendices, alongside *insert other sub-policies here*.

5. Key Staff & Responsibilities

Our Headteacher will:

- Provide leadership on inclusion and high achievement for all.
- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Our SENDCO will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND 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 pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board 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 SEND up to date.

Our SEND Governor will:

- Have responsibility for monitoring and supporting the school on SEND matters on our governing body.
- Help to raise awareness of SEND issues at governing board meetings.

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

Our **class teachers** will be 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 SEND policy.

All members of staff can be contacted by email: office@belmont.harrow.sch.uk

The SENDCO can be contacted by email: office@belmont.harrow.sch.uk

6. Definitions and the Four Areas of SEND

Definitions of special education needs taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.
- Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Belmont School is an **additionally resourced mainstream school (ARMs)**. Additionally Resourced Mainstream schools operate as part of Harrow's continuum of provision, providing specialist places for a small number of children and young people with higher levels of SEND. An ARMs is a provision, within a mainstream school, designed to provide specialist and targeted support for children with long term special educational needs (SEND).

Belmont School opened an additionally resourced provision called 'Stargazers' for pupils with severe learning difficulties who have an EHC Plan. It is funded by London Borough of Harrow. This initiative was in response to the increasing demand for additionally resourced mainstream provision for children with SLD in the London Borough of Harrow.

The four areas of SEND:

At Belmont School, we use our best endeavours to secure special educational provision for pupils who have SEND including neurodiversity. These needs are those which are 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

The four areas of SEND are as follows:

- Communication and interaction – This can include speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD).
- Cognition and learning – This can include Specific Learning Difficulties (SpLD), moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD).
- Social, mental and emotional health – This can include attention deficit hyperactive disorder (ADHD), depression, eating disorder, attachment disorder and any need affecting emotional wellbeing.
- Sensory and/ or physical needs – This can include Vision Impairment (VI), Deafness or Hearing Impairment (HI), Multi-Sensory impairment (MSI), Cerebral Palsy etc., sensory processing disorders.

We recognise that some children may have more than one Special Educational Need.

7. Admissions

Belmont School welcomes all children including those who have Special Educational Needs (SEND). We have high expectations for our pupils and will ensure that all children make progress in their academic as well as social and emotional development. Inclusion is at the centre of our school's aims and values.

Information on admissions can be found here: <https://www.belmont.harrow.sch.uk/admissions-arrangements>

Belmont School also has an Accessibility plan, which ensures all learners are able to access our environment and curriculum. This can be found on our school website.

8. Identifying SEND

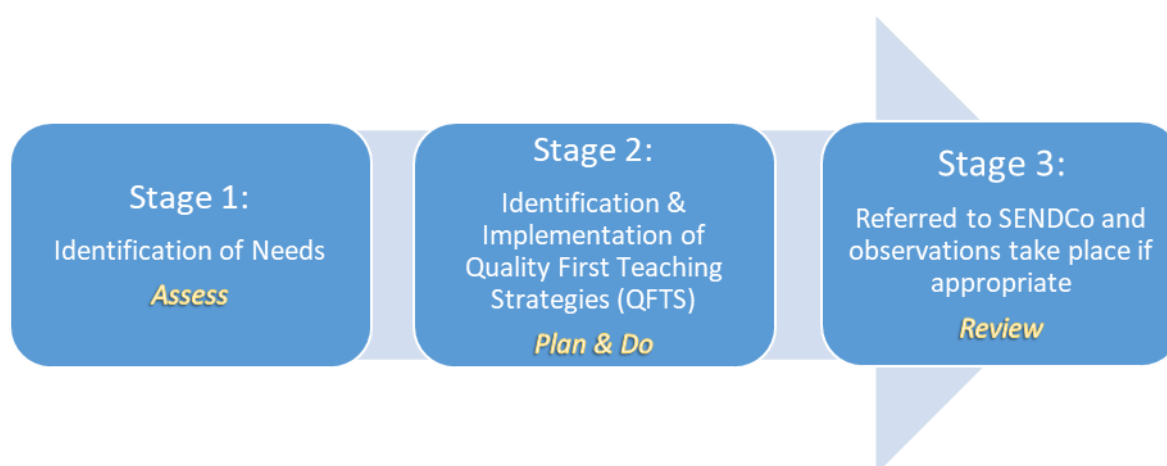
The 2014 SEND Code of practice states:

- *6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*
- *6.16 Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.*
- *6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:*
 - *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*
- *6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.*
- *6.19 The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENDCO, should assess whether the child has SEN.*
- *6.20 For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand*

when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

- 6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.
- 6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

At Belmont School, the following process is followed to determine whether a child may have special educational needs (SEND). This procedure ensures that SEND is correctly identified, as opposed to changes in presentation of behaviour and learning due to other factors as stated above.



Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. If a child is added or removed from the SEND Register, parents will always be informed. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning.

There are two levels of SEND support; targeted support and specialist support. Targeted support is initiated when a child or young person has received quality first teaching (QFT) but has not made expected progress and requires additional support in school. The adaptations and additions that are made as part of targeted support are internal to the school. If targeted support is not sufficient to meet the child's needs they may require specialist support from one or more of our outside agencies.

9. The Graduated Approach to Assessment



All levels of support consist of a four-part graduated process:

Assess: This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

Plan: Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Do: The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENDCO will support with further assessment of the pupil's strengths and weaknesses.

Review: Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO, will revise the support outcomes and based upon the pupil's progress and development make any necessary amendments going forward, in consultation with parents and pupils.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions that are most effective in supporting the pupil to achieve good levels of progress and outcomes.

10. An Inclusive Curriculum: Teaching Approaches

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. Our curriculum at Belmont School aims to promote curiosity based on the children's interests.

Our curriculum is also personalised and adapted to meet the needs of our unique learners. Some examples of ways in which this is done are below:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson and adapting the expected outcome.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger/different font, and adapted writing equipment.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Targeted interventions focusing on children's personalised targets, as shown in their support plan if they are on the SEND register.
- The individual needs of pupils with SEND are incorporated into weekly planning and whole class teaching.
- Adapting our environment to meet the needs of all pupils, including those with sensory differences.

11. Working with Specialist Services

At Belmont School, we work with a range of outside agencies and specialist services to meet the needs of pupils with SEND.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or very occasionally be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. Ensuring the delivery and recording in of continues to be the responsibility of the class teacher.

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

- Educational Psychologist (EP)
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Physiotherapy Services (PT)
- Children's Sensory Team (CST)
 - Hearing Impairment (HI) Advisory Teacher
 - Visual Impairment (VI) Advisory Teacher
- Autism Advisory Teacher Service
- Child and Adolescent Mental Health Services (CAMHS)
- Harrow Horizons
- School Counsellor
- Harrow Mental Health Support Team
- Pets as Therapy

12. Statutory Assessment

A request will be made by the school to the LA if the child has demonstrated significant cause for concern due to lack of progress. The LA will be provided with information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous support plans for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Summative assessment reports about the child's progress.
- Assessments from other agencies, for example from an advisory specialist support teacher or educational psychologist.
- Views of the child and parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. The progress of children with an Education Health Care Plan (EHCP) will be reviewed termly in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENDCo from the secondary school will be informed of the outcome of the review and/or may attend if appropriate. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a case history of the child to date.

Parents also have the right to request a statutory assessment. More information on this can be found in Harrow's local offer.

13. Access Arrangements

Pupils with specific needs may require additional arrangements so they can take part in statutory assessments within their time at Belmont School. Access arrangements are adjustments that can be put in place to support those pupils. Access arrangements must never advantage or disadvantage the pupil. Any support should be based primarily on normal classroom practice.

Access arrangements might be used to support pupils who have:

- Difficulty reading
- Difficulty writing
- Difficulty concentrating
- Processing difficulties
- A hearing impairment
- A visual impairment
- English as an additional language

Due to the diversity of pupils' needs, this guidance does not list every circumstance where it would be appropriate to use access arrangements. Some pupils may not be able to access the tests, despite the provision of additional arrangements.

Additional access arrangements can include additional time, the use of a scribe or reader, rest breaks, adaptation of test papers, word processors and/or other electronic aids and written or oral translations. This is not an exhaustive list and additional access arrangements will be provided according to each child's individual specific needs. Any access arrangements will be provided in accordance with a child's Education Health Care Plan (EHCP) or SEND support plan.

14. Transition

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

At Belmont School, the transition for pupils with SEND is carefully considered and a number of strategies are used to support them to ensure the transition is as smooth as possible. The strategies are planned in response to the needs of each pupil and their specific needs. The approach may involve:

- Induction days at the new school or setting
- Virtual tours where in person visits are not appropriate or possible
- Team around the child meetings with relevant teachers and support staff to ensure consistency once transition has taken place
- Handover meetings between SENCOs, class teachers and support staff with new schools
- Transition packs, including visual resources, to support children who find change difficult
- Social stories to help explain the change to children with speech, language and communication difficulties.

These are examples of some approaches which may be taken, however each case is individual and strategies will be personalised to each pupil's specific needs. This is based on the professional judgement of school staff and discussion with families.

15. Additionally Resourced Mainstream Provision (ARMs) – Stargazers

Additionally Resourced Mainstream schools operate as part of Harrow's continuum of provision, providing specialist places for a small number of children and young people with higher levels of SEND. An ARP is a provision, within a mainstream school, designed to provide specialist and targeted support for children with long term special educational needs (SEND).

Belmont School opened an additionally resourced provision called 'Stargazers' for pupils with severe learning difficulties who have an EHC Plan. It is funded by London Borough of Harrow. This initiative was in response to the increasing demand for additionally resourced mainstream provision for children with SLD in the London Borough of Harrow.

Admission criteria for a named place in the Stargazers additionally resourced provision can be found here: <https://www.harrowlocaloffer.co.uk/services/education/special-resourced-provision-in-mainstream-schools>

To find out more about the teaching and learning strategies in Stargazers, please see our Stargazers Public Consultation information document [here](#).

16. Role of the Parents & Carers

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. Where appropriate they will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings termly to share the progress and review the targets of children with SEND with their parents. We inform the parents

of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents can contact the SENDCo via the school office email address: office@belmont.harrow.sch.uk

17. Pupil Voice

Pupils with SEND at Belmont School are always listened to and they are involved in their own target setting where appropriate. They have the opportunity to share their views in the following way:

- Support Plans – Where appropriate, targets are set with the child to give them a sense of ownership over their learning.
- Use of Alternative & Augmentative Communication (AAC) – to support children with speech, communication and language difficulties (SCLN), alternative communication systems such as PECS, communication boards and assistive technology may be used to gather their views.
- Pupil questionnaires and interviews – Pupils will regularly be asked about how they learn best and how they can be supported.
- Annual Reviews – Child views will always be collected before a statutory annual review for pupils with an EHC plan.
- Some children may create and present PowerPoint presentations and videos for Annual Reviews if appropriate.

18. Evaluating SEND Provision

The Headteacher and SENDCo will monitor the effectiveness of our SEND provision in the following way:

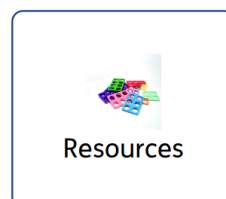
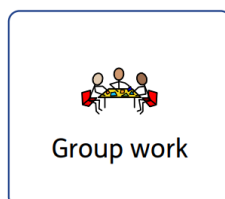
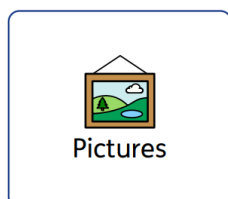
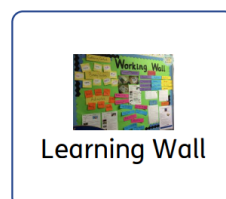
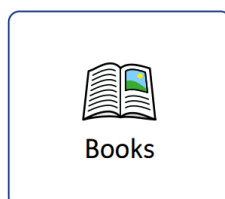
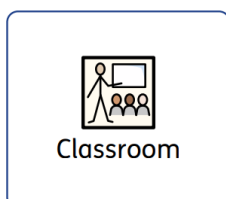
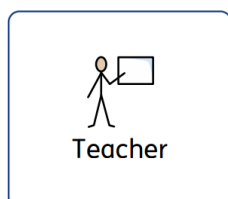
- Monitoring through learning walks
- Pupil observations
- Interviews with SEND pupils
- Support plan reviews
- Learning walks with the SEND Governor
- Consultation with outside agencies
- Parent voice and questionnaires

19. Continuous Professional Development (CPD)

At Belmont School, CPD focused on supporting children with SEND in continuous and in response to specific needs within our cohorts. Weekly CPD for teaching staff will always link to supporting children with SEND.

Whilst supporting those with SEND is intertwined in all of our teaching and learning, specialist training

is also



provided in response to the individual or collective needs of our pupils. This training may be provided internally or can be provided by one of the specialist services.

The SENDCo and Headteacher are proactive in targeting training in the event of a new child with SEND starting at Belmont. In house training is therefore regular and on-going.

New staff are provided with induction training which includes:

- Safeguarding training and procedures
- Healthy Safety Policy and procedures
- Meeting with SENDCo and other leaders
- Getting support with using school systems

20. Discrimination and Children with Disabilities

Some children who attend Belmont School have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Acts that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that which enables all children, including those who are disabled, full access to all areas of learning. Our external classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Our Accessibility Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. We ensure that all pupils are involved in school trips where possible and write comprehensive individual risk assessments to support their safe inclusion.

Teaching staff will adapt learning for disabled pupils so that it:

- Considers each child's pace of learning and the equipment they require to access the activity.
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids.
- Is adapted or offers alternative learning opportunities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials.
- Allows opportunities for them to take part in educational visits where possible and other activities linked to their learning.
- Includes approaches that enable children with visual and/or hearing impairments to access the national curriculum using a communication approach which works each individual. At Belmont School, we use a total communication approach, including the use of Makaton, BSL and visual aids to enable all children to share their thoughts and opinions.
- Uses assessment techniques that reflect each child's individual needs and abilities and celebrates every moment of wonder experienced by every child.

21. Complaints regarding SEND Provision

If you are unhappy with the provision providing for your child with SEND, you can follow our complaints procedures highlighted in our [Complaints policy](#).

22. Storing and Managing Information

SEND files are stored in the school office. They are also securely stored online, using CPOMS.

Support plans are saved on the school's shared system and any documentation related to each child will be uploaded onto CPOMS.

SEND files follow children through to their secondary school or transitioning school.

For more information about how we store information, please refer to our GDPR policy, which you can find on our school website.

23. Policy Review

This policy will be reviewed annually by the SENDCo, Headteacher and the Governing Body.