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Contents

1. Aims and Objectives	1
2. Vision and Values	2
3. Legislation and Guidance	3
4. Inclusion and Equal Opportunities	3
5. Definitions	3
6. Roles and Responsibilities	5
7. SEND Information Report	9
8. Our Approach to SEND	9
9. Expertise and Training of Staff	13
10. Links with External Professional Agencies	13
11. Admission and Accessibility Arrangements	14
12. Complaints About SEND Provision	15
13. Monitoring and Evaluation Arrangements	15

1. Aims and Objectives

- 1.1 At the Magna Carta School, we are committed to delivering an inclusive, quality first adaptive teaching for all students, ensuring that those with SEND receive the right support, in the right place, at the right time. We aim to remove barriers to learning and participation so that every student can thrive within a safe, supportive and ambitious environment.
- 1.2 The school will aim to admit any child to the school, providing that the school does not exceed its capacity in any year group and that the presence of the child does not compromise the learning of others. The school does not discriminate against students who have SEND.
- 1.3 Within the constraints determined by the physical characteristics of the site, the school admits children with physical disabilities, including visual or hearing impairments. The school takes reasonable steps to improve access for disabled students but the school buildings consist of a number of blocks, separated by open areas, with some uneven surfaces and most blocks are two levels or more, with numerous staircases and no lifts.

1.4 Our SEND policy aims to:

- Ensure full compliance with current legislation and future national reforms to the SEND system
- Deliver quality first adaptive teaching as the foundation of provision for all learners
- Secure early identification and intervention, preventing escalation of need
- Promote co-production with pupils, parents and carers in all decision-making
- Ensure joined-up working across education, health and care services
- Raise aspirations, enabling pupils with SEND to achieve strong outcomes and prepare successfully for adulthood, employment and independence
- Develop a skilled and confident workforce, equipped to meet diverse needs
- Ensure clear accountability, monitoring and evaluation of SEND provision
- Enable all pupils with SEND to:
 - Access a broad and balanced curriculum
 - Participate fully in school life
 - Develop independence, resilience and self-advocacy
 - Transition successfully to the next stage of education, training or employment

Preparation for adulthood will underpin planning for pupils with SEND, including employment, independent living, community participation and maintaining good health.

2. Vision and Values

- 2.1 At The Magna Carta School, we strive to provide a welcoming, challenging, secure and inclusive learning environment where all students and staff are respected, cared for, and feel that they belong.
- 2.2 Our vision, *Learning Shapes Lives*, reflects our commitment to ensuring that every learner, including those with SEND, is supported to achieve ambitious outcomes and lead fulfilling lives beyond school.
- 2.3 We promote a culture of high expectations, kindness and equity, ensuring that students with SEND are empowered and not defined by their needs.
- 2.4 We will provide all pupils with access to a broad and balanced curriculum.
- 2.5 We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.
- 2.6 We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.
- 2.7 The school recognises and values neurodiversity and seeks to create an environment where neurodivergent pupils can flourish and achieve positive outcomes.

3. Legislation and Guidance

3.1 This policy and information report 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 2015 which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (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 sets 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 Academy Trust Governance Guide, 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
- This policy also complies with our funding agreement and articles of association.

4. Inclusion and Equal Opportunities

4.1 We are committed to providing an inclusive educational environment where all pupils can succeed, regardless of need. Inclusion is achieved through high-quality teaching, inclusive practice and targeted support.

4.2 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 SEND 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

5.2 *Special educational provision*

This 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.

5.3 *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.

5.4 *The four areas of need*

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one 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.

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. Social, emotional and mental health needs may arise from a range of factors and do not necessarily indicate a diagnosed mental health condition.
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 school's SENCO, Ms Stoddart, can be contacted via our SEND email address at send@mcs-unity.co.uk or by calling the main school office. They will:

- Inform any parents that their child may have SEND
- Determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the implementation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs)
- 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 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
- 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 SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Principal 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 Principal, 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 Principal, 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 Principal 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.
- Hold, or be working towards, the national SENCO qualification in accordance with statutory requirements.

6.2 *The Local Governing Council (LGC) / Board of Trustees*

The LGC is responsible for ensuring that:

- the school provides access to a broad and balanced curriculum for students with SEND
- the school has in place a clear approach to identifying and responding to SEND
- it reviews and approves the SEND policy on an annual basis and that the school has effective monitoring systems in place to monitor its implementation
- the necessary SEND information is published on the school/Trust website
- the school has appointed a suitably qualified SENCO and is working effectively
- it identifies a member of the local governing council (LGC) as the SEND Link Governor, who has specific oversight of the school's arrangements for SEND
- the school carries out its roles and responsibilities, as identified in this policy, with regards to SEND

In addition to the above, the Board of Trustees supports the LGC to fulfil its duties through best endeavours so that pupils with SEND get the support they need and that the Trust is compliant with the Master Funding Agreement.

6.3 *The SEND Link Governor*

The Local Governing Council will have a SEND Link Governor and the Board of Trustees will have a Board Link Trustee. They will:

- Champion the needs of pupils with SEND at local governing council level
- Work with the Principal, the senior leadership team and the SENCO to focus their time on understanding how SEND provision works in the school
- Understand and monitor effective SEND practice at local governing council level
- Support the local governing council to monitor the quality and effectiveness of SEND provision within the school

6.4 *The Trust (Central Services)*

The Trust (*Central Services*) will work with the school to provide effective SEND provision, and ensure best practice and collaborative working is embedded in all that we do. The Trust will support by:

- Working with the school's leadership team to determine the strategic development of SEND policy and provision
- Monitoring the implementation of the SEND Policy across each school in the Trust, to ensure that it is embedded
- Being accountable for raising levels of achievement and rates of progress for student/pupils with SEND across all schools within the Trust
- Leading on strategic projects to develop the quality provision for students/pupils with SEND
- Working with relevant local authorities, external agencies and services to ensure that appropriate advice and provision is sought and provided to student/pupils with SEND across the Trust
- Ensuring that appropriate training is in place to support all staff to develop their professional learning, skills and expertise in relation to SEND across the Trust
- Provide support to the school for complex cases including, for example, problem solving, meeting attendance and supervision

6.5 *The Principal*

The Principal 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 LGC 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 pupils on the SEND register
- Seek support from Trust Senior Leaders in relation to SEND matters
- 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 offer
- With the SENCO 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

6.6 *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 SEND information report
- Communicating with parents about the progress of their child.

6.7 *Parents and/or carers*

Parents have a vital role and responsibility for fostering a positive approach to learning which includes ensuring good behaviour for learning. With parental encouragement and support, children will participate fully and positively in their school life.

Parents are seen as key partners in the educational process. The knowledge, views and first-hand experience parents have of their child are valued for the contribution they make to their child's education. All parents are welcome to contact the SENCO if they have any concerns or questions about SEND provision and are encouraged to 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 pupil's progress

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

6.8 *Pupils*

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 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

8.1 *Identifying pupils with SEND and assessing their needs*

The school recognises that not all barriers to learning arise from SEND. High-quality adaptive teaching remains the first response to supporting pupils experiencing difficulties.

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.

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 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.

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

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 SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

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.

The school will also work proactively with families to identify and address attendance barriers experienced by pupils with SEND and will ensure appropriate support is considered before escalation to formal attendance procedures

8.2 *Consulting and Involving Pupils and Parents*

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 take into account 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 sent to their parents.

Where it is decided that a pupil requires SEND Support, the school will inform parents/carers and work in partnership with them as part of the graduated approach.

The school is committed to co-production, ensuring that the voices of pupils and parents/carers are central to planning, reviewing and evaluating support.

The school will work closely with feeder settings and families to ensure effective transition arrangements are in place before a pupil starts at The Magna Carta School.

8.3 *The Graduated Approach to SEND*

Once a pupil has been identified as having SEN, 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.

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 will be taken into account. 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.

Plan

In consultation with the parents and the pupil, the teacher and the SENCO 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 management information system, Edulink, and will be made accessible to staff in a pupil passport.

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

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 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.

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. 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

The teacher and the SENCO 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 SEND 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 Plans (EHCPs)

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.

Suspensions and Permanent Exclusions

Where a pupil with SEND is at risk of suspension or permanent exclusion, the school will review the support in place, consider whether additional provision or reasonable adjustments are required, and involve parents/carers and relevant professionals at the earliest opportunity.

8.5 *Evaluating the Effectiveness of SEND Provision*

A similar process of "assess, plan, do, review" takes place at whole school level as part of the school's Self-Evaluation and this informs the school's Improvement Plan and SEND strategy and ensures we are able to meet the needs of the students in our care. The school evaluates the overall effectiveness of its Inclusion/SEND provision by analysing a range of data.

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

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

9. Expertise and Training of Staff

9.1 SEND training forms part of the continuing professional development of all teachers and support staff and is organised in accordance with the needs of the students. All new teachers and support staff will undertake a thorough induction program on joining the school, which will include a meeting with the SENCO. The agenda for this meeting will include:

- Introduction to the school ethos and aims of SEND provision – including our commitment to working closely with students and their families
- Explanation of how 'graduated approach' works within our school
- Explanation of the 'Pupil Passports'
- Discussion of the needs of individual students they will be working with
- Where to find student records and SEND resources
- Overview of key interventions we use for SEND support

9.2 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, staff are encouraged to undertake training and development. Some needs may arise during staff appraisal/performance management discussions, and others will be identified and planned by the SENCOs. The Magna Carta School recognises the value in continually updating staff capability and will always seek to look for ways to extend expertise or develop new skills or knowledge

9.3 All teaching staff have regular CPD on matters to do with providing the best support for students with special educational needs. The Head of School, The Trust 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.

10. Links with Professional Agencies

10.1 The school recognizes 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
- Physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers (EWOs)
- Social services

Any other service that we deem appropriate to support a child.

11. Admission and Accessibility Arrangements

11.1 The Magna Carta School is committed to ensuring that the necessary provision is made for every student in the school community. This school's accessibility plan addresses the statutory requirements of the Equality Act 2010 and ensures the school continues to improve all aspects of the physical environment. This is so that all disabled students and staff can take full advantage of the education and associated opportunities provided by the school. The key objective is to reduce and eliminate barriers in accessing the curriculum and to achieve full participation in the school community for pupils and prospective pupils with a disability.

11.2 Admission arrangements

Admission is based on the following documents from the Department for Education (DfE):

- School Admissions Code
- School Admission Appeals Code

The school is required to comply with these codes, and with the law relating to admissions as set out in the School Standards and Framework Act 1998.

- All children whose EHCPs name the school will be admitted before any other places are allocated
- If the school is not oversubscribed, all applicants will be offered a place.

In the event that the school receives more applications than the number of places it has available, for the sake of fairness places will be given to those children who meet any of the criteria set out in the admissions policy, in the order stated, until all places are filled.

11.2 Accessibility Arrangements

The Magna Carta school participates in Surrey's Fair Access Protocol. This helps ensure that all children, including those who are unplaced and vulnerable, or having difficulty in securing a school place in-year, get access to a school place as quickly as possible.

The school's accessibility plan, which can be found on the school website, covers the school's duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admissions, exclusions and provision of education and associated services;
- Not to treat disabled pupils less favorably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities and respects the parents' and child's right to confidentiality. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

12. Complaints About SEND Provision

- 12.1 Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the concern informally in the first instance. If this does not resolve their concerns, parents are welcome to submit a complaint formally.
- 12.2 Formal complaints about SEND provision in our school should be made in line with the Trust's complaints policy which can be found under 'Trust Policies' on our website. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#). To find out about disagreement resolution and mediation services in our local area, <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability> You can request mediation by contacting send@justice.gov.uk.

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 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

The Local Governing Council will receive regular reports on SEND provision, outcomes, inclusion, attendance, exclusions and the deployment of SEND resources.

13.2 Monitoring the policy

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