SS Peter & Paul
CATHOLIC PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

Approved by	**Full Governing Body**
Date approved	**October 2024**
Last reviewed on	**October 2026**
Next review due by	**September 2027**
Policy lead	**Mrs Pushpa Bimson, Assistant Headteacher (Pastoral and Inclusion) and SENCO**
SEND governor	**Mr Nick Hurst**
Version	**2.0 (supersedes version 1.0, October 2024)**

'Learning Together, Achieving Together in Christ'

Version control

Version	Date	Summary of changes	Approved
1.0	October 2024	SEND policy compiled in line with the Children and Families Act 2014 and the SEND Code of Practice.	FGB
2.0	October 2026	Moved to the school policy template. Review was overdue (due September 2025). Removed outdated references: statements of SEN, National Curriculum levels, the Disability Equality Duty Scheme, the Parent Partnership Officer, broken Merton web links and private Google Docs links. Corrected the Code of Practice definition of special educational provision (previously presented as a definition of quality first teaching) and the tribunal's name. Added the legal framework, the SENCO's statutory qualification, the school's duties under the Equality Act 2010, the SEN Information Report requirement, and a note on the SEND reforms proposed in the 2026 Schools White Paper.	**22.10.2026**

Contents

1. Introduction and Ethos
2. Aims and Objectives
3. Legal and Statutory Framework
4. Definitions
5. Identifying Special Educational Needs
6. The Graduated Approach: SEN Support
7. Education, Health and Care Plans
8. Roles and Responsibilities
9. Admissions and Transition
10. Working with Pupils and Families
11. Supporting Pupils with Medical Conditions
12. Accessibility and Facilities
13. Funding and Resources
14. Staff Training
15. Working with Other Services
16. Storing and Managing Information
17. Bullying
18. Complaints
19. Monitoring and Review
Annex A – SEND Acronyms

1. Introduction and Ethos

At SS Peter & Paul Catholic Primary School we take pride in the inclusive nature of our school. Every child is made in the image and likeness of God and has an equal right to a full and rounded education that enables them to achieve their potential. We have high expectations for all our pupils and aim to give every child an equal opportunity to access a broad and balanced education.

We value the individuality of our children, whatever their ethnicity, attainment, age, disability, sex or background, and we actively remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. We aim to make the provision for every child with SEND needs, and to make sure those needs are known to everyone who works with the pupil. Teachers are equipped to identify and provide for pupils with SEND, so that those pupils join in all school activities alongside pupils who do not have SEND.

Provision for pupils with special educational needs is a matter for the whole school. The Governing Body, the Headteacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of pupils with special educational needs.

2. Aims and Objectives

At SS Peter & Paul we:

- create a learning community that meets the needs of each child so that they can achieve their potential and take part in activities alongside pupils of different abilities;
- identify and assess children with SEND as early as possible by gathering information from parents, staff and other agencies;
- identify and address pupils' needs through the graduated approach of assess, plan, do and review, monitoring pupils carefully throughout their time at the school;
- work with parents to understand their child better and involve them at every stage of their child's education;
- make sure pupils take part in gathering information and reviewing their progress;
- make sure funding is allocated to provide high-quality provision for pupils with identified SEND;
- build confidence and self-esteem through a caring and well-organised environment;
- make sure SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping;
- maintain a high level of staff expertise through well-targeted professional development;
- make sure pupils with medical conditions are included in all school activities, working with health and social care professionals;
- set out the roles and responsibilities of all staff in providing for children's special educational needs;
- make reasonable adjustments so that disabled pupils can access the curriculum and school life as fully as possible;
- work in partnership with the local authority and other agencies so that there is a multi-professional approach to meeting the needs of vulnerable learners.

2.1 How we meet these objectives

- We celebrate diversity and value all achievements, whether social, emotional, cognitive or physical.
- Clubs, trips and activities are available to pupils with SEND, with reasonable adjustments made in partnership with families where needed.
- We identify pupils who need extra help early, through teacher observation and assessment, baseline assessments, progress in the Early Years Foundation Stage, the engagement model, age-related expectations in the National Curriculum, standardised screening, discussions with parents and information from other agencies.
- Our teaching is of high quality and adapted to meet the needs of all pupils. This is checked through appraisal against the Teachers' Standards, lesson visits and whole-school monitoring.
- All staff are trained on the SEND Code of Practice and Merton SEN guidance, and can recognise emerging needs and use the graduated approach.
- We follow the National Curriculum guidance on adapting the curriculum and learning environment for pupils with SEND, and use the advice from internal and external assessments and from education, health and care (EHC) plans.
- SEN Support Plans (SSPs) are planned and reviewed termly for all pupils with SEND, involving parents and pupils as much as possible, and include advice from outside agencies.
- We focus on outcomes rather than difficulties, and celebrate success in all areas so that every child feels valued for their efforts.
- We monitor the provision and progress of pupils with EHC plans.
- SEND is part of the School Development Plan, including the training needs of staff.
- We set suitable and challenging targets, with termly monitoring meetings involving class teachers and the SEND team.
- We listen to and value parents' concerns about their child's development.
- We support social, emotional and mental health needs and speech, language and communication needs through ELSA support, social skills groups and language and communication groups.

More detail is given in the school's SEN Information Report.

3. Legal and Statutory Framework

This policy complies with the statutory requirements of the SEND Code of Practice: 0 to 25 years (2015) and has due regard to:

Legislation

- Children and Families Act 2014, Part 3, including section 66 (the duty to use best endeavours to secure special educational provision) and section 69 (the duty to publish SEN information)
- Special Educational Needs and Disability Regulations 2014, including Schedule 1 (the content of the SEN Information Report) and the requirement for a qualified SENCO
- Equality Act 2010, including the duty to make reasonable adjustments, the duty to prepare an accessibility plan, and the Public Sector Equality Duty
- Children's Wellbeing and Schools Act 2026, including the new duties on allergy safety

Statutory guidance

- DfE and DHSC, SEND Code of Practice: 0 to 25 years
- DfE, Supporting pupils at school with medical conditions
- DfE, Allergy safety in schools (from 1 September 2026)
- DfE, Keeping Children Safe in Education 2026
- DfE, Statutory framework for the early years foundation stage

Other reference points

- The National Curriculum in England, including its inclusion statement
- The Teachers' Standards
- The engagement model
- The London Borough of Merton Local Offer

The government's 2026 Schools White Paper proposes significant reforms to the SEND system. The SEND Code of Practice remains in force until any changes are made in law, and this policy will be updated when they are.

This policy should be read with the school's SEN Information Report, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Allergy Safety Policy, Safeguarding and Child Protection Policy, Behaviour Policy, Admissions Policy, Complaints Procedure, and Equality Information and Objectives.

4. Definitions

4.1 Special educational needs

Section 20 of the Children and Families Act 2014 says that a child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

1. have a significantly greater difficulty in learning than the majority of others of the same age; or
2. have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within this definition, or would do so if special educational provision were not made for them.

4.2 Special educational provision

The SEND Code of Practice defines special educational provision as educational or training provision that is **additional to or different from** that made generally for others of the same age. It goes beyond the adapted approaches and arrangements normally provided as part of high-quality, personalised teaching. High-quality teaching, adapted for individual pupils, is the first step in responding to pupils who may have SEND.

4.3 Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Many children with SEND are also disabled, and some disabled children do not have SEND. The school's duties under the Equality Act apply to all disabled pupils.

4.4 Areas of need

The SEND Code of Practice describes four broad areas of need:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical needs.

Many children have needs across more than one area. These categories help us plan, but we always consider the needs of the whole child, not only their special educational needs.

5. Identifying Special Educational Needs

5.1 Less than expected progress

Teachers identify pupils who are making less than expected progress given their age and individual circumstances. The Code of Practice describes this as progress that:

- 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.

5.2 Other factors

When assessing whether a child has SEN, we take account of other factors that may affect progress and attainment but are not in themselves SEN, such as:

- attendance and punctuality;
- health and welfare;
- English as an additional language (EAL);
- eligibility for the pupil premium;
- being looked after or previously looked after;
- being the child of a member of the armed forces.

Identifying SEN in children whose first language is not English needs particular care. Where there is uncertainty, the teacher looks carefully at the child's performance across subjects to establish whether difficulties come from limited English or from special educational needs.

5.3 Emotional wellbeing

Concerns about the emotional wellbeing or behaviour of individual pupils are discussed at pupil progress meetings. The school's full-time ELSA learning mentor may be consulted so that appropriate emotional support can be arranged. We recognise that emotional wellbeing and academic progress go hand in hand. The school's family support worker, funded through the pupil premium, also supports vulnerable families with issues outside the classroom, such as resources, support at home and access to clubs.

5.4 Raising a concern

All pupils' progress is reviewed at termly pupil progress meetings. Any child making less than expected progress despite high-quality teaching is discussed and support is put in place.

If a teacher has a concern about a pupil, they complete an Identification of Concern form and share it with the SENCO. This sets out the concern, assessment information, progress, and the strategies and interventions already used and their impact. Parents are informed, and a meeting with the SENCO is arranged to agree next steps. Further meetings are arranged as needed.

Parents who have a concern about their child are encouraged to speak to the class teacher or SENCO at any time.

6. The Graduated Approach: SEN Support

Where a pupil is identified as having SEN, the school takes action to remove barriers to learning and put effective special educational provision in place. This SEN support follows a four-part cycle of **assess, plan, do and review**, recorded on the pupil's SEN Support Plan (SSP). The cycle normally takes place termly, in line with the school's assessment and monitoring cycle.

6.1 Assess

The class teacher, with the SENCO, analyses the pupil's needs, drawing on teacher assessment and experience of the pupil, previous progress and attainment, comparisons with peers and national data, and the views and experience of parents. The pupil's views and, where relevant, advice from external services are also taken into account. Parental concerns are recorded and compared with the school's own information.

6.2 Plan

The teacher, SENCO and parents agree the outcomes sought and the adjustments, interventions and support to be put in place, with a clear review date. These are recorded on the SSP. Parents are involved, where appropriate, to reinforce or contribute to progress at home. Everyone working with the pupil, including support staff, is told about the pupil's needs, the support being provided, the teaching strategies being used and the outcomes sought. The SENCO adds the pupil to the SEN register.

6.3 Do

The class teacher remains responsible for working with the pupil every day, including where interventions involve group or one-to-one teaching away from the class. Teachers work closely with teaching assistants and specialist staff to plan and assess the impact of interventions and link them to classroom teaching. The SENCO supports the teacher in solving problems and applying support effectively.

6.4 Review

Progress is reviewed on the agreed date. The review evaluates the impact and quality of the support and takes account of the views of the pupil and their parents. The outcome informs the next cycle, which may include outside assessment. Advice may be sought from outside specialists at any point, for example where a pupil makes little or no progress over a sustained period or is working substantially below the level of their peers.

6.5 SEN Support Plans

An SSP breaks long-term outcomes into small steps, so that pupils experience success. Every pupil on the SEN register has an SSP, which sets out:

- the short-term targets for the pupil;
- the teaching strategies to be used;
- the provision to be put in place;
- how the targets will help the pupil's learning;
- what can be done at home to support the pupil;
- the review date;
- the views of the pupil and their parents.

6.6 Leaving the SEN register

Most pupils with SEND have their needs met within the school's own resources. A pupil continues to be identified as having SEN while they need provision that is additional to or different from what is normally available. If a pupil can keep making good progress without this provision, they are removed from the SEN register, always in consultation with their parents.

7. Education, Health and Care Plans

Sometimes the provision a child needs cannot reasonably be provided from the school's own resources. Where a pupil has not made expected progress despite the school taking relevant and purposeful action through SEN support, the school or the parents may request an education, health and care (EHC) needs assessment from the local authority where the child lives.

The school gathers the evidence the local authority requires, which may include:

- previous SSPs and targets, and records of reviews and their outcomes;
- the pupil's health and medical history, where relevant;
- early years outcomes in the prime areas, or attainment in reading, writing and mathematics against age-related expectations;
- educational and other assessments, for example from a specialist teacher or educational psychologist;
- the views and aspirations of the pupil and their parents;
- attendance information;
- the cost of the provision already made.

Parents are kept fully informed throughout. The SENCO explains the process and supports families with their contribution, including their short and long-term aspirations for their child.

Where a pupil has an EHC plan, the school makes the provision set out in it and the local authority reviews the plan at least annually. The school holds the annual review meeting, with all relevant professionals, around the anniversary of the plan, and sends a report to the local authority. For children under five, reviews are held every three to six months. Parents and pupils contribute to every review, and an interim review can be requested at any time if there are new concerns. When an annual review coincides with transfer to secondary school, the receiving school's SENCO is informed and invited.

7.1 Early years funding

For children receiving funded early education at ages two, three and four, the school can apply for Special Educational Needs Inclusion Funding (SENIF) from Merton. Parents are always involved and give consent for the application. The school has an SSP in place showing how the child's needs will be met and how the funding will be used.

8. Roles and Responsibilities

8.1 The SEND team

Headteacher	Mrs Vanessa Atkinson-Aransiola
Assistant Headteacher (Pastoral and Inclusion) and SENCO	Mrs Pushpa Bimson (National Award for SEN Co-ordination)
SEND governor	Mr Nick Hurst

Enquiries: Mrs Pushpa Bimson, pushpa.bimson@sspp.merton.sch.uk, SS Peter & Paul Catholic Primary School, Cricket Green, Mitcham CR4 4LA.

8.2 The SENCO

The SENCO is a qualified teacher working at the school, as required by the SEND Regulations 2014, and holds the National Award for SEN Co-ordination. Any newly appointed SENCO must gain the National Professional Qualification for SENCOs within three years of appointment. The SENCO is a member of the senior leadership team and oversees the day-to-day operation of this policy by:

- maintaining and analysing the SEN register;
- using provision mapping to identify pupils receiving SEN support from the school's budget, those receiving high needs funding and those with EHC plans;
- co-ordinating provision for pupils with SEN;
- advising teachers on identifying needs and arranging in-school assessments;
- managing and supporting staff who work with vulnerable learners;
- overseeing the records of all pupils with SEN;
- advising staff on the graduated approach and on setting outcomes for SSPs;
- liaising with parents of pupils with SEN, with class teachers, keeping them informed and listening to their views;
- reviewing progress against SSP outcomes termly with class teachers;
- contributing to staff training;

- running the annual review programme for pupils with EHC plans, including more frequent reviews for children under five;
- making requests to Merton or other local authorities for EHC needs assessments where the evidence shows a pupil needs significant long-term support;
- overseeing transition arrangements and the transfer of information for Year 6 pupils with SEND and other vulnerable learners;
- working with early years staff and the Merton Early Years team for children joining the Nursery or Reception with SEND;
- making sure interventions are effective and evidence-based, and evaluating their impact;
- arranging specialist SEND resources;
- acting as the key contact for external agencies, particularly the local authority;
- attending local authority SENCO network meetings and training;
- keeping the SEND governor informed;
- working with the staff member responsible for medical needs to make sure individual healthcare plans are completed and shared on a need-to-know basis;
- working with the senior leadership team so that SEND information is shared with staff and SEND is part of school development planning;
- reviewing this policy and the SEN Information Report annually and keeping the website up to date.

8.3 Class teachers

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including pupils who receive support from teaching assistants or specialist staff. They:

- teach and monitor all their pupils, and identify and report any concerns about SEND to the SENCO;
- plan and deliver adapted teaching, and interventions that are additional to or different from what is usually provided;
- review the effectiveness of interventions to inform next steps;
- inform parents of concerns and proposed interventions, and involve them in reviews;
- monitor progress termly and set targets using formative and summative assessment;
- complete SEND documentation (SSPs and Identification of Concern forms) and liaise with the SENCO, parents and pupils;
- work with the SENCO and outside specialists to match provision to pupils' needs;
- plan with teaching assistants, learning support assistants and nursery practitioners so that provision is focused on outcomes;
- review regularly the impact of support provided by other staff.

The SENCO and class teachers are responsible for timetabling and directing the work of support staff.

8.4 Support staff

Teaching assistants and learning support assistants:

- gather evidence of progress through formal and informal observation;
- alert the class teacher to concerns;
- track progress towards the outcomes set by the class teacher;
- give feedback to the teacher on interventions;
- plan and deliver one-to-one or small-group interventions with the class teacher;
- help match classroom provision to the pupil's needs;
- contribute to progress reviews and annual reviews.

8.5 Phase leaders

Phase leaders, within their phase:

- work with the SENCO to timetable and direct support staff;
- identify vulnerable learners who are not on the SEN register and check that they are making adequate progress;
- monitor the outcomes of additional support;
- attend termly monitoring meetings and annual reviews where the SENCO asks;
- support teachers with parent meetings when requested;
- make sure access arrangements are in place for pupils with SEND in statutory assessments.

8.6 The senior leadership team

The senior leadership team:

- manages the SEND Policy and Accessibility Plan day to day;
- allocates and monitors SEN resources from the delegated budget and high needs funding with the SENCO;
- makes sure the Code of Practice is used effectively, through professional development and appropriate time allocations;
- makes sure teaching is high quality and adapted for individual pupils, through appraisal against the Teachers' Standards;
- monitors teachers' planning and pupils' achievement each term;
- reports to governors on SEN provision, resourcing and the school's equality duties.

8.7 The Governing Body

The Governing Body:

- uses its best endeavours to make sure that the necessary provision is made for any pupil with SEN;
- makes sure the school has a qualified SENCO;
- monitors the quality of SEN provision and makes sure the SEN budget is used appropriately;

- makes sure pupils with SEND join in school activities with other pupils, so far as is reasonably practical;
- publishes the SEN Information Report on the school website and updates it annually;
- makes sure the school meets its duties under the Equality Act 2010, including the Accessibility Plan;
- appoints a SEND governor to work with the SENCO.

8.8 Headteacher

The Headteacher has overall responsibility for SEND provision and, with the SENCO, keeps the Governing Body informed.

9. Admissions and Transition

The school's Admissions Policy applies to all pupils. Pupils with SEN but without an EHC plan have the same rights of admission as all other pupils, and the school does not refuse to admit a child because of their SEN or disability. Pupils with an EHC plan that names the school are admitted, as required by the Children and Families Act 2014.

Early years staff contact other early years providers in the term before a child joins the Nursery or Reception, and may arrange visits to share information. Additional visits are made for children with identified SEND.

The school has close links with the secondary schools pupils move to. SENCOs from Merton and neighbouring schools meet to share information through the local authority's SENCO programme. Additional visits are arranged for pupils with EHC plans, and secondary school staff are invited to the annual review and other relevant meetings in the summer term.

10. Working with Pupils and Families

10.1 Partnership with parents

Parents and carers are always welcome. Working in partnership is essential to the education of all pupils, particularly pupils with SEND.

- Meetings with parents are held in the autumn, spring and summer terms to set and review SSP targets. Parents and pupils are involved in setting targets, and the SSP identifies how parents can support at home.
- Day-to-day contact can be at the end of the day and, where needed, through a home-school book or feedback sheet. Parents may phone or make an appointment to see staff whenever necessary.
- Written reports are issued in the spring term (Years 1 to 5) and at the end of the year (Nursery, Reception and Year 6).
- Children in the early years may need family meetings with Portage and the Early Years Inclusion Team, at school or at home.
- Parents may be invited to meetings with specialists in school or in clinic.
- Parents can also support the school by volunteering, helping on trips, and joining social and fundraising events.

10.2 Pupil voice

The Code of Practice puts children, young people and families at the heart of the system. Pupils contribute to the review of their targets, and to annual and interim reviews in a way that suits their age and ability. Parents' views and aspirations for their children are taken seriously at every stage of the assess, plan, do, review cycle.

10.3 Information, advice and support

Parents can make an appointment with the SENCO, who can direct them to a range of information and advice. The school introduces parents to Merton's SEND Information, Advice and Support Service (MIASS), which is impartial and independent of the school and the local authority. The Merton Local Offer sets out the services available locally.

11. Supporting Pupils with Medical Conditions

Pupils with medical conditions are properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions are disabled, and the school meets its duties under the Equality Act 2010. Some also have SEND and may have an EHC plan that brings together their health, social care and special educational provision. The school's Supporting Pupils with Medical Conditions Policy and Allergy Safety Policy set out the arrangements in full.

12. Accessibility and Facilities

Because of the age and design of the main building, some areas are not fully wheelchair accessible. The school's Accessibility Plan sets out how access is being improved. The school provides:

- access to the main building, most of which is on the ground floor;
- accessible toilets in the main building;
- bilingual staff who can support families who do not speak English as a first language;
- ELKLAN-trained teaching assistants who work with pupils with speech, language and communication needs;
- group rooms and break-out spaces for small-group and one-to-one work, and quieter spaces where needed;
- additional equipment recommended by outside agencies, funded from the SEN budget for individual pupils.

13. Funding and Resources

Funding for SEN comes from:

- the notional SEN budget within the school's delegated budget;
- high needs top-up funding for pupils with EHC plans, according to Merton's banding;
- the pupil premium, for eligible pupils;
- additional money allocated from the school budget;
- early years inclusion funding for Nursery-aged children with additional needs.

The local authority monitors spending and provision for pupils with EHC plans annually.

Funding is used for SENCO time, teaching assistants who support pupils in class and in small groups, learning support assistants for pupils with EHC plans, additional lunchtime support where needed, resources, and training for staff from agencies in and beyond Merton.

The school buys in services from the Merton Language, Behaviour and Learning team and the Educational Psychology Service.

14. Staff Training

Training needs are identified through pupil progress meetings, learning walks, the SEN action plan and audits. All staff are encouraged to take part in training and development to meet the needs of all pupils.

The school uses local authority services, service level agreements and central training to support governors, leaders, teachers, support staff and the SENCO. Additional training is provided to meet the needs of pupils with EHC plans. Staff are regularly updated on changes to the Code of Practice and SEND law. The SENCO attends Merton SENCO network meetings, forums and workshops each term.

15. Working with Other Services

Parental consent is always sought before the school involves an outside agency. Local authorities and health services have different processes and criteria, so referrals may differ depending on where the child lives or which GP they are registered with. The school discusses this with parents. Most referrals are made promptly, and parents should allow up to four weeks for a referral to be completed.

The school works with:

- the Educational Psychology Service, through a service level agreement, with hours bought according to need;
- the Language, Behaviour and Learning team, for support with behaviour and emotional needs and advice on specific learning or language difficulties;
- the Merton Sensory Support Service, for pupils with visual, hearing or multi-sensory needs;
- NHS speech and language therapy, occupational therapy and physiotherapy, including the therapy specified in EHC plans;
- paediatric services and the school nursing service;
- the Early Years Inclusion Service and Portage;
- CAMHS and the Mental Health Support Team;
- the Merton Virtual School for looked-after and previously looked-after children;
- the Education Welfare Service, children's social care and the young carers service;
- private educational psychologists and therapists, where parents have commissioned them.

16. Storing and Managing Information

Information about pupils with SEND is stored in line with the school's Data Protection Policy and retention schedule. Staff share information on a need-to-know basis. Current working documents are kept securely in classrooms, and more sensitive information is stored securely by the SENCO and the Headteacher. Individual healthcare plans are available, as needed, in classrooms, the medical room and the school office.

17. Bullying

A child's emotional wellbeing is central to our ethos. Pupils with SEND can be more vulnerable to bullying. Bullying of any kind is not tolerated and is dealt with quickly and decisively, so that all pupils feel safe and supported. The Anti-Bullying and Behaviour policies give more detail.

18. Complaints

Parents who are concerned about SEN provision are encouraged to:

1. discuss it informally with the class teacher and/or phase leader;
2. speak to the SENCO;
3. speak to the Headteacher.

If the concern is not resolved, parents may use the school's Complaints Procedure. Parents may also contact the local authority. They can get impartial advice at any stage from MIASS.

Some matters have their own routes. Parents can appeal to the First-tier Tribunal (Special Educational Needs and Disability) about local authority decisions on EHC needs assessments and plans, and can bring a claim of disability discrimination against the school to the same tribunal. Independent advice is available from IPSEA.

19. Monitoring and Review

The Headteacher and SENCO keep the Governing Body informed about SEN, including the number of pupils on the SEN register, the number of EHC plans, provision and resources, the use of teaching assistants, the progress of pupils with SEND, and the parts of the School Development Plan and self-evaluation that relate to SEND. SEND is on the Governing Body's agenda at least once a year, and the SENCO and SEND governor meet regularly.

This policy is reviewed annually by the SENCO and SEND governor and approved by the Full Governing Body.

Annex A – SEND Acronyms

Acronym	Meaning
SEND	Special educational needs and disabilities
SEN	Special educational needs
SENCO	Special educational needs co-ordinator

Acronym	Meaning
SSP	SEN Support Plan
EHC plan (EHCP)	Education, health and care plan
SENIF	Special Educational Needs Inclusion Fund (early years)
ELSA	Emotional literacy support assistant
EAL	English as an additional language
LAC / PLAC	Looked-after child / previously looked-after child
LA	Local authority
MIASS	Merton SEND Information, Advice and Support Service
SLCN	Speech, language and communication needs
TA / LSA	Teaching assistant / learning support assistant
SLT	Senior leadership team
SDP	School Development Plan
SEF	Self-evaluation form

The Assistant Headteacher (Pastoral and Inclusion) leads on pupils with EAL, the pupil premium, child protection, behaviour and SEN, and is the school's SENCO.