

SEND Policy

Shamblehurst Primary School 2026-2027



Approved by:	Anna Jones	Date: 16/09/26
Last reviewed on:	Katie Edwards 2024 (18/10/24) 16.09.25 - September 2025 09/09/2026	
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1. Values

At Shamblehurst Primary School our motto, Together We Can, is strengthened by our values of Respect, Curiosity, Courage and Pride, through which we aim to promote the spiritual, moral, social and cultural development of all our children, helping them to develop an understanding of positive relationships, have courage to stand up for what is right and embrace one another's differences. Our Values are further strengthened by our Vision, which is:

In order to discover the brilliance in everyone we are committed to achieve:

- A happy and healthy community
- An engaged and accountable community
- A compassionate and kind community
- An inclusive community of lifelong learners
- A community of empathetic and curious critical thinkers
- A community that celebrates diversity
- A community of Global Citizens

At Shamblehurst Primary School we strive to ensure that all pupils are fully included in all aspects of school life. All young people in our care including those identified as having 'Special Educational Needs' (SEN) have a common entitlement to a broad and balanced curriculum which is accessible to them as individuals. This is regardless of gender, religion, race, background, specific difficulty or physical ability.

As a school we value and respect personal qualities and the needs of individual pupils. We are committed to providing a safe, secure but challenging learning environment where all students feel confident and able to flourish regardless of their additional needs or differences. We understand that some students may require more support than others. If all students are to achieve, we must recognise this and plan accordingly. Students may have SEN either throughout, or at any time during their school career. Our policy ensures that the curriculum planning and assessment for students with SEN takes into account the type and extent of the difficulty experienced by the child. Some of these students may require long term help throughout their time in school with a bespoke offer, whilst others may need short periods of support to overcome less complex difficulties.

2. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Shamblehurst we aim to:

- identify children with special educational needs as early as possible.
- enable children with SEND to have access to a broad, balanced and relevant curriculum which is scaffolded to meet their individual needs.
- ensure effective communication within school and with outside agencies.
- ensure a positive, working partnership with parents.
- ascertain the views and wishes of the child and encourage participation in all decision-making processes.
- acknowledge that all children are individuals and as such will learn key skills and concepts at different rates. Some children may need to revisit this learning in order to successfully show understanding.

3. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE May 2014
- SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance in Supporting Pupils at School with Medical Conditions December 2015.
- The National Curriculum in England Key Stage 1 and 2 framework document December 2014
- Safeguarding Policy
- Accessibility Plan
- Inclusion Report
- Teacher Standards 2021
- Children and Families Act 2014.

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with: Katie Edwards (SENDCo), the Governing Body (including the SEN Governor/s), the Senior Leadership Team (SLT), all staff and parents.

4. Definitions

A pupil with SEND has a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

5.1 The SENDCo

The named SENDCo is Miss Katie Edwards

Miss Edwards works Monday-Friday.

The SENDCo can be contacted via the school office on 01489 782342 or emailed at the following address:

katie.edwards@shamblehurst.co.uk

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Work in partnership with the headteacher and governors to ensure the publication and review of the Inclusion Strategy as required by the DFE by December 2026.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination 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
- Use qualitative data to monitor and track progress for pupils with SEND
- 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
- Reviewing and updating SEND local offer on the school's website
- Support transitions for pupils with SEND on entry to the school, as they move through the school and when they transition to another placement.
- Work with curriculum leaders and teachers to ensure that pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.
- To liaise with teachers if concerns have been raised with the level of work
- To offer parents support and advice on how to support their child at home alongside their class teacher.
- To signpost parents to external support where necessary

5.2 The Inclusion Team

There are members of the Inclusion team:

- Miss Edwards (Qualified September 2026) and Mrs Wright – EYFS and Special Educational Needs and Disabilities Coordinators
- Mrs Jones (Head Teacher) and Mrs Mohamed (Dept. Head)
- Mrs Bartlett – Pastoral Lead (ELSA in training and will not be practicing until March 2027) (Monday, Wednesday and Friday)
- Mrs Warner - Speech and Language Learning Support Assistant (SALT LSA)

The Inclusion teams role is:

- To assist the SENDCo to 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
- To assist the SENDCo on advising on the graduated approach to provide SEND support
- Provide coaching to colleagues as part of their Continuous Professional Development (CPD)
- To review submissions to the Sharnbrook online triage system to identify where support is needed and to implement any actions identified
- To support the SENDCo to ensure accurate record keeping
- To provide feedback to staff, parents and pupils
- To undertake 1:1 or small group work with pupils when a need has been identified
- To observe pupils in class to monitor provision and to support colleagues in providing High Quality First Teaching.

5.4 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher, SENDCo to determine the strategic development of the SEND policy, Inclusion Strategy and provision in the school

5.5 The headteacher

The headteacher will:

- Work with the SENDCo 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

5.6 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any Learning Support Assistants (LSAs) 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
- Ensure they follow this SEND policy
- Use EduKey Provision Map software to outline provision through an Assess Plan Do Review document and to track progress against targeted outcomes and to measure impact. These must also be shared with parents during termly ADPR meetings, ensuring that progress on the previous APDR is discussed as well as new targets being set out.
- Meet parents of children with SEND an additional 3 times per year in addition to parents evening to discuss and contribute to Assess Plan Do Review documents.
- Review Individual Behaviour Plans regularly and ensure they are up to date.
- Ensure all SEND documents are shared with the SEND team and uploaded to child's individual SEND files to ensure accurate record keeping is in place. This includes supporting resources so no time is lost.
- Ensuring that learning set on SeeSaw or any other remote learning platform is matched to individual pupils' needs, ensuring that the needs of pupils with SEND are met.
- Work with the SENDCo to ensure that children with EHCP have their statutory section F provisions delivered.
- Work with the SENDCo to ensure that children with EHCP are given small step targets linked with their outcomes of their EHCP.
- Work with the SENDCo to contribute towards the strengths, needs and outcomes of an EHCP at annual review meetings.

All teachers must adhere to the SEND Code of Practice with Chapter 6 being a particular focus.

SEND Code of Practice (DfE, 2014)

- 6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from LSAs or specialist staff.
- 6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

6. SEND Support

6.1 The kinds of SEND that are provided for

Our school currently provides additional provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition (ASC), speech and language difficulties such as language delay or language disorder
- Cognition and learning, for example, dyslexia, dyscalculia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), anxiety, emotionally based school avoidance (EBSA)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, dyspraxia, cerebral palsy

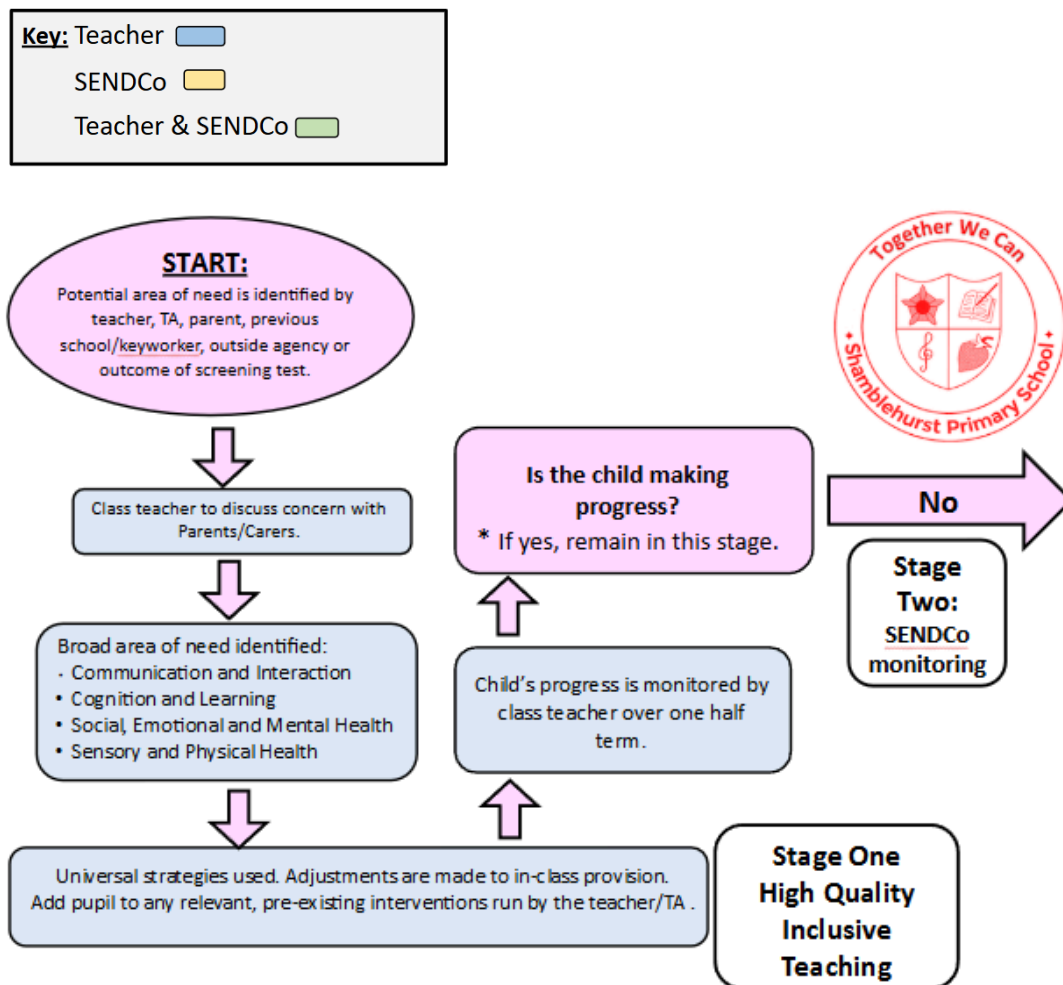
6.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. The Hampshire SEND banding framework will also be referred to and used to inform the next appropriate step. Please follow the link here:

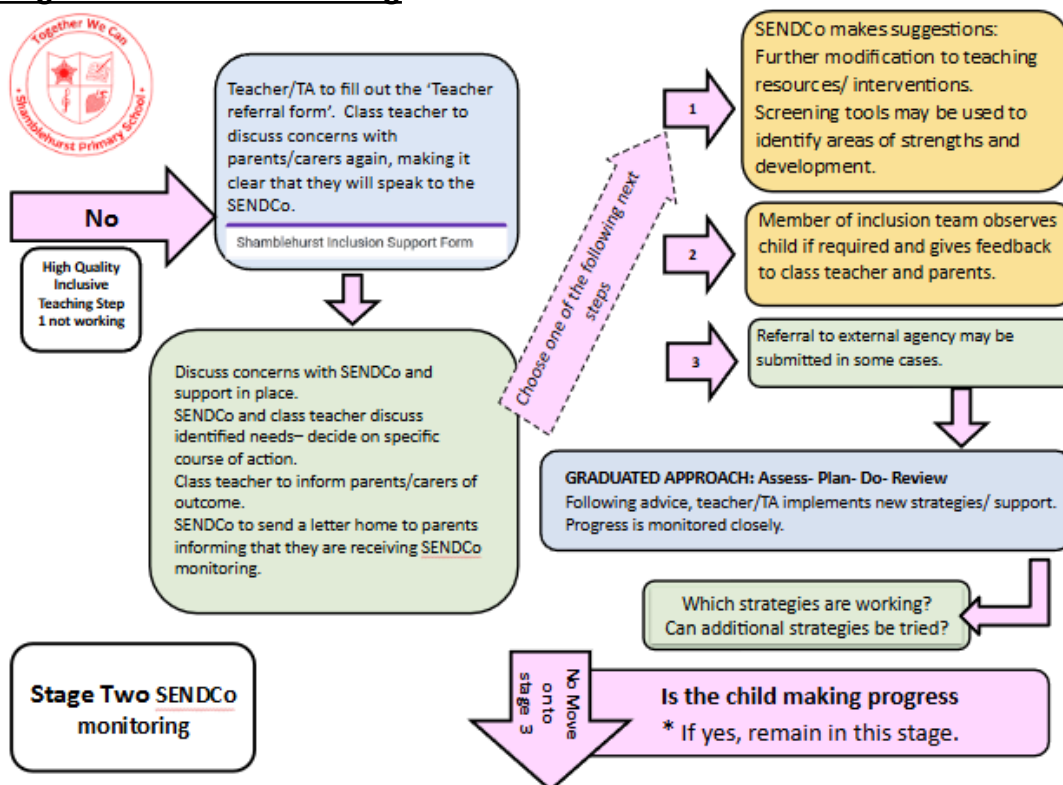
<https://sen.hias.hants.gov.uk/course/view.php?id=50>

Please refer to the Shamblehurst **SEND identification pathway** as set out below:

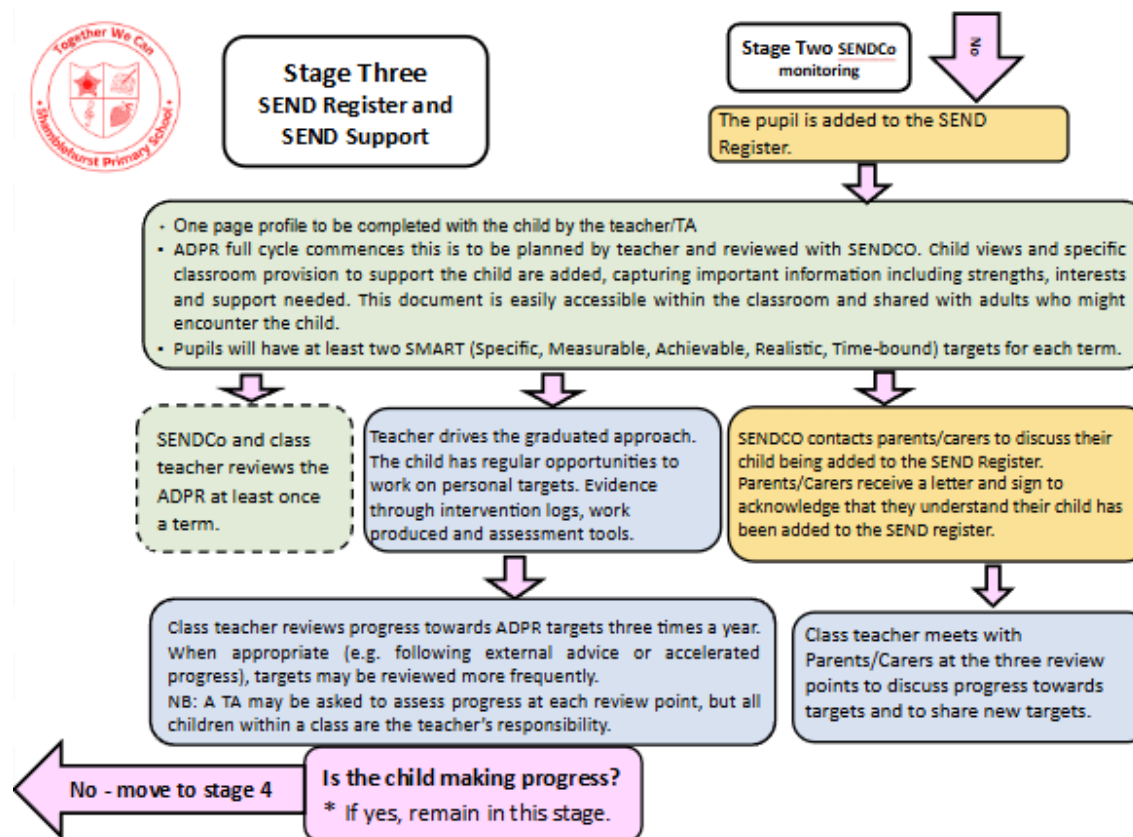
Stage 1 - High Quality Inclusive Teaching



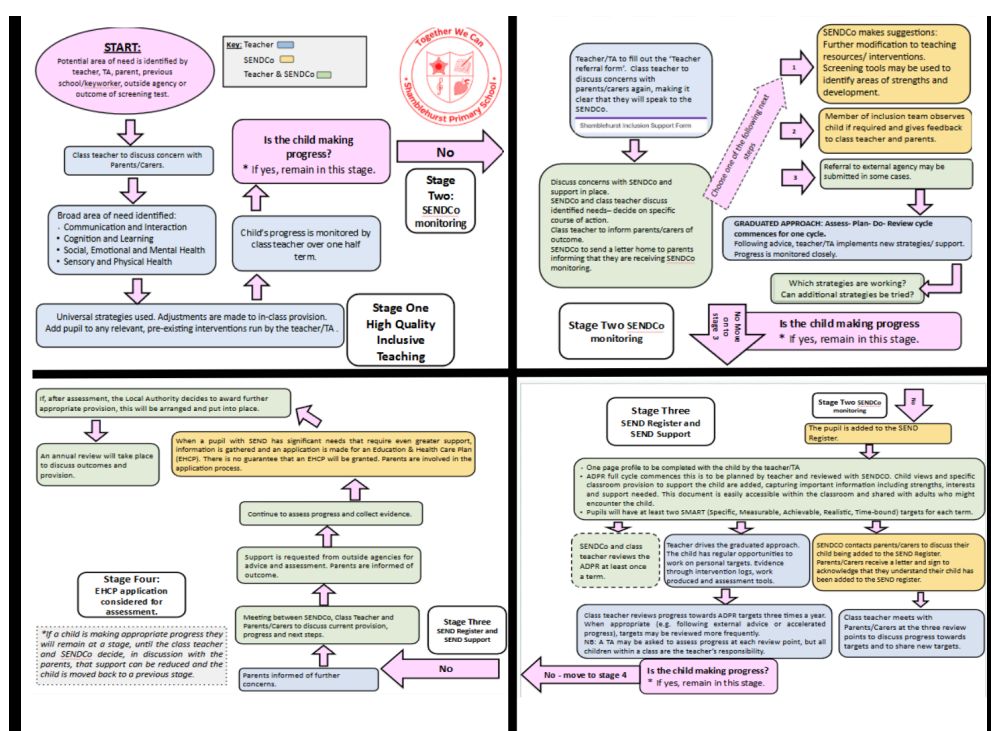
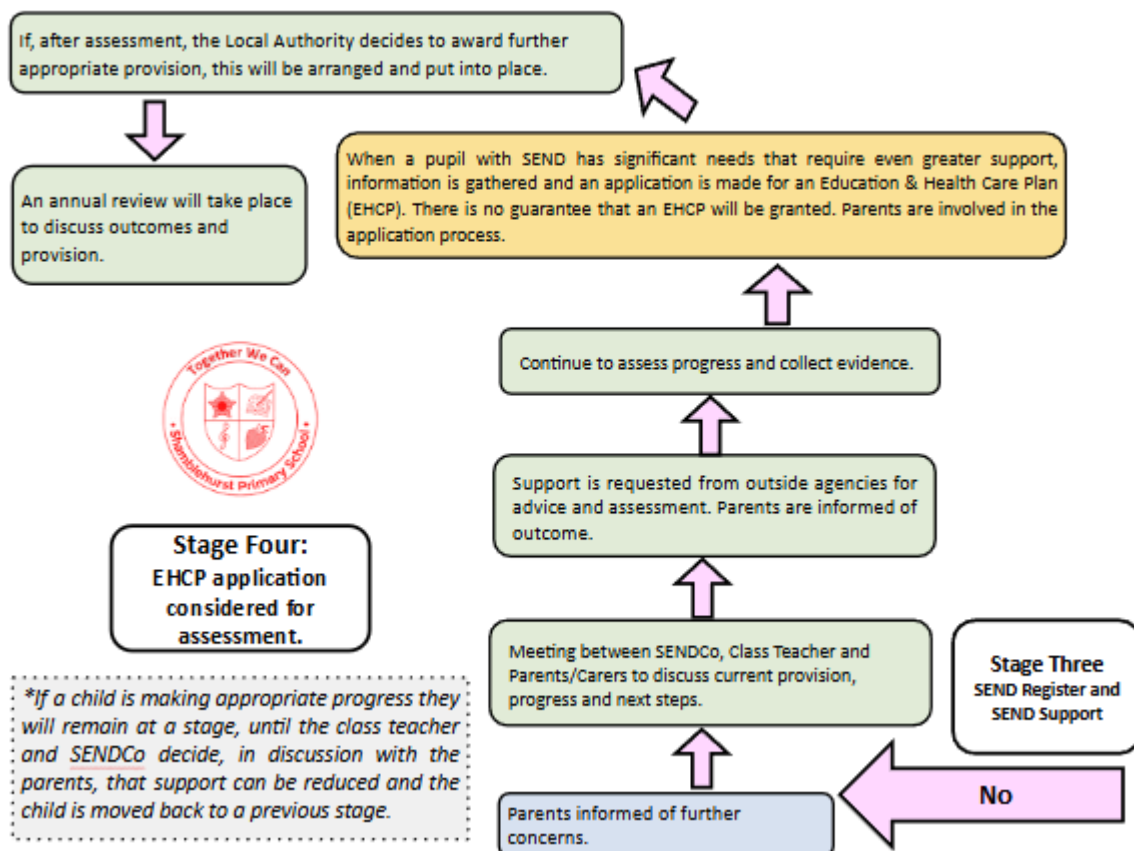
Stage 2 - SENDCo Monitoring



Stage 3 - SEND Register and SEND Support



Stage 4 Consideration for EHCP application if no progress is being made all support avenues have been explored.



Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

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

Slow progress, under achievement and low attainment will not automatically mean a pupil is recorded as having SEND. These children will be tracked and monitored through a monitoring register. They will also be monitored through regular Pupil Progress meetings to ensure they receive Quality First Teaching to make progress. We will identify how to support, motivate and challenge them.

The SEND register is continually updated and reviewed and issued to staff termly. The most up to date version of the SEND register will always be available electronically to staff as it is continually reviewed and contains active links to the child's individual file and SALT register.

Early Years identification and intervention is a priority.

Reception Year will use the following for identification and assessment:

- The views of the child
- Parental concern
- Teacher or LSA concern
- Foundation Stage Profiles
- Previous records from the previous setting including
 - External Agency identification
 - Teacher assessment
 - Hampshire SEND criteria
 - TPA notes and conversations
- Speech and Language Link screening
- Reception Baseline Assessment

Home visits, pre-school visits and Transition Partnership Agreements (TPA where applicable) will be used to gather information about a child through discussions with the child themselves, parents and other professionals involved.

Years 1-6 will use the following for identification and assessment alongside the Shamblehurst SEND identificationPathway:

- The views of the child
- Parental concern (through parents evening or further discussions)
- Teacher or LSA concern
- Hampshire SEND Criteria
- Assess, Plan, Do, Review documents
- Dyslexia Screening
- Speech and Language Link assessment (Infant and Junior)
- Expertise from Outside Agencies
- Teacher assessment data
- SATs or summative assessment data

Diagnostic Testing

We use appropriate tests and share and interpret the results with parents where appropriate. Parents will not be present whilst the tests are administered, as we endeavor to create a relaxed environment whilst testing is in progress.

All Year R pupils will be screened using Speech and Language Link assessment in the Spring Term. Children identified by teachers or parents with concerns regarding possible dyslexia will undergo a dyslexia screen in the term of their 6th birthday. All new entrants and any KS2 pupils, whose progress is of concern will be tested as appropriate.

Year 6 SEND records will be transferred to the Secondary/Special School and there will be discussion between the SENDCo at Shamblehurst and the receiving SENDCo. If necessary, an TPA (Transition Partnership Agreement) will be conducted.

6.3 Consulting and involving pupils and parents

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

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

We will work with parents to decide that a pupil will receive SEND support. We will notify parents if it is felt that their child no longer needs to be on the SEND register and they will be removed in collaboration with parents back to being on the monitoring register.

Teachers will meet with parents of children with SEND in addition to the normal parents evening 3 times a year. At this meeting teachers will update parents on their child's progress and what they are currently working on.

The SENDCo will be available at the designated Parents' Evenings where parents are able to book an appointment. This is in addition to being able to make an appointment via the school office as set out in section 5.1

6.4 Assessing and reviewing pupils' progress towards outcomes

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

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

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

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress through termly SEND meetings with SENDCo and class teacher as well as regular Pupil Progress Meetings. It may be necessary to change an intervention after reviewing the impact of the current intervention to ensure the pupil is having targeted support that positively impacts their progress.

6.5 Supporting pupils moving between phases and preparing for adulthood

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

Internal Transition:

- Children requiring extra transition will be identified by the class teachers. This may be due to having SEND or additional needs such as emotional or social concerns.

- Internal transition meetings (for those transitioning up to the next year group) will take place for identified children in the Summer Term, usually in June or July.
- The current class teacher uses the final SEND meeting with parents to discuss extra transition and develop a transition plan. At the meeting the current class teacher will discuss current provision and strategies that are working successfully and this will be documented on the child's one page profile/pupil passport. The completed document will be shared with all attendees and other relevant staff or individuals.
- Visual timetables, now and next cards, task schedules or anything else individual to that pupil will be in the child's individual file and there readily available year on year for as long as deemed appropriate and necessary. Hard copies of these resources may also be handed up if appropriate.
- A photo transition booklet and social story will be made for each Year Group and posted on Seesaw. Identified children, who need further details will have a bespoke social story provided on their Seesaw profile and a hard copy given to parents if appropriate.
- If children with SEND move to another school, the SENDCo will liaise with the receiving school's SENDCo to handover key information once attendance is confirmed.

Year 6 Transition

- All children are able to attend an induction day and settling in sessions at their receiving school.
- Those children who work with an additional Learning Support Assistant will be supported by this adult on their school visit where appropriate to aid their transition.
- For children identified with additional emotional needs or children who require further support with their move to Year 7, will be put forward for a series of sessions with our school Pastoral Lead.
- These sessions will involve extra visits to the receiving school and work on sense of self, resolving worries, coping strategies and organisation.
- The SENDCo from the main receiving school will visit Shamblehurst and meet with our SENDCo alongside Year 6 teachers to discuss each child on SEND register and monitoring register. This is to discuss provision and strategies and to share key documents.
- Any children in Year 6 with an EHCP will have their secondary school invited to their annual review as part of their handover where possible. If the annual review date proceeds this, an additional meeting will be set up for parents, SENDCo and teachers to discuss progress against the current EHCP and the outcomes.

6.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

The first level of support is from the class teacher, who will ensure all children, including those with SEND are well supported through Quality First Teaching. This ensures teaching is building on what the child already knows, carefully checking their progress and planning extra support where needed, all within the classroom. Different methods of teaching are in place so that children with SEND, are fully involved in learning within the class and are able to make sustained progress.

In addition to Quality First Teaching, the class teacher may organise extra group support. These are often called 'intervention' or 'booster' groups. This type of support is available for children who have specific gaps in their understanding. These groups are run by teachers or learning support assistants (LSAs) outside of 'normal' lesson times.

For some children, more personalised support is required on a 1:1 or small group intervention basis. The school has a range of 1:1 and group support programmes available, including for those with speech and language needs, cognition and learning needs or emotional and/or behavioural

needs. All LSAs implementing these programmes are trained on the specific techniques and there is always a pre and post assessment to monitor the impact of the programme for your child.

Below are some of the programmes of intervention we provide:

- Little Wandle phonics programme
- Precision Teaching
- Paired Reading
- SOS Spelling
- Cued Spelling
- Narrative Therapy
- Language Link intervention
- ABC Programme
- Clever Bodies
- Power of 2 maths
- Lego Therapy
- Schools Therapy Service Schools Resources Pack
<https://hiowhealthcare.nhs.uk/our-services/a-z-list-of-services/childrens-therapy-service>
- 1:1 Speech and Language programmes
- National Outdoor Learning Award
- SEMH/Communication and Interaction alternative pathway
- EYFS/KS1 alternative sensory and communication pathway.

6.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example by:
 - Grouping
 - 1:1 work
 - teaching style
 - content of the lesson, etc.
 - revisiting concepts
 - overlearning key concepts
 - consolidating
 - Scaffolding
 - Visuals
- Adapting our resources and staffing
- Using recommended aids, such as laptops, iPads, writing slopes, wobble cushions, timetables, larger font, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our school environment where possible and appropriate within the building's limits.

Shamblehurst complies with all relevant accessibility requirements, please see the school **accessibility plan** for more details.

6.8 Expertise and training of staff

Our SENDCo qualified in September 2026 and has worked at Shamblehurst Primary School as a member of SLT for 15 years teaching all KS2 year groups as well as holding various leadership roles. Previous to this, she worked in the inner city teaching children within KS2.

Mrs Wright completed her National Award for SEN Coordination through the University of Winchester.

The SENDCo is allocated 5 days a week to manage SEND provision, but teaches interventions on a flexible basis..

6.9 Evaluating the effectiveness of SEND provision

The delivery of the curriculum to children with SEND will be monitored under the school's Monitoring Policy.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term through termly SEND meetings or termly Pupil Progress Meetings.
- Monitoring by the SENDCo and SLT
- Holding annual reviews for pupils with Education, Health and Care plans
- Learning walks by the SENDCo and other members of the Senior Leadership Team
- Book Looks are undertaken by the SENDCo and Senior Leadership Team
- Using pupil questionnaires
- The SENDCo will provide information to the Governing Body as to the numbers of pupils receiving special educational provision as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Headteacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that Governors are kept up to date with any legislative or local policy changes.
- The SENDCo will meet with the SEND Governor to discuss current SEND practice and concerns. The SEND Governor will lead Governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

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

All pupils are encouraged to go on our school day trips and residential trip(s). We work with families to ensure trips are as accessible as possible and encourage all children to participate.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

6.11 Support for improving emotional and social development

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

- Our Emotional Literacy Support Assistant (ELSA) completes programs with children, developing their emotional and social skills as part of weekly sessions or on a 'light touch' basis.
- Games Club and Chat and Chill are alternative provisions which take place at lunch times to support children with developing social skills to enable them to transfer these skills onto the playground when playing independently.
- In line with our behavior policy the SENDCo and another member of SLT run a Reflection Room at lunch time which supports restorative practice.
- We offer an alternative pathway for children who need help to develop their executive functioning skills and an understanding of themselves. We call this provision the POD. The POD aims to move children from co-regulation to self-regulation enabling pupils to be successful not just in school but within their community by developing pro-social skills.
- We work closely with any agencies that can offer further support with regard to children's emotional and social needs, such as the Primary Behaviour Support team and Educational Psychologist, and can access a counsellor for KS2 children with more complex issues.
- Pupils with SEND are encouraged to take part in our Pupil Voice and our Buddy programme, where pupils support other pupils on the playground at playtimes and lunch times.

We have a zero tolerance approach to bullying which includes all types of bullying including gender related bullying.

6.12 Working with other agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Shamblehurst Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, pupils identified as having SEND. Parents are consulted before an outside agency is contacted. The SENDCo is the designated person responsible for liaising with external support services.

The external support services accessed by the school include:

- Children's Therapy Team including Speech and Language Therapist, Occupational Therapist, Physiotherapist
- Primary Behaviour Service
- Shepherd's Down Outreach - Cognition and learning
- Waterloo Outreach - SEMH
- Wolverdene Outreach - SEMH
- Specialist Advisory Teachers for example, Hearing Impairment Advisory Service, Visual Impairment Advisory Service, Communication and Interaction Team, Physical Disability Advisory Service
- Childhood and Adolescence Mental Health Service (CAMHS)
- Educational Psychology Service
- Health professionals for example the School Nursing Team, Community Nursing Team

The help available to the school from these services is as follows:-

- Offer advice to teachers with regard to teaching techniques and strategies, classroom management and curriculum materials, support for curriculum development, direct teaching or practical support
- To undertake child observations within the classroom context.
- To undertake assessment of children for a specific purpose.
- To provide in-service training.
- To support and offer advice to the family.

7. Complaints

7.1 Complaints about SEND provision

If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, talk this through with the class teacher. If this does not resolve the situation a meeting with the SENDCo should be made, who will try to resolve the situation. If the issue cannot be resolved, the parent/carer can ask for a further meeting with the Deputy Head Teacher or Head Teacher and the SENDCO (if appropriate). If this does not resolve the issue a parent/carer may submit a formal complaint to the Headteacher in writing or any other accessible format. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the School Office.

7.2 Contact details of support services for parents of pupils with SEND

'Hampshire SENDIASS is an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) that aims to make a positive and lasting difference for children and young people with special educational needs and/or disability (SEND) and their parents and carers. We do this by providing timely confidential, impartial information, advice and support through our online resources, at events and workshops, via our helpline service and through individual casework.

Hampshire SENDIASS is provided by Core Assets Children's Services, part of a leading Children's Services Group with over 24 years of experience in supporting children, young people and their families to build brighter futures.'

Phone 08081645504

Email: info@sendiasshampshire.co.uk

Website: <https://www.hampshiresendiass.co.uk>

7.3 The local authority local offer

Our local authority's local offer is published here -

<https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/>

 Neurodiversity Advice and Support Hub Support for parents and professionals by improving understanding of neurodivergence and providing advice and resources to help them feel informed and empowered.	 Preparation for Adulthood Further education and employment options and building independence into adulthood	 Leisure and Play - Hampshire Gateway Organisations and activities that support the Hampshire Gateway Card scheme
 Having Your Say Have a say about the services and decisions that impact you across education, health and social care	 Hampshire Local Area Partnership Information about the Hampshire Local Area Partnership, strategy, action plan, agreed approaches and best practice examples	 Feedback, Co-production and Annual Reports Transparent feedback, co-production and the Local Offer annual report

8. Monitoring arrangements

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

It will be approved by the governing board.

9. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Single Equalities Policy
- Supporting pupils with medical conditions
- Inclusion Strategy
- SEND Information Report