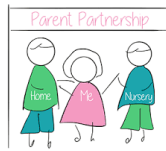


Basic framework for a Private, Voluntary, and Independent (PVI) SEND Policy



- A clear statement as to what the policy is seeking to achieve and how it relates to the SEND Code of Practice 0-25years and associated guidance on the identification and assessment of special educational needs.
- The name of the person responsible within the setting for co-ordinating day-to-day provision of education for pupils with SEN, whether that person carries the formal title of SEN Co-ordinator (SENCO).
- Support available within the setting for children with SEN, including facilities for increasing access for pupils who are disabled.
- Arrangements for reviewing, monitoring, and evaluating the effectiveness of SEN provision, both in relation to individual pupils and pupils across the setting.
- Arrangements for partnership working with parents/ carers and for taking into account the ascertainable wishes of the child.
- Procedures for resolving complaints about SEN provisions.
- A brief description of the arrangements in place to link effectively with others on SEN issues and exchange information as necessary, eg local SEN support services, child health services, social care, organisations in the voluntary sector, plus links and information transfer arrangements with other early education settings in the area, mainstream primary schools and special schools.