

Gobowen Primary School
Special Educational Needs & Disabilities (SEND)
Information Report



Co-ordinator: Mrs A. Boulton
Reviewed: September 2026

Overview

Gobowen Primary School has 8 classes; Nursery, Reception, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6. We currently have 20 pupils on our SEND register, 6 ECHPs.

How do we consult with parents and carers of children with Special Education Needs?

- The SENCo meets with the link governor termly for updates and learning walks.
- Termly meetings involving class teacher, parents and SEND child are held to discuss specific targets, reviews and progress.
- We have an open door policy where parents/carers can arrange to meet with teachers and discuss any concerns.
- When outside agencies are involved, we will invite parents to meet with such agencies in the school setting.
- The SENCO will meet with parents to discuss reports compiled by outside agencies.
- The SENCO will meet with teachers and teaching assistants to discuss reports compiled by outside agencies.
- Home/School liaison books are often used between parents and staff to provide a daily channel of communication. Class Dojo is also used in this way.
- Parents of children who are on EHCPs or GSPs are invited to interim and annual review meetings and their views are recorded as part of the meeting.
- We welcome the support of the 'Information And Support Services' and parents are welcome to bring a representative to meetings.

How do we consult with our pupils with Special Educational Needs?

- 'Pupil voice' is gathered through discussion with the child at regular intervals such as reviewing targets, annual reviews and when referring a child to an outside agency. Informal discussion will take place constantly to gauge children's attitudes and emotional well-being.
- Target setting is child-centred.
- Pupils are encouraged to develop a good understanding of their learning and discussions about progress and 'next steps' forms an important part of intervention strategies.
- Our Marking Policy includes Read and Response. This is completed on a daily basis by all SEND pupils. A simple system of coloured Pens/ highlighters show pupils how well they have achieved and which part of the success criteria they need to work on. Smiley faces are also used by the pupils and staff to show the level of understanding.
- The School Council includes a SEND representative. Pupil interviews take place on a termly basis to monitor initiatives that are in place.
- SENCo consults with SEND children as part of termly pupil progress meetings.
- Pupils are always involved in reviews.

How do we support our pupils at times of transition?

At Gobowen Primary School we aim to make the transition process as seamless as is possible. We define 'transition' as movement from year to year and from class to class as well as larger steps from Pre-School / Nursery to Reception and from Primary to Secondary Schools. We work closely with our on-site Pre-School and our feeder secondary schools (St. Martin's School, The Marches School and Lakelands School).

From Pre-School to Reception:

- They are invited to attend sessions (morning, afternoon, whole day) in addition to the summer term visits
- Parents are invited to information sharing sessions
- Extra meetings are organized for SEND pupils

From class to class within the school:

- Pupils spend two days with their new class during the Summer Term.
- If we feel individual children would benefit from further transition sessions we will arrange this during the summer term.
- Class teachers meet to discuss pupils at the end of the Summer Term, this is an opportunity to share important information.

Transfer to secondary school:

We work closely with our feeder secondary schools to ensure anxieties are eased as the Year 6 pupils move on.

- Children will be visited by a representative from the secondary school
- Children will have the opportunity to attend 'Transition Days' with their secondary school.
- The secondary SENCo or a representative meet with the Primary SENCo to discuss the individual pupils who will be transferring. Further visits may be arranged if necessary including visits with other SEND pupils in order to make friends and have extra transition time.
- PCPs, reports and summaries are shared with the SENCO from the respective secondary school.
- Secondary SENCOs are invited to Annual Reviews from Y5 onwards.
- The Year 6 pupils work through a transition programme with each of the secondary schools.
- Extra transition work can be carried out with Ability Blossoms and Marches Outreach where appropriate.
- KS2 pupils participate in activities at our feeder secondary schools including sports events, language days and science days.

How do we adapt our curriculum and learning environment to include pupils with Special Educational Needs?

All pupils within our school are encouraged to participate fully in all areas of the curriculum and we have high expectations for all pupils. The curriculum is carefully differentiated for all pupils with special educational needs either by expected outcome, resources provided or the amount of adult support that they receive.

- We have an access plan which is regularly reviewed and updated.
- We have disabled toilet facilities and ramps to access the school building.
- We buy resources to support children where necessary, based on our knowledge of the child, our experience or on advice from outside agencies e.g. writing slopes, stability cushions, pencil grips.
- Teaching assistants can support children with SEND on a one to one basis or in small groups in each class.
- We follow advice from outside agencies and seek consultation when necessary.
- We have a range of study rooms that can be used for 1:1 and small group work.
- We use dyslexia friendly exercise books, paper, displays and reading overlays.
- We use interventions where necessary such as IDL, Talk Boost and Fresh Start.

1. Speech, Language and Communication Needs

How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified needs?
• During times of transition we find out if a child has had any involvement with SALT (Speech and Language Therapy) or if parents/carers have any concerns. • We observe children in different settings e.g. conversing with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that speech, language and communication needs are having on other areas of the curriculum and the child's general well-being. • We hold termly Pupil Progress meetings, where every pupil is discussed and their progress is tracked. • Provision Maps are used to track intervention • When necessary we will refer pupils to SALT. • Throughout the process, we will consult regularly with parents. • SALT targets are used to inform learning plans.	• We will follow advice from external agencies. • Resources will be purchased to support children when necessary. • TAs are deployed according to need and experience. • Additional support is provided during intervention sessions. • Lots of opportunities are planned for speaking and listening activities to allow pupils to practice their skills and learn from adults and other pupils. • We have trained TAs to use the Talk Boost intervention.	• We refer pupils to SALT/Marches Outreach Service should we feel it is necessary – in consultation with parents/carers. • We arrange reviews as appropriate. • Intervention groups are set up to give children time to develop their speech, language and communication skills. • We provide regular feedback to parents/carers and give parents/carers suggestions of how they can help their child at home. • We can summarise and simplify reports. • Home/School Link Books are used as and when appropriate. • We work with SSLIC team when necessary. • Regular communication with parents via Class Dojo.

2. Neurodiversity, Autism & Tendencies

How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified needs?
• During times of transition we ensure information is shared effectively. • We observe children in different settings e.g. conversing with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that ASD may be having on other areas of the curriculum and the child's general well-being. • Provision Maps will be used to track intervention. • We hold termly Pupil Progress meetings, where every single pupil is discussed and their progress is tracked. • Staff offer pastoral support to pupils in need • We buy in to Spectra (Autism Specialist) or EP as and when appropriate. • All staff have done the Level 1 Autism training (Woodlands). • EPS may also be involved.	• The SENCo and ELSA have received training in recognizing and working with pupils who demonstrate ASD traits and also supporting ASD in the Early Years. • Pupils who display ASD traits will be referred to a specialist for an assessment. Advice and guidance will then be followed. • We provide adaptations to the curriculum and styles of teaching to cater for individual needs. • When necessary, children with ASD may be assigned a teaching assistant to ensure that personal adaptations can be made quickly. • We use recognised strategies to develop social skills, including Social Stories. • Support is provided for children if they need 'time out' from the classroom. • We practice regular Yoga and mindfulness as a school.	• We can refer pupils to Beckie Jepsom at Ability Blossoms.. • We can refer children to the Educational Psychology Service, if necessary. • We can refer children to CAMHS, if necessary. • We provide regular feedback to parents/carers and make suggestions as to how they can help their child at home. • We can summarise and simplify reports. • Home/School Link Books are used as and when appropriate. • Regular communication with parents via Class Dojo.

3. Moderate Learning Difficulties

How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified
• During times of transition we ensure information is shared effectively. • We observe children in different settings e.g. conversing with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that general/moderate learning difficulties may be having on other areas of the curriculum and the child's general well-being. • We hold termly Pupil Progress meetings, where every single pupil is discussed and their progress is tracked. • Provision Maps will be used to track intervention. • EPS reports.	• Teaching and learning styles are adapted to suit the needs of the individual child. • Work is differentiated to suit the needs of the individual. • Support can be provided for children to work 1:1 or in small groups. • Children can be identified as requiring further support on the class Provision Map. • Individual targets are regularly set and reviewed. Pupils are aware of what they need to do to improve their work.	• We follow the advice from relevant outside agencies eg Marches Outreach. • Where necessary, we will purchase resources to support pupils. • Regular feedback is provided to parents/carers and suggestions are made as to how to support their child at home. • We can summarise and simplify reports. • Advice sought from EPS. • Home/School Link Books are used as and when appropriate. • Regular communication with parents via Class Dojo.

4. Specific Learning Difficulties e.g. Dyslexia, Dyscalculia, DCD (Developmental Coordination Disorder)

How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified
• During times of transition we ensure information is shared effectively. • We observe children in different settings e.g. conversing with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that specific learning difficulties needs may be having on other areas of the curriculum and the child's general well-being. • Provision Maps will be used to track intervention. • We hold termly Pupil Progress meetings, where every pupil is discussed and their progress is tracked. • We will refer pupils to specialist teachers, if necessary. • Ongoing dialogue between school and parents/carers will take place.	• Teaching and learning styles are adapted to suit the needs of the individual child e.g. opportunities for multi-sensory learning • Work is differentiated to suit the needs of the individual. • Support can be provided for children to work 1:1 or in small groups. • Individual targets are regularly set and reviewed. • Where necessary, children may have the opportunity to work with a specialist teacher and/or on an individualised learning programme. • We can provide a variety of resources to support learning above and beyond what is usually available in the classroom. • We endeavour to ensure chairs and tables are at the appropriate height. • IDL • Fresh Start	• We follow the advice from relevant outside agencies eg Marches Outreach • We can summarise and simplify reports. • We can offer support for parents/carers by recommending resources and activities for home. • Regular feedback is provided to parents/carers and suggestions are made as to how to support their child at home. • Home/School Link Books are used as and when appropriate. • We use Marches Outreach for specialist advice with diagnosed dyslexic pupils. • We use IDL as a learning and assessment tool for children with dyslexia. • Regular communication with parents via Class Dojo.

5. Social, Mental and Emotional Health

How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified needs?
• During times of transition we ensure information is shared effectively. • We observe children in different settings e.g. conversing with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that social, mental and health issues may be having on other areas of the curriculum and the child's general well-being. • Provision Maps will be used to track intervention • We hold termly Pupil Progress meetings, where every single pupil is discussed and their well-being is analysed. • We will refer pupils to specialist teachers/counsellors, if necessary. • We offer pastoral support which enables us to understand patterns of behaviour. • Our 'open door' policy encourages parents/carers to report issues to class teachers regularly. • Ongoing dialogue between school and parents/carers will take place. • Referrals to Bee-U/MHST. • Work with the ELSA. • STAR monitoring charts	• We will develop a personalised approach to learning for individual pupils e.g. carefully considering which class would suit their needs the best. • The Headteacher and class teachers provide pastoral support for individual pupils. • We can develop resources to support children e.g. a memory box in the case of bereavement and also work with Hope House. • We have accessed counselling from Green Oak. • Children may have the opportunity for supervised 'time out' of the classroom when necessary. • Our learning mentor is a trained ELSA and is released every afternoon to work with children from all year groups individually, or on social skills with groups. •	• We respond to advice offered by outside agencies. • We have an E-Safety Policy. • All children take part in E-Safety training throughout the school. • We can summarise and simplify reports. • Home/School Link Books are used as and when appropriate. • We liaise closely with Social Workers. • Ability Blossoms can provide support around play therapy at school for children who need it. • Regular communication with parents via Class Dojo. • Use of Zones of Regulation continuum • 'Hygge' days • Regular Yoga and mindfulness • Other ELSA work such as the 'No Worries' course.

6. Sensory and/or Physical
a. Hearing Impaired

How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified needs?
• During times of transition we ensure information is shared effectively. • We observe children in different settings e.g. conversing with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that hearing issues may be having on other areas of the curriculum and the child's general well being. • Provision Maps will be used to track intervention . • We hold termly 'Pupil Progress' meetings, where every pupil is discussed and their well-being is analysed. • We will refer pupils to relevant agencies when necessary. • Reception children will have a hearing test in school. • If further hearing tests are needed then these can take place at school if necessary. • Ongoing dialogue between school and parents/carers will take place.	• Pupil's physical placing within the classroom will be reviewed and revised as necessary. • A TA has received training in the use of a hearing device. • Teaching assistants may be deployed as necessary to assist pupils with a hearing impairment. • Liaison with ENT to inform inclusive best practice.	• We work closely with ToD (Teacher of the Deaf) and SIF. • Relevant members of staff will attend training as necessary • We can summarise and simplify reports. • All members of staff are aware of pupils needs and are sensitive towards them. • Home/School Link Books are used as and when appropriate. • Regular communication with parents via Class Dojo.

b. Visually Impaired

How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified needs?
• During times of transition we ensure information is shared effectively. • We observe children in different settings e.g. conversing with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that visual issues may be having on other areas of the curriculum and the child's general well being. • Provision Maps will be used to track intervention. • We hold termly 'Pupil Progress' meetings, where every single pupil is discussed and their well-being is analysed. • We will refer pupils to relevant agencies when necessary. • Reception children will have a sight test in school. • If further sight tests are needed then these can take place at school if necessary. • Ongoing dialogue between school and parents/carers will take place.	• We will ensure pupils who wear glasses, regularly have them on and are aware of when they should use them. • Pupil's physical placement within the classroom will be taken into consideration. • Coloured overlays • Dyslexia friendly colours used in books and on worksheets/displays.	• We will follow the advice offered by outside agencies e.g. Sensory Inclusion and we will adapt the environment when necessary. • We can summarise and simplify reports. • Staff working closely with pupils will receive appropriate training to support their work. • Home/School Link Books are used as and when appropriate. • Regular communication with parents via Class Dojo.

7. Physical Difficulties

How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified needs?
• During times of transition we ensure information is shared effectively. • We observe children in different settings e.g. with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that physical difficulties may be having on other areas of the curriculum and the child's general well-being. • Provision Maps will be used to track intervention. • We hold termly 'Pupil Progress' meetings, where every pupil is discussed and their well-being is analysed. • We will refer pupils to relevant agencies when necessary. • We will liaise with the school nurse/health visitor as necessary. • Ongoing dialogue between school and parents/carers will take place.	• We will make appropriate adaptations and provide suitable equipment for pupils. • A TA has received training in the use of 'Cool Kids' relaxation programme. • We will endeavour to ensure chairs and tables are at the appropriate height for all pupils. • Regular PE sessions will be differentiated and supported by additional adults if necessary. • Forest Schools is an integral part of our curriculum. • We have access ramps and adapted toilets to ensure physical disabilities do not impair access to learning. • Regular Yoga • OT work can be done in school. • OT will do access visits to assess learning environment and can provide specialist chairs etc.	• Follow/ seek advice from specific Outside Professionals. • We will refer to OT (Occupational Therapy) when necessary. • We use the 'Cool Kids' programme where appropriate. • Through the use of specialised equipment in classrooms. • Teaching assistants can support on an individual basis or in small groups. • We can summarise and simplify reports. • Home/School Link Books are used as and when appropriate. • Regular communication with parents via Class Dojo. • Liaison with OTs to inform targets.

How do we involve parents and carers in the assessment and review process?

At Gobowen Primary School our policy is as follows:

- Parents are informed when their child is given extra provision (intervention) before they are placed on the SEND register and invited into school to discuss this.
- Parents/carers are notified if we have any concerns through a meeting with the class teacher initially, then the SENCO, if necessary.
- Processes are explained clearly and concisely by the class teacher initially, then the SENCO, if necessary.
- Parents/carers are involved in producing the Pupil Profile and Learning Plan.
- We always ask for parental consent when referring pupils to outside agencies.
- We regularly notify parents/carers of academic progress – explanations are offered either verbally or written.
- PCP targets are always developed and shared with pupils and parents/carers.
- Parents are invited to Interim and Annual Review meetings and their input is welcomed.
- We endeavour to meet with parents/carers to discuss the reports sent through from external agencies, summarise findings and discuss outcomes.
- We will suggest resources or activities that parents/carers could use at home to support their child.
- See SEND Policy for further information.

How do we involve our pupils with Special Educational Needs in the assessment and review process?

At Gobowen Primary School:

- Pupils attend PCP reviews (where appropriate) and their input is valued.
- Pupils are encouraged to discuss their targets on a 1:1 basis with their class teacher or teaching assistant.
- Pupils select their own One Page Profile sheets based on their interests.
- PCP targets are child friendly and SMART.
- Pupils are aware of their targets for improvement and systems are in place so that pupils know they have achieved those targets.
- Staff are approachable and discussions with regards to targets, needs, progress and well-being are encouraged.
- SENCo consults with SEND pupils during termly pupil progress meetings and to inform case studies.

How do we assess and evaluate the effectiveness of our SEND provision and how do we involve parents, carers and pupils in this process?

We believe that both quantitative and qualitative evidence are important in assessing the effectiveness of our SEND provision.

- Pupil progress and tracking data provides some of the evidence of the effectiveness of SEND provision in the school.
- The SENCO monitors PCP Targets to ensure that they are realistic, achievable and relevant.
- The SENCO regularly discusses each pupil with SEND with the class teacher/s and teaching assistant/s.
- Baseline assessment is used, along with several intervention programmes.
- Lessons are regularly monitored by the Head teacher, Deputy headteacher and SENCO.
- Local authority monitoring feeds into the SDP.
- We have a process of Provision Mapping which is updated termly.
- We use our whole school tracking system and the Data Dashboard to refer and compare the progress of our SEN pupils.

How do we ensure access to our facilities for all of our pupils?

Please refer to our Equality policy, Accessibility plan and the DDA (Disability Discrimination Act).

What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

We endeavour to adapt all activities to meet the needs of individual pupils. After school activities include: Football, Art, Gardening, Choir, Tag Rugby, Homework club, quiz club, cooking club etc. Clubs vary depending on the time of year. Pupils have the opportunity to play against, work with and perform with children from other local schools on a regular basis.

Trips and Visits

Visits are arranged in each class, including a residential visit in Y5/6.

- School trips are adapted as necessary.
- Forest Schools takes place in the school grounds
- TA support to follow specific programmes recommended by other professionals (SALT, OT, LSAT)

What support is available for our pupils with Special Educational Needs?

- Pupils have support from highly trained and supportive staff.
- Pupils have access to a broad and balanced curriculum which is tailored to suit individual needs.
- Pupils are referred to appropriate outside agencies when we feel that school has reached its level of expertise.
- Pupils are involved in setting their own targets through our Pupil Profile and Learning Plan process.
- Pupils have access to a wide range of after school clubs.
- Pupils have appropriate specialist equipment provided to support their needs.
- We support families and sign post organisations that may help pupils and their families.
- We provide a caring and supportive environment where pupil's achievements and contributions are highly valued.
- Staff receive training in SEND matters

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?

- SENCo holds SEND National Award.
- SENCo delivers staff training following attendance at LA Network Meetings.
- IDP (Inclusion Development Programme) training materials with all staff.
- Visits and support from outside agencies as required. Some of these include – SALT, OT, EP (Educational Psychology), Severndale Outreach, Spectra, Woodlands Outreach.
- Child Protection Training.
- Advice from Sensory Inclusion Services.
- Training for the support of the hearing impaired and support for hearing aid maintenance.

How do we obtain the services, provision and equipment required by our pupils with Special Educational Needs?

Here is a list of useful contacts:

- School SENCo Mrs Abi Boulton
 - 01691 661343
- Becky Jepsom, (Ability Blossoms)
 - EP (Educational Psychology)
 - 01743 258414
 - Sensory Inclusion
 - 01952 385269
 - Educational Welfare Officer
 - 01743 254397
 - SALT (Speech and Language Therapy Services)
 - 01743 450800
 - OT (Occupational Therapy)
 - 01743 450800
 - CAMHS (Child and Adolescent Mental Health Services)
 - 01743 450800
- Marches Outreach

[Outreach Services - Marches Academy Trust](#)

How do we support the emotional and social development of our pupils with Special Educational Needs?

We are firm believers in developing the 'whole child' – creating happy, well balanced individuals who are well equipped for the world beyond our school. We are fully aware of recent research findings which suggest pupils with SEND may be more vulnerable to bullying therefore as well as our sound and rigorous Anti-Bullying policy, we take further steps to ensure our pupils are supported socially and emotionally.

- Mental Health and well-being are strongly embedded in our curriculum; we practice regular Yoga and mindfulness.
- We will liaise with the School Nurse – asking for support and advice for pupils and their families.
- PSHE (Personal Social Health Education) is firmly embedded within the whole school curriculum. We follow the SEAL themes, which evolve to suit the needs of the individual and/or cohort.
- Teachers and Teaching Assistants are available at break and lunch times and are available for pastoral support.
- Children are encouraged to share their outside interests – this gives us a 'whole picture' of the child, we can then use their own interests to engage and inspire from within.
- We work with Trailblazers – mental health support team
- We have a trained ELSA

How do Gobowen School governors evaluate the effectiveness of the provision made for children and young people with SEND?

- Meet with the SENCo once a term regarding the school's SEND provision and monitor the implementation of the SEND Policy.
- Meet with SENCo on an annual basis to review the school's policy on the provision for pupils with SEN linked to Raiseonline summary report.
- Through Learning Walks ensure SEND pupils are actively involved in all aspects of school life.
- Take the opportunity to meet and discuss with parents whose children have SEND needs.
- Report to the Governing Body on the quality and effectiveness of SEND provision within the school.

An evaluation of the effectiveness of the provision made for children and young people with SEND Written by parent of pupils at Gobowen Primary School

As parents with a pupil with SEND at Gobowen Primary school, we are pleased with the provision made for our child. We find the home-link book particularly useful, this keeps us up to date with any relevant information of things that have happened during the day. We are generally kept up to date with our child's progress and both his teacher and 1:1 are always ready to listen to any concerns we may have. The SEND meetings we attend have been informative and constructive. The pupil profile meeting was very interesting, pupil participation is an excellent way of involving the child in a fun and engaging way, which helps to recognise any strengths or weaknesses they have. Our child has had numerous interventions from outside agencies, the school have always encouraged this and have been very accommodating. They have taken advice and applied it, either in the classroom or play situations. Our child has an EHCP and we have found the annual review meetings are always dealt with helpful and positively. Our overall experience has been both positive and encouraging.

Another parent added:

- There is regular communication between the school and parents
- A Home/School Link book is used to improve communication
- Strategies that have been used in school are working at home

What you can do if have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs? Where possible we encourage the following chain of communication:

1. Class teacher or assigned teaching assistant.
2. SENCO (Special Educational Needs Co-ordinator) - Mrs A. Boulton
3. Head Teacher – Mr R. Walsh

This is not a strict policy; we find it strengthens the important relationship between parents/carers and class teachers. Parents/carers can of course approach any member of staff at school should they feel it is appropriate.

We encourage parents/carers to seek the support of the Information and Support Service. They offer advice and support to parents and carers of children and young people with special educational needs. They are free, impartial and confidential. "The overall aim (of parent partnership services) is to provide a menu of flexible services for parents whose children have SEND in order to empower them to play an active and informed role in their child's education" (DfES, SEND Toolkit).

Next Review Date:

September 2027