



ST RICHARD REYNOLDS CATHOLIC COLLEGE

ST RICHARD REYNOLDS CATHOLIC PRIMARY SCHOOL
ST RICHARD REYNOLDS CATHOLIC HIGH SCHOOL

Special educational needs and disability (SEND)

St Richard Reynolds Catholic College (including the Primary and High Schools)

Policy: Special Educational Needs Policy

Date of publication: December 2016

Date of approval by Governing Body: December 2016

Date of next review: November 2017

This policy is written in *line* with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies: Admissions Policy, Behaviour/Discipline Policy, Assessment Policy, Equalities Policy, Safeguarding Policy, Homework Policy and Complaints Policy.

This policy will be reviewed annually.

Definition of SEN

The Special Educational Needs Code of Practice 2014 states that 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. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



Clifden Road • Twickenham TW1 4LT • 020 8325 4630
www.strichardreynolds.org.uk • @stRRCCollege

Principal: Richard Burke BSc MA
Diocese of Westminster

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

1 The kinds of special educational need for which provision is made at St Richard Reynolds Catholic College.

We recognise that each pupil is made in the image of God and has a unique worth and dignity. Therefore we aim to provide an education which enables each pupil to fulfil their potential within a context of respect and tolerance for the differing needs and gifts of each individual. St Richard Reynolds Catholic College is a mainstream school where Learning Support is embedded. We are committed to a graduated approach to our SEN provision. At the core of that provision is the fact that teachers are responsible for ALL pupils' progress.

'All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training' (CoP 2014)*

At St Richard Reynolds we can make provision for frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, dyscalculia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Specific Learning Difficulties (dyslexia, dyspraxia, dyscalculia), ADHD, Asperger's Syndrome, general, mild & moderate learning difficulties, SEMH and anxiety.

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are co-ordinated by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

2 Information about the policy for identification and assessment of pupils with SEN

At St Richard Reynolds class/subject teachers monitor the progress of all pupils regularly to review their progress. We also use a range of assessments with all the pupils at various points including continuous assessment that makes up the Early Years Profile and Phonics screening in Year 1.

In Year 7 each department conducts a baseline assessment which together with prior attainment allows us to identify pupils who may require SEN support. This includes a reading age test.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are listed here:

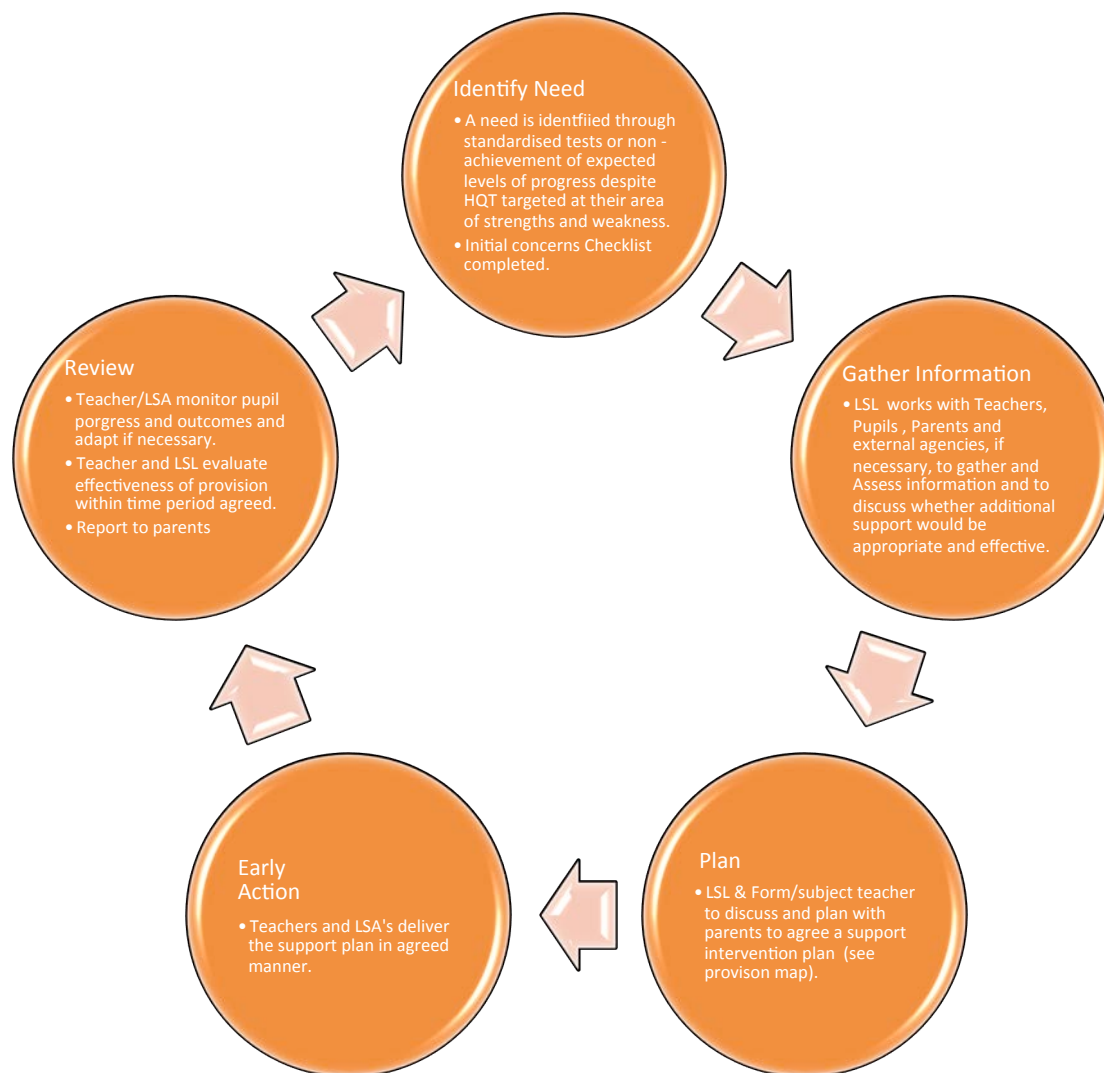
1:1 Teacher Support	1:1 LSA Support
LSA Support in Class	Units of Sound Phonics Programme
Literacy Withdrawal	Small Group Literacy
Numeracy Programme	Small Group Numeracy
Key Words Group	Homework support (specific to needs)
Reciprocal Reading Group	Anger Management
Study Skills Group	Lunchtime social activities
Auditory Processing Group	

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.



The College offers additional support to families through liaison with the educational psychology service, the special education advisory teachers, CAMHS, the peripatetic teams for pupils with visual impairment, hearing impairment and specific learning difficulties and the primary and secondary behaviour support teams.

3a How we evaluate the effectiveness of the provision made for pupils with special education needs with or without a statement of special educational needs / Education, Health and Care Plan

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class/subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

For pupils with a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the Governor for pupils with SEN.

3b The College's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked regularly. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

3c The College's approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (CoP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning

packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEN funding'. The class/subject teacher will remain responsible for the pupil's progress.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

The Following Table lists the pastoral, medical and social care support available in the school.

<p>Social Skills programmes/support including strategies to enhance self-esteem:</p> <ul style="list-style-type: none"> • Learning mentor support, focusing on social and emotional development, delivered 1:1, paired or in a group as appropriate, either in or out of class. • Tailored intervention programmes delivered by the College's allocated educational psychologist to children and their parents/carers as appropriate. • Intervention from the Child and Adolescent mental Health Service (CAMHS), for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate.
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation):</p> <ul style="list-style-type: none"> • Extensive and consistent use of visual support both in and out of the class to support understanding and facilitate access to the school environment and learning. • Pre-teaching of new concepts and vocabulary to enhance learning. • Use of interactive white boards • Regular access to computers and iPads • Provision of individually tailored visual support packages for specific children including individual timetables and behavioural cue cards.
<p>Strategies/programmes to support Speech & Language</p> <ul style="list-style-type: none"> • Assessment by and intervention from a Speech & Language therapist, on referral. • Delivery of individual SALT programmes • Support for children with EAL status – either 1:1 or in groups/in or out of class from a dedicated specifically trained Learning Support Assistant (LSA) • Support as required in class from teachers and LSAs
<p>Mentoring activities:</p> <ul style="list-style-type: none"> • Interventions delivered in class 1:1 or in a group, to develop positive

attitudes to learning, and out of class to address social and emotional issues which affect learning process.

- Use of talk partners during whole class and group learning sessions

Access to Strategies/programmes to support occupational therapy/physiotherapy needs:

- Assessment by and intervention from an occupational therapist (OT) on referral.
- Implementation of individual OT/physiotherapy support and intervention programmes by allocated school staff, trained as appropriate, for those children in receipt of these services.
- Provision of support resources where advised.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Meeting and greeting of parents/carers at the start and end of each day by all staff (primary)
- Advice and input are obtained from the Educational Psychologist on an ad hoc basis
- Liaison between pastoral team and school nurse when concerns regarding individual families/children are shared.
- Collaboration and communication with all external professionals involved with children, as appropriate eg hospital consultants, GPs and CAMHS practitioners and EWS .
- All staff trained in child protection at regular intervals.

Strategies to support/develop literacy including reading:

- Small group reading support in class through guided reading, and individual reading support out of class from volunteers.
- Additional small group literacy support in class from class teachers and LSA's
- Additional individual and small group literacy support, delivered weekly by a specifically trained Learning Support Assistant.
- Targeted literacy support strategies implemented by learning support assistant as appropriate.
- Reciprocal Reading Group (Training delivered by School Educational Psychologist)
- Sound Linkage Programme (Training delivered by Specialist Teacher for Dyslexia)
- Use of Dyslexia Portfolio to monitor needs: Poor decoding, lack of fluency leading to poor comprehension.

Strategies to support/modify behaviour:

- Consistent school wide implementation of the College's behaviour policy.

- Small group & 1:1 support from allocated LSA in Anger Management
- Personalised support from Pastoral Leaders.
- Use of Educational Psychologist to identify underlying learning needs.
- Access to advice and training from the Borough Learning Support Team.

Strategies to support/develop numeracy:

- Targeted small group support in class
- Withdrawal of small groups or individual children for additional numeracy support.
- Use of multisensory support resources e.g. Cuisenaire rods
- Implementation by LSAs of a SEN numeracy intervention programme.

Provision to facilitate/support access to the curriculum:

- Small group support in class from class teacher/LSA
- 1:1 support from an allocated LSA for children with Statements of SEN
- Facilitating access to learning through the appropriate differentiating of tasks and activities.
- Provision of specialist equipment or modified resources where specified in a statement or Education Health Care Plan
- Extensive use of visual support
- Implementation of specifically tailored support strategies and programmes eg devised by the educational psychologist, occupational therapist or physiotherapist.

Support/supervision at unstructured times of the day:

- Teacher and LSA support in the Lunch Hall
- Adult and Year 7 and 8 school play leaders supporting activities during lunch breaks (primary)
- Buddy system for children new to the school.
- Lunchtime supervision where specified e.g. in Statements of SEND

Planning and Assessment

- Class provision Maps
- Individual Learning support plans
- Differentiated learning activities
- Co-ordinated planning between class teachers, LSAs and allocated LSAs for children with statements of SEN.
- Strategy sheets devised by the Learning Support Leader for those children who require additional specific strategies to support their learning in class.
- Referrals for assessment to external agencies as required.
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual children.
- Underlying ability assessments and assessments undertaken by Learning Support Leader as required.

Liaison/communication with professionals/parents, attendance at meetings and preparation of reports:

- Early identification of needs requiring referral to external professionals.
- EHAF (Early Help assessment) meetings convened where a child's/family's needs are assessed as significant.
- Regular communication and information sharing with an extensive range of external agencies.
- Early identification referrals to external agencies/social care as required
- Regular progress meetings with parents/carers for which reports are prepared.
- Sharing of professional reports with parents
- Implementation by school staff of recommendations made and strategies devised by external professionals to support children and/or their families.

Access to medical Interventions:

- Weekly drop-in session offered by school nurse.
- Initial meeting with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans.
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and epipen use.
- Liaison with medical professionals e.g. GPs, Hospital consultants and mental health practitioners, providing ongoing treatment to children in the school.
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication displayed in staffroom and the school kitchen.
- Individual protocols for children with significant medical needs.
- Implementation of risk assessments.
- Many support staff trained in First Aid.

The College has a consistent approach to managing behaviour. Behaviour for learning is taught explicitly to pupils as part of induction and visual reminders are displayed in classrooms. The College has a rewards policy documented in the Behaviour Policy which rewards pupils for positive behaviour. Rewards include praise, merits, special privileges and positive phone calls or letters home. Where behaviour does not meet our expectations we use a stepped approach including warnings, detentions and report cards. We also promote good behaviour by using appropriate teaching methods, differentiating for pupils' needs and providing positive lunchtime activities. We seek to avoid exclusions by early identification and support of pupils' needs, liaison with external agencies, working in partnership with other schools through the School Behaviour and Attendance Partnership (SBAP) and by good communication with parents.

We recognise that pupils with SEND may experience additional barriers to achieving good attendance. We seek to maximise attendance by consistently promoting the importance of excellent attendance, by acting promptly to resolve any issues of concern to pupils or family, by liaising with the EWS and other external agencies such as CAMHS.

3d How The College adapts the curriculum and learning environment for pupils with special educational needs

At St Richard Reynolds we follow the advice in the National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.'
(Code of Practice 6.11)

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements

- Development of a SEN resource base .
- Increase in LSA staffing hours in line with the increase of pupils with SEN
- Training for staff on first aid, exam arrangements, supporting pupils with dyslexia and EHAFs (Early Help Assessment Form)
- Extended lunchtime support for vulnerable pupils
- Better communication of SEN information within school, including SEN support Plan writer and Mint Class (An SEN information and strategy sharing programme)
- Homework club after school each day

The Governors have identified that the following aspects of the College need to be improved:

- Review the effectiveness of differentiation, especially homework
- Ensure appropriate provision for SEND in new college buildings
- Develop alternative curriculum provision for all Key Stages
- Continuing staff training on new Code of Practice and transition to new ECHPs

3e additional support for learning that is available to pupils with special educational needs

Schools receive funding for SEN pupils. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEN and evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child or young person lives.

The Principal has the final say in the use of the personal budget within the College.

3f activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to pupils at St Richard Reynolds are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

A full range of extracurricular activities are available including sporting activities, debating, music and subject specific clubs. We will use our best endeavours to enable access for pupils with disabilities or medical needs. Parents will be consulted prior to any residential trips in order to maximise accessibility.

College is open from 8am from to 5pm for pupils and appropriate procedures are followed for safeguarding. The opening hours of the Learning Support Department will be posted on the College website.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At St Richard Reynolds we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, tutor time and assemblies and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following e.g. pastoral support and mentoring from the Form Tutor, support at lunch time when eating, mentoring time with Pastoral Leader, external referral to CAMHs or PMHS, time-out space for pupil to use when upset or agitated, Time-out cards for pupils, CALMS group, Praise Reports.

Pupils with emotional and social needs because of their special educational needs will be supported to help them develop and mature appropriately. We are interested in hearing parents/carers and pupils' views and parents can contact the school and SEN department at any time. Pupils can express views through the Pupil Council, Pupil Voice exercises, Pupil View Feedback Form. At all times we encourage pupils to talk to their form tutors and form tutors make time available to pupils.

Children and young people with SEN are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time. Peer support systems are in place in addressing bullying behaviour, as well as raising awareness of SEN for everyone in the school community.

4 The name and contact details of the SEN Co-ordinator

The SENCO at St Richard Reynolds is Ms Anne Murphy, who is a qualified teacher. Ms Anne Murphy is available on 020 8325 4630 or a.murphy@srrcc.org.uk

5 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had awareness training.

The Learning Support Leader, Mrs Kirsten Roy, has achieved the national SENCO qualification modules and a Masters in Special and Inclusive Education. She is also qualified with the British Psychological Society as a trained assessor for Psychometric testing, assessment and access arrangements. Mrs Katie Mundow has trained in supporting pupils with dyslexia. Mrs Pamela Wilkinson is undergoing training on completing EHAF (Early Help Assessment Form). All LSAs have attended additional training in supporting children with SpLD (Dyslexia) and training in the phonics based intervention 'Sound Linkage' and Reciprocal Reading.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are Clarendon School, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists, Teaching and Learning Advisors (learning advisory service), Lead Teachers.

6 How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis where appropriate.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at St Richard Reynolds are invited to discuss the progress of their children on Parents Evenings and receive a grade collection three times per year in addition to an annual written report. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, the College will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

EYFS, Key Stage 1 & 2 pupils will be consulted through a conversation with their teaching assistant while older pupils may be asked to fill in a short form.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at St Richard Reynolds are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with their child's form tutor in the first instance. Parents may also contact Pastoral Leader, the Learning Support Leader, SENCO or Principal to resolve the issue before making the complaint formal to the Chair of the GB. (please refer to the Complaints Policy on the College website)

10 How the Governing Body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body has engaged with the following:-

- A Service Level Agreement with Educational Psychology service for 33 hours per year
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Service, etc
- Membership of professional networks for SENCO e.g. NASEN, SENCO forum, etc
- School Nurse

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

EnhanceAble, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

They can be contacted on: **HELPLINE: 020 8547 6200**

Website: www.enhanceable.org

Additional support can also be found at SEN Family Voices and KIDS (Richmond and Kinston SEND information and advice service)

www.sendfamilyvoice.org.uk

www.kids.org.uk

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At St Richard Reynolds we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is a seamless as possible.

On entry to Reception, the class teacher conducts child and parent visits in June/July and Home visits in September. The class has a staggered start (six children at a time starting with the eldest in the class) and a part time start at the school until October.

At transfer into Year 7 transition arrangements include an Induction Day for new Year 6 pupil, conversations with Year 6 teachers, attendance at the Borough SENCo transition meeting, visits to pupils in primary school setting, family interviews prior to September start and personalised transition arrangements as needed e.g. additional induction visits. A summer camp for Year 6 coming into Year 7 is also used to support pupils with SEN.

We would also contribute information to a pupils' onward destination by providing information to the next setting.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <https://www.afclocaloffer.org.uk> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

We will publish information on our website about the implementation of the Governing Body policy for pupils with SEN. 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 information will meet the requirements in the Special Educational Needs and Disability Regulations 2014