



Pilgrims' Way Primary School

Special educational needs and disabilities (SEND) Policy

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1. Our Vision

Pilgrims' Way prides itself on being an inclusive and diverse primary school where everyone in our community feels welcomed and supported. We value each pupil's uniqueness, and their differences are recognised and celebrated. Our vision is to provide inclusive learning for all; where every child is taught a broad and balanced curriculum that offers 'irresistible learning' of the knowledge and skills that will be valuable in their future. In line with the Veritas Academy Trust values, we aim to be inclusive, innovative and inspirational in the delivery of our curriculum. Our inclusive approach means that we have carefully considered how to make learning irresistible for all children. We make reasonable adjustments to teaching, the curriculum and the school environment to make sure that every pupil is included in all aspects of school life. A high priority is placed on ensuring children feel emotionally and physically safe and their wellbeing needs are met. We want every child to reach their potential and want to support children and their parents and carers in diminishing barriers to achieving this. Our school values of 'respect, resilient, aspire, positive, success' underpin all aspects of school life.

2. Our special educational needs and disabilities (SEND) policy aims

Our SEND policy aims to:

- Outline the school's approach to meeting the needs of pupils with SEND in compliance with national legislation and guidance
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Set out how our school will support and make provision for pupils with SEND

3. Legislation and guidance

This policy is written in line with the requirements of the [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs), Information to be included in the SEN information report and Information to be published by a local authority in its local offer
- The [The Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The [Schools Admission Code](#), DfE 1 Feb 2012
- [SI 2012 1124 The School Information \(England\) \(Amendment\) Regulations 2012](#)
- [SI 2013 758 The School Information \(England\) \(Amendment\) Regulations 2013](#)
- The [Governance Handbook](#) which sets out governors' responsibilities for pupils with SEND

4. Definitions

4.1 Definition of Special Educational Need (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The SEND Code of Practice defines a child of compulsory school age or a young person as having a learning difficulty if they have:

- a significantly greater difficulty in learning than the majority of children of the same age; or
- a disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools - SEND Code of Practice (2015, p15)

4.2 Definition of Disability

Pupils are considered to have a disability under the Equality Act 2010 – that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' - SEND Code of Practice (2015, p16). The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 Definition of Special educational provision

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 SENCO

The SENCO is Mrs Olivia Watts. She is a qualified teacher with many years of experience. In line with national requirements, she has completed the Post Graduate Certificate National Award for SEN Co-ordination. She can be contacted via the office on 01227 760084.

The SENCO will:

- Work with the headteacher and SEN 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 and coaching to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching as well as holding all stakeholders to account to ensure the best outcomes for pupils.
- Advise on the graduated approach and pupil centered approaches to providing SEN 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
- Use data and SEND information to understand the needs of the school, and prioritise training, resources and support accordingly
- 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 and share with relevant adults adhering to GDPR policies
- Apply for additional funding as needed

- Ensure that parents & carers are involved in supporting their child's learning and kept informed about the support their child is getting

5.2 The SEND governor

The SEND governor will:

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

5.3 The headteacher

The headteacher will:

- 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 SEN and/or a disability

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to build relationships with pupils, plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Using their knowledge and training of child development, alongside the SENCO, to support early identification of needs
- Ensuring they follow this SEND policy and the graduated approach alongside the Mainstream Core Standards (MCS) which document a range of exemplar strategies and interventions that the school adopts for different needs.
- Using data and SEND information, class teachers will identify their cohort's main needs and tailor teaching styles and strategies accordingly

5.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to regular review meetings to discuss the provision that is in place for their child
- Given the opportunity to share their concerns and provide information about the impact of SEN outside school and any changes in the pupil's needs
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

5.6 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Talking about their strengths and difficulties and what helps them
- Contributing to outcomes, their pupil profiles and setting targets
- Attending review meetings

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. Identifying SEND

The SEND Code of Practice makes it clear that "all teachers are teachers of pupils with special educational needs". All teachers at Pilgrims' Way are trained to recognise the early signs of SEND and in collaboration with the SENCO's, respond appropriately. The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEND Information Report.

With the support of the Senior Leadership Team, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

Assessments help to determine the cause of a pupil's difficulty and help the school to understand what additional resources and different approaches are required to enable the pupil to make better progress. We assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

At Pilgrims' Way we can make provision for every kind of frequently occurring special educational need and/or disability without the need for an Education, Health and Care Plan. We currently make provision for children with SEND within each of the four categories defined in the SEND Code of Practice (para 6.27 – 6.35):

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health
- 4) Sensory and/or Physical

The purpose of identifying the area of need/s of the child is not to fit them into a category but rather to consider the child's needs as a whole. This helps the school to plan adequate provision and to access training and advice so that we can use our best endeavours to meet the needs of each child. The school also meets the needs of children with an Education, Health and Care plan. Decisions on the admission of children with an Education, Health and Care plan are made by the local authority.

8. SEN Support

Teachers are responsible and accountable for the progress and development of all the pupils in their class. The school is aware of its statutory duty to provide a broad and balanced curriculum and recognises that high quality inclusive teaching which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at the school will:

- Set high expectations for every pupil.
- Plan work for all abilities so that it stretches pupils whose attainment is significantly above the expected standard and fills the gaps for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessments to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The class teacher will work with the SENCO, parent and pupil to carry out a clear analysis of the pupil's needs. Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.
- The pupils previous progress and attainment and behaviour
- 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

All teachers and support staff who work with the pupil will be made aware of the pupil's 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; staff will communicate this regularly with parents.

The school employs a graduated approach to meeting pupil's needs. This is through the adoption of a four-part cycle – assess, plan, do, review – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

If a pupil continues to need special educational provision which is additional and different to what is normally available and will not make progress without it, we will identify that the pupil has a Special Educational Need, the pupil is deemed as needing SEN support. For pupils that do not fully meet the criteria for SEN Support but receive a large amount of support through high quality inclusive teaching as well as some targeted intervention, we monitor their progress on a provision map. This allows us to be sure that any child who should be moved to SEN Support can do so as soon as necessary.

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K. These pupils have their provision documented on a whole class provision map. Where higher levels of need are identified, which cannot be adequately met with in-house expertise, staff will access specialised support and assessments from external agencies and professionals as soon as possible. These pupils will move from having their provision documented on provision maps to more detailed personalised plans and additional funding may be sought to meet their needs.

The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

8.1 Bilingual and Multilingual (BML) Pupils and SEND

The school has a high proportion of pupils whose first language is not English. As a *Bilingual & Multilingual SMART School*, we have shown a commitment to whole-school training to enhance our expertise with bilingual and multilingual learners. The school appreciates that being BML is not equated to having learning difficulties but at the same time, when pupils who are BML make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, and home language use and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their English proficiency or arise from SEND.

8.2 Looked After Children

Katie Read, our designated teacher will work with Mrs Watts, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

9. Admission

We are an inclusive setting and welcome children to our school from all backgrounds, experiences and abilities. Please see our website for further detail on admissions.

10. Accessibility arrangements

We follow the advice set out in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with SEND. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Senior Leadership Team and Governors are continuously making improvements as part of the school's accessibility planning. During the new build we are using our best endeavours to ensure equality of access to the environment where possible.

We have adopted the Engagement Model to support our children who have the most complex needs. This model celebrates the strengths of the pupil and enables us to reflect on the bespoke curriculums we offer to our pupils who are working below the level of the national curriculum and not engaged in subject-specific study.

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club. Team Theme, an outside provider has responsibility for running an after-school club on site. Please see their website for further information <https://www.teamthemekent.co.uk/>

11. Transitions

We recognise that transitions can be difficult for some children especially those with SEND and take steps to ensure that any transition is as smooth as possible. We work closely with educational settings before a pupil transfers to us or a pupil transfers from us to a new school. We will seek and share information that will make the transfer as seamless as possible. We will work with Specialist Teachers/Health Professionals and parents to gather information and to plan for additional support needed

12. Consulting and involving pupils and parents

All parents of pupils at Pilgrims' Way primary school are invited to discuss the progress of their children at least three times a year and receive written reports. These are opportunities to 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 their needs
- 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

Notes of these early discussions will be added to the pupils' records. Pupil voice will be sought as appropriate to the developmental stage and needs of the child. We will formally notify parents when it is decided that a pupil will receive SEND support. Recognising the diversity of parents, communication will be tailored to parent needs. This policy and the SEND Information Report can be translated on our website.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

In order to support siblings of pupils with SEND, our school Family Liaison Officer, Mrs Helen Fennell, supports families to consider if their child is a Young Carer. If so, relevant paperwork can be completed. In school, Young Carers can access weekly lunch clubs.

13. Education, health and care (EHC) needs assessments and plans

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment. The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the local authority with any school-specific information and evidence about the pupil's profile and educational progress.

- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the local authority decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs assessment. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the local authority decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them. The EHC plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the local authority (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E. The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

14. Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for transitions.

15. Complaints about SEND provision

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint the local authority immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the local authority in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

16. Staff training and Improving practice

Pilgrims' Way Primary school invests in a wide range of ongoing training opportunities for all staff using a range of external training consultants, specialist teachers, health professionals, The National College online continuing professional development (CPD) and via in-house training from senior staff. Senior Leaders will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

17. Links with the local authority & with external professional agencies

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the local authority in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.
- Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

- SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

The school can access support from a range of additional bodies including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families. These may include:

- LIFT (Local Inclusion Forum Team) for access to Specialist teaching and learning service and Special School Outreach teachers.
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Access to the SEND and Inclusion Advisor Surgery as required

Working collaboratively, we will endeavor to enhance provision for pupils with SEND.

18. Use of data and record keeping

All information about pupils will be kept in accordance with the school's Data Protection Policy. The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.
- The school keeps data on the levels and types of need within the school and makes this available to the local authority and Ofsted.

18.1. Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.

- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education

19. Publishing information

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the SEND code of practice.

20. The Local Offer

The local authority is responsible for ensuring that they provide details of how information, advice and support related to SEN and disabilities can be accessed and resourced. This is identified in the SEND Information Hub (formally known as the Local Offer). The local authority is required to provide information to parents regarding *'the provision they expect to be available across education, health, and social care for children and young people in their area who have SEN or are disabled including those who do not have Education, Health Care Plan (EHCP)'*

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

20.1. Contact details of support services for parents of pupils with SEND

Information, Advice and Support Kent (IASK) offers confidential and impartial information, advice and support to children and young people with special educational needs and disabilities, and their parents. They empower parents to play an active and informed role in their child's education. The FLO and SENCO can also signpost families to local charities and support groups. More information is available via the link: <https://www.iask.org.uk/> or on their Facebook page: <https://www.facebook.com/IASK.0to25>

21. Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is Autumn 2025.

22. Links with other policies and documents

This Policy should be read in conjunction with associated school policies which can be found on the school website at [Pilgrims' Way Primary School - Policies \(pilgrims-way.kent.sch.uk\)](http://pilgrims-way.kent.sch.uk)

- Teaching and Learning Policy
- Safeguarding and child protection Policy
- Relationships and Behaviour Policy
- Anti-Bullying Policy
- Pre-School Admissions Policy
- Data Protection Policy
- Admissions Arrangements Policy
- Accessibility Policy (incl Audit Plan)
- Equality Information Policy
- Supporting children with medical health needs

The following links direct you to other publications referenced within the report:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

https://www.kelsi.org.uk/data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf

https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf