Charter Academy

SEND POLICY

Local Level Policy

Date effective	March 2026
Review Cycle	Annual
Review Date	March 2027
Date of Approval by Governors	
Committee approved by	Charter Local Governing Body
Author	Jules Wright - SENDCo

Date	Notes

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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
    - 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

As a school we strive for children with SEND to have the same educational experience as children without SEND– to ensure that they achieve well and lead happy and fulfilled lives.
We aim to:

- have high expectations and aspirations for what children and young people with SEN and disabilities can achieve, including paid employment, living independently with choice and control over their lives and support and participating in society
- organise all activities to ensure that all children are included in the life of the school
- focus on the outcomes that children and young people and their families want to achieve, so that all decisions are informed by these aspirations
- ensure views and participation of children and their parent/carer and young people are central and supported throughout the system, and person-centred planning is used to place children and young people at the heart of the system
- share information on children's progress and their individual needs

- continuously develop our ways of working to provide the highest quality of provision for all our children
- create an environment that meets the special educational needs of each child and involves them in setting their own goals
- encompass the LA Statement of Policy for Children with SEND
- ensure that the special educational needs of children are identified, assessed and provided for
- make clear the expectations of all partners in the process
- identify the roles and responsibilities of staff in providing for children's special educational needs
- enable all children to have full access to all elements of the school curriculum
- enable each pupil to become an independent and confident student

3. Legislation and guidance

This 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 (SENDCOs) 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'/trustees' 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

4. Inclusion and guidance

At our school, we strive to create an inclusive teaching environment that 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.

5. Definitions

5.1 Special educational needs

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.

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 adverse effect on their ability to do normal daily activities.

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 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; 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

The Board of Directors, Chief Executive, Local Governing Body, Headteacher, teaching and non-teaching staff will take all reasonable steps, within the limitations of resources available, to fulfil the requirements outlined in this policy document. The Board of Directors will fulfil their statutory duties towards pupils with SEN and/or Disabilities as outlined in sections 313,317 and 317a of the Education Act 1996 (SEN code of Practice 1;21). To do this they will monitor the Academy SEN and Disability Policy and ensure provision is an integral part of the development plan. They will be aware of the SEN and Disability provision, including allocation of funding, and deployment of personnel and equipment. The Headteacher's report to the Board of Directors will be used to inform the directors and to assist them in their duty to monitor the effectiveness of provision. The Chief Executive has oversight of the policy.

The SENDCO at our school is Jules Wright (julie.wright@castlephoenixtrust.org.uk)

They 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
- 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

6.2 The governing board/board of trustees

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 SENDCO 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

6.3 The SEND link governor

The SEND link governor is Bridie Cooper

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 SENDCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO 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 SENDCO 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 SENDCO, 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 SENDCO, 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 SENDCO 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 SENDCO 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
- 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 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 termly 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 pupils' 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 pupils' 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 when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. 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.

End of term pupil progress meetings and regular learning conversations centre around the progress and wellbeing of all pupils. Each year group team (teachers and teaching assistants) meet with the Inclusion lead, SENDCO and attendance and safeguarding lead to discuss the individual needs, wellbeing, attendance, progress and effectiveness of provision for each pupil. This ensures that we identify who needs an intervention to maximise progress. We review the impact of interventions and identify targeted support for barriers to learning to ensure all pupils make progress from their individual starting point.

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 slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
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.

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.

Based on all of this information, the SENDCO will decide whether the child needs SEN support. If the child does need SEN support, their name will be added to the school's SEN register, and the SENDCO and the child's class teacher will work with you to create a SEND Annual Plan (AP).

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

The school will put the pupil and their parents at the heart of all decisions made about special educational provision. We actively encourage partnerships with parents through termly meetings, parents' meetings, telephone calls
When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will act 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 SENDCO will carry out a clear analysis of the pupil's needs. 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. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

   In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date 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 that are needed. This information will be recorded on our online whole school Provision Map (Edukey). As a school, we use Provision Map which is accessible to all staff. Each pupil on the SEND register will either have an individual learning plan, My Support Plan or Education Health and Care Plan (EHCP). Parents and 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 teacher retains overall responsibility for their progress.

   Where the plan involves group or 1-to-1 teaching away from the main class teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess for the impact of support and interventions and how they can be linked to classroom teaching.

   The SENDCo 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 in line with the agreed date.

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

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

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

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 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 budget, and potentially from the LA (from the high-level needs funding block o the dedicated school 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:

- Reviewing progress each term as part of pupil progress meetings and at parents' evenings each term with parents and carers
- Reviewing the impact of interventions each term as part of pupil progress meetings
- Using pupil questionnaires
- Monitoring and quality assurance by the SENDCo
- Using provision maps to measure progress
- Holding termly My Support Plan review for pupils with an MSP
- Holding Annual Reviews for pupils with an EHCP

- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will be provided regularly to teaching and support staff. The headteacher and the SENDCo 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.

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.

- Educational Psychologist
- Speech and language therapist
- The Communication Shop- Speech and Language therapist
- CCT- Complex Communication Team
- SEMHL- Social Emotional Mental Health Learning Team
- Occupational Therapists
- GPs or paediatrician
- School nurses
- CAMHS- Child and adolescent mental health services
- RISE
- SEND Early Years Coventry SEN Support Service
- Primary Mental Health team
- Social Services

11. Admission and accessibility arrangements

11.1 Admission arrangements

If there are more applicants for a place than there are places available within the Academy's admission number, places will be allocated in accordance with the following criteria and in the order shown below:

1. All children with an EHCP that name the school will be admitted before all other applicants
2. Children who, at the time of admission, are in the care of a local authority or are provided with accommodation by the authority (looked after children). Also, children who were previously looked after but ceased to be so because they were adopted, or became subject to a residence order or a special guardianship order. A looked after child is defined in Section 22 of the Children Act 1989
3. Children who live in the catchment area served by the Academy, who have a brother or sister attending the Academy, provided that the

brother or sister will be of compulsory school age and will continue to attend the Academy the following year.
4. Other children who live in the catchment area served by the Academy
5. Children who live outside the catchment area with a brother or sister who currently attend the Academy, provided that the brother or sister will be of compulsory school age and will continue to attend the Academy the following year.
6. Children by reference to the distance their home is from the Academy in accordance with the definitions section.

If it is not possible to meet all of the request in any one of the categories described above, the Academy will prioritise the requests by reference to distance.

The school's admissions policy can be found on our website.

11.2 Accessibility arrangements

Schools are required under the Equality Act 2010 to have an accessibility plan. 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. The primary objective is to reduce and where reasonably practicable and affordable, eliminate barriers to access to the curriculum and to enable full participation in the school community for pupils, and prospective pupils with a disability.

We recognise the need to provide adequate resources for implementing plans and will regularly review them. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and recognises its duty under the Equality Act to:

➢ Not discriminate against disabled pupils in their admissions and exclusions, and provides of education and associated services

➢ Not to treat disabled pupils less favourably

➢ To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

➢ To publish an Accessibility Plan. The school also recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality. The full accessibility plan can be found on our website

12. Complaints about SEND provision

Complaints about SEN provision in our school should be made to the SENDCo or Headteacher in the first instance. 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

Castle Phoenix Trust is committed to ensuring that all students are provided with the best education possible and that each Academy works in a productive and positive partnership with all parents and carers. However, if a parent/carer feels that a situation has arisen that they are unhappy about then they have a right to make a complaint. Any and every complaint made will be taken seriously and dealt with swiftly and professionally. The school's Castle Phoenix Trust complaints policy can be found on our website.

If you are not satisfied with the school's response, you 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.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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 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 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 by Jules Wright **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 Headteacher and governing board.

14. Links with other policies and documents

This policy links to the following documents

- SEN Information report
- Accessibility plan
- Attendance policy
- Complaints policy
- Safeguarding/child protection policy
- The local offer

These documents can be found on the school website.