Special Educational Needs and Disabilities (SEND) Policy 2025/26

Contents

1. Aims and objectives 3
2. Vision and values 3
3. Legislation and guidance 4
4. Inclusion and equal opportunities 5
5. Definitions 5
6. Roles and responsibilities 6
7. SEN information report 9
8. Our approach to SEND support 10
9. Expertise and training of staff 13
10. Links with external professional agencies 13
11. Accessibility arrangements 13
12. Complaints about SEND provision 14
13. Monitoring and evaluation arrangements ..... .14
14. Links with other policies and documents……14

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Help pupils with SEND make a successful transition into adulthood
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

This policy reflects the school ethos ‘Raising the Achievement of All’, and fulfilling the potential of every pupil through an inclusive approach to teaching and learning where every teacher is a teacher of every child or young person.

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

The policy aims to ensure that pupils with SEND learn in a happy, caring and safe environment where they can achieve.

The school SEN Information report published on the school website informs this policy.

All our teachers are responsible for the progress, attainment and well-being of all children, including those with SEND and disabilities.

- School staff aim to:
    - Identify, at the earliest possible opportunity, barriers to learning and ensure participation for pupils with SEND.
    - Promote a robust identification and management system and implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process.
    - Work in partnership with parents/carers.
    - Promote high aspirations and expectations by focusing on target driven outcomes that allow pupils with SEND to develop independence and achieve the best life outcomes in adult life.
    - Enable all children to participate in lessons fully and effectively, in line with the school’s value and encourage the contribution of all children to the life of the school.
    - Foster a whole school culture of inclusion which values diversity and appreciates difference.

- Provide a happy, supportive, caring and safe school environment.
- Ensure that all staff have access to training and advice to support high quality teaching and learning for all pupils.
- Develop and value high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Provide sound transitional arrangements upon entry and exit from school and at key times of change.
- Work with our Governing Body to enable them to fulfil their statutory monitoring role regarding SEND.
- Co-operate and work with the Local Authority.
- Contribute to and maintain the Luton Authority Local Offer.
- Work closely with external support agencies, where appropriate, to support the need of individual pupils.

- There is information about the support that the Local Authority and other services provide in Luton's Local Offer SEND information hub:

https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?localofferchannel=0

3. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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

- Behaviour policy
- Equalities policy
- Accessibility plan
- Anti-bullying policy
- Safeguarding policy

4. Inclusion and equal opportunities

At our school we are committed to eliminating discrimination, promoting equality of opportunity, and fostering good relationships. We strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and ambitious curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life and in any wider community activity.

5. Definitions

5.1 Special educational needs

The 2015 Code of Practice states: A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Slow progress and low attainment do not necessarily mean that a pupil has SEND and should not automatically lead to a pupil being recorded as having SEND. They may be an indicator of a range of learning difficulties or disabilities. Some learning difficulties and disabilities occur across the range of cognitive ability.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term (a year or more) adverse effect on their ability to do normal daily activities (2010 Equality Act).

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 broad areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need

Communication and interaction

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

Pupils who are on the autism spectrum often have needs that fall in this category.

Cognition and learning

Pupils with learning difficulties usually learn at a slower pace than their peers.
A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or physical

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SEND team is led by the Assistant Headteacher - Aspiration and consists of the SENCO and an Assistant SENCO.

The SENCO at our school is Mrs Barbara Jones, bjones@icknield.beds.sch.uk. Mrs Jones has completed the National Award in Special Educational Needs Coordination (NASENCO) and is an experienced SENCO. From January 2026, Natasha Cole will assume the position of SENDCO, ncole@icknield.beds.sch.uk. She has served the school for a number of years as Curriculum Leader of Science, brings valuable experience working with students with SEND, and is currently completing the NPQ for SENDCO.

The SENCO will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching

- Be aware of the provision in the Local Offer
- Line manages the Local Authority Hearing Impaired provision
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- Oversee SISPO (Student Individual Support Plan Office) which provides a wide range of support for students, working with various external agencies. The team includes trained counsellors, youth workers, mentors, CAMH practitioners, CHUMS, and other specialist services. In addition, ELSA support is delivered in-house by three trained staff members.

6.2 The governing body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND

- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 7 until year 11 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is Mr Steve Blake, sblake@icknield.beds.sch.uk. He is also the chair of governors.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Updating their Student Adjustment Folders in light of changes communicated by SENCO.
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry to the school. This will build on information from previous settings and Key Stages, where appropriate. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstance. If pupils are making less than expected progress, in spite of high-quality differentiated classroom teaching targeted at the pupil's area of weakness, class teachers will raise this with the SENCO. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

In identifying a child as needing SEND support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.

We recognise that parents/carers know their children best and listen and understand when parents'/carers express concerns about their child's development. We also listen and address any concerns raised by children/young people themselves.

Where it is decided to provide a pupil with SEND support the decision will be recorded in school records and we will formally notify parents. We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN Information report.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND needs of the child, the child/young person has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents/carers.

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND needs. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child/young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

We are committed to working in partnership with parents and carers. The school will put the pupil and their parents at the heart of all decisions made about special educational provision. We will:

- Have regard to the views, wishes and feelings of parents/carers and consider any concerns they may have.
- Provide parents/carers with the information and support necessary to enable full participation in decision making.
- Support parents/carers in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Provide termly reports for parents/carers on their child's progress.
- Formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Special educational provision means educational provision, which is in addition to, and/or different from, the provision made in general for children of the same age in a mainstream school. As stated in the SEND Code of Practice 2015, the majority of pupil's needs will be met through adapted and personalised high-quality teaching.

The school adopts a graduated response, the four-part cycle, to meeting special educational needs in line with the SEND Code of Practice (successive rounds of a 4-part cycle known as the graduated approach):

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment, attendance and behaviour, results of standardised tests and observations.

The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need.

2. Plan

This may involve the SENCO, working with teachers to plan appropriate provision such as adjustments, interventions and support, which is clearly agreed and communicated with all concerned. This can be either in class support or out-of-class provision. Any planning will have a clear focus on expected outcomes for the child or young person. This needs to be linked to curriculum delivery. Where out-of-class provision is in place, due care must be taken to ensure transference to the classroom.

All staff who work with the pupil will be made aware of the pupil's needs, the support provided and any teaching strategies, reasonable adjustments or approaches that are needed. This data/information will be recorded and will be made accessible to staff on our management information system SIMs.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The SEND code of practice 2015 places the class/subject teacher at the centre of the day to day responsibility for working with all pupils. The teacher will work closely with Teaching Assistants or specialist staff to plan and assess the impact of targeted interventions. Delivery of any interventions should not be left solely to teaching assistants. Children and young people with SEND are entitled to be taught by a qualified teacher.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly and adjusted according to pupil need.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.
On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. This includes: identifying particular patterns of need in the school, reviewing, and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurse
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Accessibility arrangements

11.1 Accessibility arrangements

Details about the school's accessibility plan can be found on the school's website.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. In a world which is constantly changing, it is our belief that being in a safe and secure environment within a community which cares for each other has never been more important. What we value at Icknield is the individual person and helping each one to achieve. Their success depends on our placing learning at the heart of all we do and ensuring we care for their health and welfare. 'Raising the Achievement of All, and fulfilling the potential of every pupil through an inclusive approach.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO at Icknield High School which is Mrs Barbara Jones until December 2025 or Mrs Natasha Cole from January 2026. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally using the school's complaint procedure. Details about this are available from the school office or on the school website. They will be handled in line with the school's complaints policy.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equalities policy

- Supporting pupils with medical conditions
- Attendance policy
- Safeguarding policy
- Complaints policy