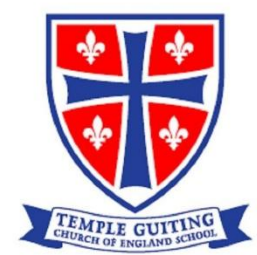


Temple Guiting C of E School



SEND Policy

This Policy was reviewed and agreed by:	Alison Moseley
Approved by; (Headteacher)	Ann Barry
Approved by: (Governor)	April O'Sullivan
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Principles of this policy	At Temple Guiting we value each and every child as the unique individual they are and are committed to ensuring that all children, regardless of age, background or ability, have their needs met and are supported to make progress from their own starting point. We are an inclusive school and fully recognise that some children will, either permanently or from time to time, require significantly greater support for their learning than the majority of their peers. Some may have health conditions or disabilities that prevent them from accessing the facilities provided. We will give these children individual consideration and make special provision, working in partnership with outside agencies where necessary. We aim to provide all children at Temple Guiting with equal opportunity to participate in the full curriculum and all other activities available
SEND Policy	At Temple Guiting C of E School, we value the contribution that every child can make and value the diversity of culture, religion and learning style. The school seeks to raise attainment, remove barriers to learning and increase physical and curricular access for all. All children with SEND are valued, respected, and equal members of the school.
Inclusion Statement	Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensure that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Temple Guiting C of E School to be an ideal learning environment for nurturing and developing the whole child. In our whole school approach, we: • Create an environment and high-quality provision that meets the needs of each child • Ensure that the special educational needs of children are identified, assessed and provided for • Focus on inclusive practice and removing barriers to learning • Work collaboratively with all agencies (education, health and social care) involved with the child or young person • Enable all children to have full access to all elements of the school curriculum • Ensure that parents and carers participate as fully as possible in decision-making to support their child's education • Ensure that our children's views, wishes and feelings and those of their families are taken into consideration

	• Have high expectations and aspirations for all children and young people at Temple Guiting C of E School • Ensure that our children reach their full potential and become confident individuals living fulfilling lives and successfully prepare them for adulthood
Definition of Special Educational Needs and Disabilities (SEND)	A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: • has a significantly greater difficulty in learning than the majority of others of the same age, or • has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions (<i>p.16 Code of Practice 2014</i>)
Disabled children and young people	Some children and young people with Special Educational Needs and Disabilities (SEND) may also be disabled under the Equality Act 2010. The Act defines a disability as <i>"a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."</i> Not all disabled children and young people have SEND, and not all children and young people with SEND are disabled under the Equality Act 2010. However, there is a significant overlap between the two groups. Where a disabled child or young person requires special educational provision to meet their needs, they will also meet the definition of SEND, as set out in the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years (2014).
Legislation and guidance	Further information and guidance can be found in the Special Educational Needs and Disability (SEN) Code of Practice, at https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
Admissions	The Headteacher is responsible for the admissions arrangements which accord with those laid down by the LEA. Temple Guiting C of E School will not discriminate against pupils with already identified SEND and will accept everyone in to school providing we can safely meet their needs.
Roles and Responsibilities	The Headteacher and Governing Board determine the strategic development of SEND policy and provision in the school. The SENDCo (Special Educational Needs and Disabilities Coordinator) has a day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. They are aware of the provision in the Local Offer, as outlined by Gloucestershire, and works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The Role of the SENDCo	• To keep an over view of SEND provision in the school • To monitor SEND provision within the school, in particular its impact on individual children • To oversee the management of all pupils with SEND in the school • To keep and update the SEND register when children are newly identified as having a special educational need • To monitor the progress of all children on the register termly, and to identify underachievement of those with SEND • To plan for adequate in class support for children with SEND according to a needs-led model of provision • To assist the class teacher in the writing and updating of My Plans and the setting of appropriate targets as required • To provide help, support and advise to colleagues as and when necessary • To liaise with outside agencies and prepare paperwork as needed, arrange meetings and assessments • To meet regularly with the SEND Governor • To report to governors about SEND provision and the levels and types of SEND in the school. • To keep up to date with the latest developments in SEND and to attend SENDCo cluster meetings and other conferences/training • To encourage continuity especially when children move classes or transfer schools through additional transition activities and exchange of records • To request training is provided for staff if specific requirements exist for pupils with additional needs.
The Role of Headteacher	• To oversee and support the SENDCo to achieve the above • To oversee the management and monitoring of SEND pupils across the school • To plan adequate budget for teaching assistants and resources using a need led model • To monitor budget spending on SEND
The Role of The SEND Governor	• To regard SEND as their particular focus area and to promote awareness amongst Governors • To be fully aware of and oversee the legislation and legal responsibilities of the governing body with regard to SEND, see <i>"A Guide to the Law, section 7 children with SEND and other vulnerable children"</i> • Keep SEND on the agenda at full governors' meetings and curriculum committee meetings • To inform the governing body of developments and progress in SEND provision within the school • To ensure financial decisions are supportive of SEND provision • To ensure that SEND is a valued and supported aspect of school life • Build a trusting and supportive relationship with the SENDCo and Headteacher • Inform themselves about the SEND systems and practices at the school • To know what support is available from outside agencies • To visit the school regularly, meet with and listen to the SENDCo and Headteacher.

The Role of Teaching staff	All teachers are teachers of SEND; this must be at the forefront of teachers' minds when planning, assessing and recording children's work and delivering the curriculum. Teachers are responsible for the day-to-day teaching of ALL children in their class including those on the SEND register. The class teacher is also responsible for: • Delivering high quality teaching for all pupils. • Identifying initial concerns regarding those children who potentially have SEND and bringing them to the attention of the SENDCo and Headteacher for further assessment. • Reporting on-going concerns or concerns that cannot wait until the termly reviews • Writing and updating My Plan and My Plan+ for each child on the SEND register during their termly reviews as part of Pupil Progress meetings with the SENDCo • To offer formal termly review meetings with parents for all children supported through My Plan or My Plan+ • Devise strategies and identify appropriate methods of access to the curriculum for those with SEND. • Set appropriate SMART outcomes for each child on the SEND register • Planning appropriate activities and lessons to meet the needs of those with SEND and to address the targets on their My Plans • Deploying support staff effectively • Liaising with the Teaching Assistants and the SENDCo so that provision is seamless and everyone knows what they are doing for each particular child. • Class teachers will attend specific INSET as required to meet the needs of pupils with additional needs in their class or in the school
The Role of Teaching Assistants	• Be aware of the children's My Plans and provide feedback to the class teacher and SENDCo • Delivering the curriculum under the direction of the class teacher for all pupils including those with SEND • Delivering additional support/catch up programmes of work as appropriate under the direction of the class teacher • Liaising with the class teacher as to the progress of the children they have worked with in each session • Planning and preparing materials under the direction of the class teacher • Preparing for and providing feedback for termly reviews for each child on the SEND register • Assisting the class teacher and SENDCo in the setting and updating of appropriate outcomes for each child on the SEND register • Attend specific INSET as required to meet the needs of pupils with additional needs with whom they may be working

Identifying SEND	The benefits of early identification are widely recognised, where need is identified and then effective provision made at the earliest point. This improves long-term outcomes for the child. Pupils' current skills and levels of attainment are assessed on entry, building on information from previous settings and key stages where appropriate. All pupils have access to a broad and balanced curriculum. We set high expectations for every pupil, whatever their prior attainment. We use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed. Our school provides a focus on outcomes for our children and this does not always equate to hours of provision or support. Where concerns are raised about a pupil's needs additional support may be put into place after liaison between the teacher, teaching assistants and SENDCo. If progress has not been seen within 6-8 weeks a My Plan will be discussed with parents to formalise and monitor support. When internal accommodations have not resulted in the desired progress, we may also engage with external agencies to support the identification of needs and gain advice about how to best support pupils. Continued support from outside agencies may see a child moved to My Plan plus. Lessons are planned to address potential areas of difficulty and to remove barriers for the pupils. Children may be recorded as an expression of concern with the SENDCo and are kept under review each term with no additional intervention required at that stage. Their needs are met through the planned curriculum offered to all children in the class. This is often true of children just starting school or when adjusting to a change in circumstance. These children are not on the SEND register. When reviewing and managing special educational provision the broad areas of need and support outlined below are taken into account. These four broad areas give an overview of the range of needs. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. Children may have needs that cut across all these areas and their needs may change over time. Our detailed assessment of need aims to ensure that the full range of an individual's needs is identified. The support provided to an individual is based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment.
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Broad Areas of Need:	
Communication and interaction. Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.	Cognition and learning. Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions 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 themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder 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 the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) may require specialist support and/or equipment to access their learning, or habilitation support. Some with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
What is NOT SEN but may impact on progress and attainment;	- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN) - Attendance and Punctuality - Health and Welfare - EAL - Being in receipt of Pupil Premium Grant - Being a Looked After Child - Being a child of Serviceperson Behaviour (unless this is an underlying response to one of the four broad areas of need)

SEND support in our school	All children 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. We identify and address the SEND of the pupils after high quality teaching that is scaffolded and personalised for the pupil and use short term interventions to address the barriers to learning - see Appendix 1. Our school: • does its best to ensure that the necessary provision is made for any pupil who has special educational needs - this means doing everything we can to meet children and young people's SEND - determining the policy and establishing the appropriate staffing and funding arrangements • makes sure all reasonable adjustments are made to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have SEND. • designates a SENDCo to oversee practice. The SENDCo holds the National award in Special Educational Needs Coordination • ensures parents/carers and the pupil are informed and involved when the school is making special educational provision for their children • makes arrangements for the admission of disabled children A named member of the governing body has specific oversight of the school's arrangements for SEND and disability. School leaders and teaching staff, including the SENDCo identify any patterns in the identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. We 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 SEND most frequently encountered. In deciding whether to make special educational provision, the teacher and SENDCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals. Our arrangements for supporting children who are Looked After by the local authority and have SEND follow this policy and the LA's policy for Children Looked After. SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated pathway. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people
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Assess	In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them if the parents agree.
Plan	Where it is decided to provide a pupil with SEND support, the parents will be formally notified, although parents will have already been involved in forming the assessment of needs. The teacher and the SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This will be written as a My Plan, with SMART outcomes to be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents/carers will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.
Do	The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
Review	The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the school will work with the local authority to review that plan as a minimum every twelve months.

Transition	SEND Support includes planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school shares information and plans arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. We engage with secondary schools to help plan for these transitions
Involving specialists	Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school considers involving specialists. We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. We always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents are involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support. Where assessment indicates that support from specialist services is required, we aim for the children to receive it as quickly as possible. Gloucestershire's Local Offer sets out clearly what support is available from different services and how it may be accessed. Our school works closely with the local authority to agree the range of local services and clear arrangements for making appropriate requests. Such specialist services include, but are not limited to: • Educational Psychologists • Children and Adolescent Mental Health Services (CAMHS) • Counselling services • Specialist teachers or support services, including specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability. • Therapists (including speech and language therapists, occupational therapists and physiotherapists) The SENDCo and class teacher, together with the specialists, and the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.
Pupils With Medical Conditions and Disabilities	The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Our school site is fully accessible with sloped ramps and accessible toilet facilities. A lockable cabinet is available to store medicines if they need to be administered during the school day. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. We also have Personal Emergency Evacuation Plans for any member of our school who has accessibility needs, these can be seen on request by the parent/carer of that child.

Training and Resources	Most of the funding to support children with additional needs, including pupils with SEN and disabilities, are determined by the local authority's funding formula. This notional SEND budget is an amount of money delegated as part of the whole school budget to meet the needs of all pupils with SEND. It is not linked to individual pupils. We use these funds to meet the needs of pupils with SEND, as outlined in this policy. The local authority may need to provide additional top up funding in specific cases where a child may need more individual or specialized support. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENDCo regularly attends cluster and network meetings in order to keep up to date with local and national developments in SEND.
Use of Data and Record Keeping	The provision made for pupils with SEND is recorded accurately and kept up to date. This includes details of additional or different provision made under SEND support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. We ensure that we have accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact. Our information systems monitor the progress and development of all pupils. Details of SEND, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach. The school shares this information with parents/carers. We share tracking data showing the pupil's progress and My Plan that enables parents/carers to see the support that has been provided. In addition, our Provision map shows all the provision that the school can make which is additional to and different from that which is offered through the school's curriculum. The use of our provision maps helps the SENDCo to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention, evaluating their impact on pupil progress, and adapting interventions or meeting training needs where needed. This ensures the most effective approaches are adopted widely across the school.
Compliments and Complaints	We believe that our school provides a very good education for all our children, and that the Head Teacher and other staff work very hard to build positive relationships with all parents. The Head Teacher and governing body are committed to the improvement of our school. We welcome feedback from parents/carers and will always try to resolve any concerns. Any concerns relating to the provision for pupils with SEND should be raised following the School Complaints Policy.
Related Policies and Documents	• Child Protection and Safeguarding Policy • Behaviour Policy • Anti-Bullying and Hate Policy – we have anti bullying policy – no hate policy?? • Equal opportunities – is that our equality objectives? • Inclusion – can I have a copy of this for the website? I don't seem to have one

More information	The Gloucestershire Local Offer can be found at: https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2 SEND Information, Advice and Support Service (SENDIASS) This is an impartial, confidential and free service for parents/carers of children with special educational needs: www.sendiassglos.org.uk Family Information Service: https://www.glosfamiliesdirectory.org.uk/
Review of SEND procedures	The SEND governor, the Headteacher and SENDCo will liaise to ensure optimum use of resources, will monitor the policy by the examination of children's progress, and ensure that this policy is reviewed annually to meet the needs of our pupils. Attendance guidance is now statutory and integrated into SEND monitoring and support procedures. Schools remain responsible for safeguarding pupils placed in alternative provision, as clarified in KCSiE 2026. Online safety provisions now include risks related to misinformation, disinformation, and generative AI, as outlined in KCSiE 2026. Terminology has been updated to reflect current standards, including the use of 'Autism' instead of 'Autism Spectrum'. In line with the Ofsted Education Inspection Framework (effective November 2025), SEND provision is evaluated under the new 'Inclusion' category, with safeguarding graded as 'Met/Not Met'. This policy reflects the latest SEND Code of Practice (updated September 2024), including mandatory SENCO qualification guidance and clarified procedures for EHC plans and appeals

Appendix 1

Level	Actions / Contacts	Responses
1. Universal Provision Needs met at 'Class action' level	Teacher identifies pupils who are making less than expected progress or who exhibits poor behaviour patterns. Need is met through high quality classroom teaching Children may join short subject/ topic specific interventions	Seating arrangements Supported/ scaffolded work Small group support from Teacher/TA Informal chat with parents Informal chat with SENDCo

2. Additional/Different Provision My Plan	Consult with parents/carers, SENDCO and teacher Formulate a My Plan for delivery and review. Teacher to review and assess on-going progress against targets as part of QFT and additional support provided. Formal 12 weekly review by teacher, SENDco and parents New targets set on 12 weekly cycles, if need persists Consider the need for further support from additional agency - My Assessment	SENDCO, Teacher, Parent and Pupil are involved in formulating My Plan SMART targets. Teacher/SENDCO track progress against success criteria in My Plan My Plan can be used, updated and added to all of the time if assessment shows progress. Review of SMART targets at least 12 weekly Close My Plan or New My Plan set
3.Intensive Additional Provision My Plan +	SENDCO/parents to refer to outside agencies for assessment to understand the range, depth or significance of the needs which may require a more targeted response. Hold a Team Around the Family (TAF) meeting to share the agreed assessment and inform the My Plan+. My Plan+ implemented for 6-12 weeks Reviewed after 12 weeks and new outcomes written (if applicable) Progress monitored.	Outside agency report and advice on possible strategies and actions Register My Plan+ with Local Authority
	<i>Where families' needs are escalating or they are not responding to the support being offered, a more intensive response may be required.</i>	

4. Intensive Complex Additional Provision.	The child's needs are complex and enduring and a statutory response is required. Specialist interventions, involving statutory assessment and planning (including Education Health and Care Plan (EHCP), Child in Need (CiN) Plan, Child in Care (CiC) Plan, Child Protection (CP) Plan). Unmet needs identified as part of the Graduated Pathway process should be transferred into the statutory (Level 4) process when a family is stepped up to Child in Need (CiN) or Child Protection (CP) Plan If the decision is that a Level 4 (Specialist) response is required the practitioner should complete a multiagency referral form (MARF) and submit this to the Multi Agency Safeguarding Hub (MASH).	Statutory assessments and planning MARF completed and submitted
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