Special Educational Needs & Disability Policy

This policy was agreed by governors.

By:	Date:	Next Review Date:
Full Governing Body	**Autumn 2019**	**Autumn 2022**
FGB	**Spring 2022**	**Spring 2023**
Full Governing Body	**Autumn 2023**	**Autumn 2024**
FGB	**Autumn 2024**	**Autumn 2025**
FGB	**Autumn 2025**	**Autumn 2026**

1. Principles

We strongly believe that all children are entitled, through the provision of quality first teaching, to an education that enables them to make progress so that they can:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition to their next stage of education and beyond

At Robin Hood Junior School, we are committed to providing an ambitious and inclusive education for all pupils, including those with special educational needs and disabilities (SEND). We work to remove barriers to learning and participation, and put effective special educational provision in place where needed.

2. Legislation and Guidance

This policy is based on the statutory 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 SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) Plans, SEND coordinators (SENDCOs) and the SEND information report
- The Equality Act 2010, which defines disability and sets out schools' duties to make reasonable adjustments and not discriminate against pupils with disabilities

This policy should be read in conjunction with the following school policies and guidance:

- SEND Information Report (published annually on the school website)
- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions Policy
- Pupil Premium Policy
- Policy for Children Looked After or Previously Looked After
- Equalities Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

3. Aims and Objectives

Our aims are to:

- Identify and address the SEND of our pupils and do everything we can to make sure that a child with SEND gets the support they need
- Ensure pupils with SEND engage in and have access to a broad and balanced curriculum and all school activities, alongside their peers

- Work in partnership with pupils and their parents/carers, taking into account their views, wishes and feelings
- Work collaboratively with external agencies and specialists to provide the best possible outcomes for pupils with SEND
- Ensure that all staff have the knowledge, skills and understanding to support pupils with SEND effectively
- Monitor the progress of pupils with SEND and evaluate the effectiveness of provision
- Promote positive attitudes towards pupils with SEND throughout the school community

4. Definitions

4.1 Special Educational Needs and Disability

A pupil has SEND if they have a learning difficulty or disability which calls for **special educational provision** to be made for them. **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.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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

Some children may have a disability under the Equality Act 2010. This is defined as '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'.

- Long-term is defined as lasting, or likely to last, for at least 12 months
- Substantial is defined as more than minor or trivial

This definition includes sensory impairments (affecting sight or hearing) and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with disabilities do not necessarily have special educational needs, but there may be significant overlap between the two groups.

4.2 The Four Broad Areas of SEND

The SEND Code of Practice (2015) identifies four broad areas of need. These are:

Communication and Interaction

- Speech, language and communication needs (SLCN), which may include difficulties with expressive or receptive language, or understanding and using social rules of communication
- Children and young people with autism spectrum disorder (ASD) are likely to have particular difficulties with social interaction and may also experience difficulties with communication and language

Cognition and Learning

- Pupils may be learning at a slower pace than their peers, even with appropriate differentiation

- Learning difficulties may be general or specific, affecting one or more areas of learning such as:
    - Moderate learning difficulties (MLD)
    - Severe learning difficulties (SLD)
    - Profound and multiple learning difficulties (PMLD)
    - Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health Difficulties

- Children may experience a wide range of social and emotional difficulties which manifest in different ways
- This may include withdrawn or isolated behaviour, as well as challenging, disruptive or disturbing behaviour
- These behaviours may reflect underlying mental health difficulties such as anxiety or depression, or physical symptoms that are medically unexplained
- Other children may have conditions such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder

Sensory and/or Physical Needs

- Some children require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided
- These difficulties may include:
    - Vision impairment (VI)
    - Hearing impairment (HI)
    - Multi-sensory impairment (MSI)
    - Physical disability (PD)
- Many children with these needs will require specialist support and/or equipment to access their learning

Important note: The identification of SEND is based on identifying barriers to learning, not simply fitting a pupil into a category. We recognise that pupils' needs may span more than one area, and that needs may change over time.

5. Roles and Responsibilities

5.1 Governing Body

The governing body will:

- Ensure that the school fulfils its statutory duties regarding pupils with SEND
- Ensure that provision for pupils with SEND is an integral part of the school development plan
- Appoint a designated governor with specific oversight of the school's arrangements for SEND (the SEND Governor)
- Monitor the quality and effectiveness of SEND provision through regular reports from the SENDCo
- Ensure that the school's SEND Information Report is published on the school website and updated annually
- Ensure that the school has appropriate arrangements in place to support pupils with medical conditions
- Ensure that the school publishes an Accessibility Plan

5.2 The SEND Governor

The SEND Governor will:

- Work closely with the SENDCo and headteacher to monitor the effectiveness of SEND provision
- Meet regularly with the SENDCo to discuss SEND matters
- Report to the full governing body on SEND provision and outcomes
- Ensure that SEND remains a priority within the school's strategic planning
- Help to raise awareness of SEND issues at governing body meetings

5.3 The Head Teacher

The Head Teacher will:

- Have overall responsibility for the provision and progress of pupils with SEND
- Ensure that the SENDCo has sufficient time and resources to carry out their role effectively
- Work with the SENDCo and SEND Governor to determine the strategic development of SEND policy and provision
- Ensure that all staff are aware of their responsibilities towards pupils with SEND
- Ensure that the school's arrangements for identifying, assessing and making provision for pupils with SEND are effective
- Monitor the school's work for pupils with SEND through regular meetings with the SENDCo
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5.4 The Special Educational Needs and Disability Coordinator (SENDCo)

The SENDCo is a qualified teacher and a member of the school's Senior Leadership Team. The SENDCo holds (or is working towards) the National Award for SEN Coordination, as required by the SEND Regulations 2014.

The SENDCo will:

- Oversee the day-to-day operation of the school's SEND policy
- Coordinate provision for pupils with SEND
- Maintain the school's SEND register and ensure all records are up to date
- Liaise with and advise teachers and support staff
- Oversee the records of all pupils with SEND
- Liaise with parents/carers of pupils with SEND
- Contribute to the in-service training of staff
- Liaise with external agencies including educational psychologists, health and social care professionals, and independent or voluntary bodies
- Lead on the graduated approach (assess, plan, do, review) for pupils with SEND
- Monitor the quality and impact of provision for pupils with SEND
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Prepare and review the SEND Information Report
- Lead annual reviews for pupils with Education, Health and Care Plans (EHCPs)
- Provide data and reports on SEND provision and outcomes to the headteacher, governors and external agencies as required

5.5 Class Teachers

All teachers are teachers of pupils with SEND. Each class teacher is responsible for:

- Providing quality first teaching for all pupils, including those with SEND
- Planning and delivering an appropriately differentiated curriculum
- Identifying pupils who may have SEND and raising concerns with the SENDCo

- Implementing strategies and interventions as advised by the SENDCo and external specialists
- Monitoring the progress of pupils with SEND in their class
- Ensuring that pupils with SEND are fully included in all classroom activities
- Maintaining regular communication with parents/carers about their child's progress and needs
- Contributing to reviews of pupils' progress and provision
- Ensuring that support staff working with pupils with SEND are appropriately briefed and supported
- Maintaining accurate records of provision and progress

5.6 Teaching Assistants and Support Staff

Teaching assistants and support staff will:

- Work under the direction of the class teacher and SENDCo to support pupils with SEND
- Implement agreed strategies and interventions
- Provide feedback to teachers on pupils' progress and engagement
- Contribute to the assessment and review of pupils' needs
- Maintain appropriate records of their work with pupils
- Attend relevant training to develop their skills in supporting pupils with SEND

5.7 Parents and Carers

Parents and carers have a vital role in supporting their child's education. We expect parents/carers to:

- Communicate regularly with school about their child's needs, progress and wellbeing
- Attend meetings and reviews to discuss their child's provision
- Support their child's learning at home
- Inform school of any changes in circumstances that may affect their child's learning or wellbeing
- Work in partnership with school and external agencies to achieve the best outcomes for their child

5.8 Pupils

We believe that all pupils should be involved in making decisions about their learning and support. Pupils will be encouraged to:

- Participate in discussions about their learning and support needs
- Contribute their views to reviews and planning meetings (as appropriate to their age and understanding)
- Develop independence and self-advocacy skills
- Set personal targets and reflect on their progress

6. Identifying Special Educational Needs

6.1 Assessment and Early Identification

We will assess each pupil's current skills and levels of attainment on entry to the school, building on information from previous settings and Key Stages where appropriate.

Class teachers will make regular assessments of progress for all pupils. They will identify those pupils 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

Progress will be considered in areas other than attainment, including social, emotional and behavioural development.

6.2 Factors That Are Not SEND

Slow progress and low attainment do not automatically mean a pupil has SEND. Before identifying a pupil as having SEND, we will consider the impact of other factors such as:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium funding
- Being a looked after child or previously looked after child
- Being a child of a serviceman/woman
- Home circumstances and family issues
- Traumatic events or bereavement
- Pupil and parent mental health
- Housing circumstances

Where these factors are identified, appropriate support will be put in place which may not constitute special educational provision.

6.3 Consulting Parents and Pupils

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

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

Parents will be formally notified when it is decided that a pupil will receive SEND support.

7. The Graduated Approach to SEND Support

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This follows a graduated approach using a four-part cycle known as **Assess**, **Plan**, **Do**, **Review**.

7.1 Assess

The class teacher and SENDCo will carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Previous progress and attainment
- The pupil's development in comparison to their peers
- The views and experiences of parents/carers
- The pupil's own views
- Advice from external support services (where appropriate)

7.2 Plan

In consultation with parents/carers and the pupil, the class teacher and SENDCo will agree:

- The adjustments, interventions and support to be put in place
- The expected impact on progress and development
- A clear date for review (at least termly)

All staff working with the pupil will be made aware of their needs, the support being provided, and any teaching strategies or approaches that are required. This information will be recorded on the school's provision map and/or individual learning plan. Parents/carers will be provided with clear information about the support being provided.

7.3 Do

- The class teacher remains responsible for working with the pupil on a daily basis
- Where interventions involve group or one-to-one teaching away from the main class, the teacher will still retain responsibility for the pupil
- The teacher will work closely with teaching assistants and support staff to plan and assess the impact of support and interventions
- The SENDCo will support the teacher in assessing the effectiveness of the provision and in problem-solving and advising on next steps

7.4 Review

The effectiveness of the support and interventions will be reviewed in line with the agreed date (at least termly).

The impact of the support will be evaluated, taking into account:

- The pupil's progress towards agreed outcomes
- The views of the pupil and their parents/carers
- The views of the class teacher and support staff

This will inform decisions about whether to continue, adapt or cease the provision. The cycle will then begin again with a revised assessment of the pupil's needs.

This cycle of **assess**, **plan**, **do**, **review** will be ongoing and will enable provision to be refined and revised as understanding of the pupils' needs develops.

8. Levels of Support

8.1 Wave 1: Quality First Inclusive Teaching

All pupils, including those with SEND, receive quality first teaching. This includes:

- High-quality teaching that is differentiated to meet the needs of all learners
- Clear learning objectives and success criteria
- A range of teaching styles and approaches
- Appropriate pace and challenge
- Regular assessment and feedback
- Effective classroom management and positive behaviour strategies
- In-class support focused on specific areas of need
- Reasonable adjustments to remove barriers to learning

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For some pupils, quality first teaching alone will be sufficient to enable them to make good progress.

8.2 Wave 2: Additional Targeted Support (SEND Support)

Where a pupil continues to make less than expected progress despite quality first teaching, additional support will be provided. This is known as **SEND Support**.

When a pupil is identified as requiring SEND Support:

- The pupil will be placed on the school's SEND register
- Parents/carers will be formally notified that their child will receive SEND support
- The pupil's needs will be discussed at pupil progress meetings involving the class teacher, year group leader, SENDCo and senior leaders
- The nature of the need will be identified and appropriate support will be put in place

SEND Support may include:

- Targeted interventions delivered within or outside the classroom
- Small group work focused on specific areas of need
- Additional adult support at key times
- Access to specific resources or equipment
- Adjustments to the learning environment
- Personalised learning programmes
- Use of specialist strategies or approaches

Recording and monitoring:

- The pupil's provision will be recorded on a provision map and/or individual support plan
- Progress will be monitored more frequently than for pupils without SEND
- The assess, plan, do, review cycle will be followed, with reviews taking place at least termly
- Parents/carers will be involved in reviewing progress and planning next steps
- The pupil's views will be sought and taken into account

The majority of pupils with SEND will have their needs met through SEND Support at Wave 2.

8.3 Wave 3: Specialist Support and Referral to External Agencies

Where a pupil continues to make insufficient progress despite receiving SEND Support, or where the pupil's needs are particularly complex, a referral may be made to external agencies for additional guidance and/or specialist support.

The decision to involve external agencies will be made:

- In consultation with parents/carers and, where appropriate, the pupil
- Following a thorough assessment of the pupil's needs
- When it is clear that specialist expertise is required to identify or address the pupil's needs
- With parental consent (in most cases)

External agencies may include:

- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Autism Support Team

- Sensory Support Service (for hearing or vision impairment)
- Child and Adolescent Mental Health Services (CAMHS)
- Paediatricians and other health professionals
- Social Care services
- Voluntary sector organisations with specialist expertise

The role of external agencies:
External specialists will work with school staff, parents/carers and the pupil to:

- Provide specialist assessment and advice
- Recommend strategies and interventions
- Provide training for staff
- Offer direct support to the pupil (where appropriate)
- Monitor progress and review provision

The SENDCo will coordinate the involvement of external agencies and ensure that:

- Relevant information is shared appropriately
- Recommendations are implemented effectively
- Progress is monitored and reviewed
- Parents/carers are kept informed

Education, Health and Care Plans (EHCPs):

For a small number of pupils with the most complex and significant needs, the school may request that the local authority conducts an Education, Health and Care (EHC) needs assessment. This may lead to an Education, Health and Care Plan being issued.

The decision to request an EHC needs assessment will be made:

- In partnership with parents/carers and, where appropriate, the pupil
- When evidence shows that despite receiving SEND Support and the involvement of external specialists, the pupil is still not making expected progress
- When the pupil's needs are severe, complex and long-term
- When the support required is beyond what the school can reasonably provide from its own resources

Where a pupil has an EHCP:

- The school will ensure that the provision specified in the plan is delivered
- An annual review will be held to evaluate the effectiveness of the provision and update the plan as necessary
- Parents/carers, the pupil, relevant school staff and external professionals will be invited to contribute to the annual review
- The SENDCo will coordinate the annual review process and submit required paperwork to the local authority within statutory timescales

9. Supporting Pupils with Medical Conditions

The school recognises that some pupils may have medical conditions that require support but do not necessarily constitute special educational needs. However, pupils with medical conditions may also have SEND.

Where a pupil has both a medical condition and SEND, the school will ensure that provision is co-ordinated effectively. This may involve:

- Liaising with health professionals
- Ensuring that Individual Healthcare Plans (where in place) are considered alongside SEND provision
- Training staff to administer medication or provide medical support as required
- Making reasonable adjustments to enable pupils to access the curriculum and school activities

Please refer to the school's policy on Supporting Pupils with Medical Conditions.

10. Working in Partnership with Pupils and Families

10.1 Parental Involvement

We believe that parents and carers are key partners in supporting their child's learning and development. At Robin Hood Junior School, we are committed to working closely with families. **The first point of contact** for parents/carers with concerns about their child's progress or needs is the child's class teacher. Class teachers monitor the progress of all pupils and liaise with key staff about interventions needed to support them.

Other staff who may be involved in providing support include:

- The SENDCo
- The Deputy Head Teacher and/or Assistant Head Teacher
- The Headteacher
- The SEND Governor

Parents/carers will be involved in:

- Early discussions when concerns are first identified
- Planning support and agreeing outcomes
- Regular reviews of progress (at least termly)
- Decisions about involving external agencies
- Annual reviews (for pupils with EHCPs)

We will provide parents/carers with:

- Clear information about their child's needs and the support being provided
- Regular updates on progress
- Opportunities to discuss concerns and ask questions
- Information about sources of additional support and advice
- Details of how to access the Local Offer

10.2 Pupil Voice

We believe it is important to listen to the views of pupils and involve them in decisions about their learning and support.

Pupils will be encouraged to:

- Share their views about what helps them learn
- Contribute to setting targets and reviewing progress
- Participate in discussions about their support (in an age-appropriate way)
- Develop self-awareness and self-advocacy skills

Methods we use to gather pupil views include:

- One-to-one conversations with the class teacher, SENDCo or a member of the Senior Leadership Team
- Pupil questionnaires or surveys
- Pupil contribution to review meetings
- Use of visual tools or communication aids where appropriate

11. Transition Arrangements

We recognise that transitions can be particularly challenging for pupils with SEND. We are committed to ensuring that transitions are as smooth as possible.

11.1 Transition into Robin Hood Junior School

When a pupil with SEND joins our school:

- The SENDCo will liaise with the previous setting to gather information about the pupil's needs and provision
- Transition meetings will be arranged where appropriate
- Additional visits may be arranged for the pupil to familiarise themselves with the school
- Information will be shared with relevant staff before the pupil starts
- Parents/carers will be invited to meet with key staff to discuss their child's needs

11.2 Transition between Year Groups

When pupils with SEND move to a new class:

- Information about their needs and provision will be shared with the new class teacher
- Transition activities may be arranged to help pupils prepare for the change
- Where appropriate, pupils may have additional opportunities to meet their new teacher and visit their new classroom

11.3 Transition to Secondary School

We work closely with local secondary schools to ensure smooth transitions for pupils with SEND. This includes:

- Early liaison between the SENDCo and secondary school staff
- Sharing of information about the pupil's needs, provision and progress
- Additional transition visits for pupils who need them
- Transition reviews for pupils with EHCPs (held in Year 5 or the autumn term of Year 6)
- Involving parents/carers in transition planning
- Supporting pupils to develop the skills and confidence they will need for secondary school

11.4 Mid-Year Transfers

When a pupil with SEND joins or leaves the school during the academic year:

- The SENDCo will ensure that information is shared promptly and securely
- Appropriate support will be put in place quickly for new arrivals
- Child protection files and SEND records will be transferred in line with statutory requirements

12. Training and Resources

12.1 Staff Training

We are committed to ensuring that all staff have the knowledge, skills and understanding to support pupils with SEND effectively.

All staff receive:

- Induction training on the school's SEND policy and procedures
- Regular updates on SEND matters through staff meetings and briefings
- Access to advice and support from the SENDCo
- Training on specific needs or strategies as required

The SENDCo:

- Holds (or is working towards) the National Award for SEN Coordination
- Attends local authority SEND network meetings and training
- Keeps up to date with developments in SEND policy and practice
- Cascades relevant information and training to staff

Specialist training is provided for staff working with pupils with specific needs, for example:

- Autism awareness
- Speech and language support strategies
- Supporting pupils with dyslexia
- Managing behaviour and supporting emotional wellbeing
- Administering medication or providing medical support

12.2 Resources

The school's SEND budget is used to:

- Provide additional staffing to support pupils with SEND
- Purchase specialist equipment and resources
- Fund training for staff
- Commission support from external specialists
- Provide intervention programmes

The SENDCo, in consultation with the headteacher and governors, is responsible for the strategic deployment of resources to meet pupils' needs effectively.

13. Monitoring and Evaluation

13.1 Monitoring Progress

The progress of pupils with SEND is monitored through:

- Regular assessment by class teachers
- Tracking of progress towards individual targets
- Termly pupil progress meetings
- Analysis of data by the SENDCo and senior leaders
- Reviews as part of the assess, plan, do, review cycle
- Annual reviews for pupils with EHCPs

13.2 Evaluating Provision

The effectiveness of SEND provision is evaluated through:

- Analysis of progress data for pupils with SEND
- Monitoring of the quality of teaching and interventions
- Feedback from pupils, parents/carers and staff
- Weekly feedback from the SENDCo to the Senior Leadership Team
- Regular reports from the SENDCo to governors
- Termly reports to the Learning and Attainment Committee

The SENDCo monitors assessment data and progress and reports this to the Senior Leadership Team and the Learning and Attainment Committee each term.

13.3 Safeguarding Pupils with SEND
We acknowledge that research shows pupils with SEND may be more vulnerable to bullying and other safeguarding concerns. The Senior Leadership Team will:

- Monitor any incidents of bullying or safeguarding concerns involving pupils with SEND
- Ensure that pupils with SEND are supported to understand how to keep themselves safe
- Ensure that staff are alert to potential indicators of abuse or neglect in pupils with SEND
- Take appropriate action to address any concerns

14. Storing and Managing Information

All concerns, discussions and decisions made regarding pupils with SEND, and the reasons for those decisions, will be recorded in writing. Information will be kept confidential and stored securely.

Records for pupils with SEND include:

- SEND support plans or provision maps
- Records of interventions and their impact
- Reports from external agencies
- Records of meetings and reviews
- Correspondence with parents/carers
- Annual review paperwork (for pupils with EHCPs)

When a pupil with SEND leaves the school, the SENDCo will ensure that their SEND file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The SENDCo will ensure secure transit, and confirmation of receipt will be obtained. SEND records will be transferred separately from the main pupil file.

15. Accessibility

The school is committed to making reasonable adjustments to ensure that pupils with disabilities can access education and school activities.

Our Accessibility Plan sets out how we plan to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

The Accessibility Plan is a three-year plan that is reviewed and updated annually. It is available on the school website.

16. Links to Other Policies and Documents

This policy should be read in conjunction with:

- SEND Information Report (published annually on the school website)
- Accessibility Plan
- Behaviour Policy

- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions Policy
- Pupil Premium Policy
- Policy for Children Looked After or Previously Looked After
- Equalities Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Teaching and Learning Policy
- Assessment Policy

17. Complaints about SEND provision

We aim to resolve concerns about SEND provision quickly and informally. Complaints should be made to the class teacher in the first instance and then to the SENDCo. If that matter is still not resolved, concerns will be dealt with under the school's Complaints Procedures, which is available in the school website.

Parents/carers may also wish to seek external support. They may be signposted to SIASS (Sutton Information, Advice and Support Service) and/or the local authority.

18. The Local Offer

Sutton Local Authority publishes a Local Offer which sets out the support available for children and young people with SEND aged 0-25 and their families.
The Local Offer includes information about:

- Education, health and social care services
- Support for preparing for adulthood
- Leisure activities and short breaks
- How to access services

The Sutton Local Offer can be accessed at: Sutton's SEND Local Offer | Sutton Information Hub.

Robin Hood Junior School's SEND Information Report, which forms part of the Local Offer, is published on the school website and is updated annually.

19. Reviewing this Policy

This policy is reviewed annually by the governing body, or sooner if changes in legislation require it. The SEND Information Report is updated annually.