

Special educational needs and disabilities (SEND) policy

West Park School



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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to make sure West Park School fully implements national legislation and guidance regarding pupils with SEND.

West Park School will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide access for pupils with SEND to all aspects of school life so they can engage in the activities of the school fairly, alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their potential
- Help pupils with SEND become confident individuals, living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood
- Communicate openly with pupils who have SEND and their parents or carers, involving them in discussions and decisions about support and provision for the young person
- Ensure roles are clear and that everyone has responsibility for - and is actively involved in - providing for pupils with SEND
- Make sure the SEND policy and Inclusion principles are understood and implemented consistently by all staff

2. Vision and values

At West Park, our aim is to achieve the maximum inclusion of all pupils whilst meeting individual needs. We will make every effort to achieve this aim, within the limitations of environmental factors and resources available.

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 to supporting them to meet their full potential.

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

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on 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 [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

4. Inclusion and equal opportunities

We are proud to be a Derby City Inclusion Charter School, committed to inclusive relationships and inclusive provision. We aim to embed:

- a sense of belonging, so all pupils feel welcomed, accepted and safe
- child-centered relationships based on empathy, respect and trust
- connection, where schools, communities, services and families can work together to ensure success for every young person.

At our school we strive to create an inclusive teaching environment which offers all pupils, no matter their needs and abilities, a broad, balanced and challenging 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 have the highest of aspirations.

We believe that all pupils – including those with SEND – should have access to an ambitious curriculum, high quality, inclusive teaching which supports diverse learners and should feel the benefits of a supportive, inclusive and accessible learning environment.

5. Definitions

5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability which 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 which is additional to, or different from, that offered generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have an impairment which has a substantial and long-term adverse effect on their ability to do normal daily activities.

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

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs which 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	<p>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.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • 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	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • 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 <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Caroline Lupton (caroline.lupton@westpark.derby.sch.uk). She works closely with the school's Inclusion Lead, Fiona Hawkins.

They will:

- › Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- › Work with the headteacher and SEND trustee where necessary 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 SEND, 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 SEND receive appropriate support and high-quality, inclusive teaching
- › Advise on the graduated approach to providing SEND 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 e.g. deployment of teaching assistants
- › Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- › Liaise with potential next providers of education to make sure that the pupil and their parents/carers 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 SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- › Work with the headteacher and school trustees when required 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 support of the headteacher when necessary, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- › With the headteacher when necessary, 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 SEND information report and any updates to this policy
- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of inclusive teaching

6.2 The board of trustees

The board of trustees is responsible for making sure the following duties are carried out, though the duties can be delegated to 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/carers 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/carers 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 SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated unfairly to others, the facilities provided to assist access of disabled children.
- 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
- 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 trustees

The SEND link trustees are Martin Radford and Amy Reid.

The SEND trustees will:

- Help to raise awareness of SEND at trustee board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the board of trustees on this as necessary
- Work with the headteacher, Inclusion Lead and SENCO to support the strategic development of SEND provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO, Inclusion Lead and SEND link trustee to determine the strategic development of the SEND provision within the school
- Work with the SENCO, Inclusion Lead and school trustees to make sure the school meets its responsibilities under the Equality Act 2010 regarding 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
- Ensure that the SENCO and Inclusion Lead informs the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO and Inclusion Lead, 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 and Inclusion Lead, 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, Inclusion Lead and teaching staff, identify any patterns in the school's 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

6.5 Class teachers

Each class teacher, of all subjects, hold responsibility for:

- Planning and providing high-quality, inclusive teaching which 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, advanced skills 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 subject departments and – where necessary - 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 core principles of the Inclusion Charter
- Aiding communication between school and SEND parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Exploring the activities and implementing support which will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and aspirations for the pupil

Communication throughout the year will include interim data twice yearly, online parents' evenings, opportunities for dialogue with parents and carers via Pupil Passports, in addition to the usual opportunities to meet with or speak to subject teachers or members of the pastoral and inclusion team through usual channels.

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. First point of contact would be form tutor, Head of Year or subject teacher. All teachers at West Park are teachers of SEND.

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 able to participate in discussions and decisions about this support. They will be:

- Invited to annual parents' evenings (twice yearly for Year 11 pupils) to review the provision which is in place for their child and their progress, in addition to ongoing dialogue via Pupil Passport.
- Welcomed to provide school with any information about the impact of SEND 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 via their contributions to their child's pupil passport
- Given an interim report, twice yearly, on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil but may be restricted by environmental factors, resource or funding limitations.

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 the writing of their pupil passport, as well as discussions and decisions about their support. This might involve the pupil:

- Explaining what they feel their strengths and difficulties are
- Contributing to setting personal targets or outcomes
- Attending annual review meetings

- Pupil voice discussions
- Giving feedback on the effectiveness of interventions

Pupils' views will be taken into account in making decisions that affect them, whenever possible.

7. SEND information report

The school publishes a SEND 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 when they start at the school. This will build on information from previous settings and Key Stages, where appropriate, in addition to our usual and robust transition information and processes. 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.

When teachers identify an area where a pupil is making reduced progress, they will target the pupil's area of weakness with differentiated, high-quality, inclusive teaching strategies and intervention. If progress does not improve, they will use departmental and whole-school inclusive strategies for underachievement and support.

Our hope and aim is that our universal, quality first inclusive teaching strategies within the classroom, help all pupils – including those with recognised SEND – to thrive and succeed. All teachers at West Park School are teachers of SEND.

Should classroom and departmental provision and strategies not result in improvement, the teacher will refer to the SENCO to have discussions and further analysis regarding whether this lack of progress may be due to a special educational need, providing evidence of the quality first inclusive strategies already in place. SENCO will use this evidence to make professional judgement and, using their expertise, will decide on next steps and any potential pictures of need which may need to be gathered. Where necessary they will, in consultation with the pupil's parents or carers, occasionally also consider consulting an external specialist.

Reduced progress and low attainment will not automatically mean a pupil is recorded as having SEND. A formal health diagnosis does not automatically mean that the pupil will require additional provision to the universal, inclusive support West Park offers. Therefore, a health diagnosis does not necessarily mean the pupil will be placed on the SEND register.

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

When deciding whether the pupil needs additional special educational provision, we will start with teacher evidence, as well as the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil. We will use this, in addition to our professional judgement, to determine the next

steps required, any additional support needed and whether we can provide it by adapting our core, universal 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 SEND
- 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 any support needed can be put in place as early as possible. A pupil who has been on the SEND register in a previous setting, may not necessarily need to be placed on the SEND register at West Park. Every school – at both Primary and Secondary level – have their own criteria depending on the school's universal offer and inclusion provision.

8.2 Consulting and involving pupils and parents/carers

The school will aim to put the pupil and their parents/carers at the heart of all decisions made about special educational provision, where possible in a large and busy mainstream school.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and communication with their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the child may have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents/carers if it is decided that a pupil will be placed on our SEND register and parents / carers hold the right to choose to remove their child from this register, without support being impacted.

8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through 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. The views of the pupil and their parents / carers will be taken into account when writing pupil passports. The school may also seek advice from external support services.

The assessment will be reviewed at least twice yearly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

The SENCO, Inclusion Lead and subject teachers will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a plan for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches which are needed. This information will be recorded on our management information system, Bromcom, and will be made accessible to staff in a pupil passport.

Parents/carers 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 pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with SENCO, 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 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 wherever necessary.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the departmental timeline.

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

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

The teacher, teaching assistants and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil. Pupil passports will continue to be updated and shared with parents and carers, giving them the opportunity to contribute and update.

8.4 Levels of support

School-based SEND provision

Pupils receiving SEND provision additional to the universal offer, 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 SEND provision may be entitled to an EHC plan. The plan is a legal document which describes the needs of the pupil, the provision which 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 SEND 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 SEND support
- Using pupil voice questionnaires
- Monitoring by Heads of Department, Heads of Year, subject teachers and SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding / child protection policy.

11. Expertise and training of staff

We are proud to have a broad range of expertise and skills throughout our staff team at West Park. Training will regularly be provided to teaching and support staff. The Inclusion Lead 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.

12. 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 nurses
- Child and adolescent mental health services (CAMHS)
- Education Welfare Officers
- Social services

Please note that school may be limited to the number of pupil referrals they are able to make in an academic year, by funding restrictions or by NHS waiting lists.

13. Admission and accessibility arrangements

13.1 Admission arrangements

No pupil will be refused admission to West Park on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

When the school is oversubscribed, after the admission of pupils with EHCPs where the school is named in the EHCP, priority for admission will be given to those children who meet the criteria set out below, in order:

1. Children who are looked after or a child who was previously looked after and immediately after being looked after became subject to an adoption, residence or special guardianship order.
2. Those children residing in the normal area served by the school who have stated West Park as their preferred secondary school through the Common Application Form by the national closing date.
3. Those with a sibling currently attending the school.
4. Children of all staff employed by the school where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
5. When Trustees consider that there are medical grounds for admitting the pupil supported by a doctor's certificate.
6. Other children whose parents have requested a place.
7. Children whose parents did not request a place by the national closing date.

In categories 1 to 6, when choices have to be made between children satisfying the same criteria, we will give priority to the child living nearest the school, measured by a straight line. The line will be measured from the home address to the school using the National Ordnance Survey set points. For category 7, we will allocate places in the same order of priority as for categories 1 to 6. Where children in category 7 have the same priority, we will allocate places to those living nearest the school, measured by a straight line. The line will be measured from the home address to the school using the National Ordnance Survey set points.

13.2 Accessibility arrangements

All steps are taken to ensure that disabled pupils are treated the same as their peers and are not at a disadvantage.

➤ The school's accessibility plan aims to:

- Increase the extent to which disabled pupils can participate in the full curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services West Park provides
- The school website aims to improve the availability of accessible information to disabled pupils
- Provide a personal emergency evacuation plan if and when required

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, form tutor, Head of Year or SENCO. 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.

Formal complaints about SEND provision in our school should be made to the Head in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

15. Monitoring and evaluation arrangements

15.1 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 at the start of the autumn term
- How early and accurately 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/carers

15.2 Monitoring the policy

This policy will be reviewed by Inclusion Lead, Fiona Hawkins and the board of trustees every year. 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.

16. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy