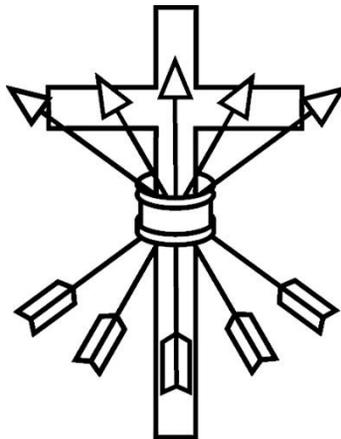


WADDES DON CHURCH OF ENGLAND SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

STATUS OF POLICY:	Statutory Policy
BASED ON LA PROCEDURE DATED:	-
COMMITTEE RESPONSIBLE:	Curriculum & Student Wellbeing
GOVERNING BOARD APPROVAL:	January 2026
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Contents:

1. Aims and objectives	3
2. Legislation and Guidance	4
3. Inclusion and equal opportunities	5
4. Definitions	5
5. Roles and Responsibilities	7
6. SEND information report	11
7. Our approach to SEND support	11
8. Expertise and training of staff	17
9. Links with external professional agencies	17
10. Admission and accessibility arrangements	18
11. Accessibility arrangements	18
12. Working in partnership with families	19
13. Complaints about SEND provision	19
14. Monitoring and evaluation arrangements	20
15. Links with other policies and documents	20

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice (2014)*

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, adapted where appropriate, enabling them to make a successful transition to adulthood.
- To ensure that all pupils with SEND are able to fully access all aspects of school life, so they can engage in the activities of the school alongside pupils who do not have SEND, by providing extra support or additional resources where appropriate and by removing their barriers to learning

Vision and Values

At Waddesdon we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. Dignity not deficit, is at the heart of our values and we echo the view that 'Difference and disability are normal aspects of humanity – the education of children with SEND should be characterised by **dignity** and **high expectation**, not **deficit** and **medicalisation**' (*5 Principles of Inclusion Newmark & Rees 2023*).

Waddesdon adopts a 'whole school approach' to special educational needs and disabilities. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs and/or disabilities can fulfil their aspirations, achieve their best educational outcomes and flourish as confident individuals living fulfilling lives.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Regular monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the *SENDCo and Curriculum Deputy* and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with students and their families** to gain a better understanding of the child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means *providing one to one meetings with parents and teachers* and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [e.g. membership of the School Council].

2. 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](#).

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities

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

3. Inclusion and equal opportunities

At Waddesdon CE School we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad and challenging curriculum. We are committed to offering all pupils the chance to thrive and flourish, fulfilling their aspirations for life.

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.

4. Definitions

4.1 Special Educational Needs

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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

4.2 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.

4.3 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	<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

AREA OF NEED	
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>

5. Roles and Responsibilities

SENDCo: Rachel Branton Assistant SENDCo Kirsty Connell

Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Board:

In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.

- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.

- Reporting annually to parents on the school's policy through the website.

The SEND Link Governor:

The SEND link governor is Sarah Horton.

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Headteacher/Assistant Headteacher (SEND Link):

The Headteacher/Assistant Headteacher (SEND link) 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
- With the SENDCO, 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 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 SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

SENDCo/Ast SENDCo:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Headteacher for the management of SEND provision and the day to-day operation of the policy.
- Managing and developing the roles of Learning Support Assistants, through training and PM.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring Student Plans and Passports for those with SEND and others, as required.
- Monitoring departmental delivery of the Enrichment Policy.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings, particularly at points of transition.
- Liaising with other SENDCos, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the Enrichment report, which the Headteacher forwards to the Governors.

Subject Leaders:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased from department capitation.
- Raising awareness, of school responsibilities towards SEND issues through a representative.

Teaching Staff

“All teachers are teachers of special needs”

- Devising strategies and identifying appropriate adaptive teaching methods to support access to the curriculum, in conjunction with the Enrichment Department.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring SEND Student Plans and Passports are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to the SENDCo

Learning Support Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using SEND Student Plans and Passports
- Assist with drawing up individual plans for students and supporting SEND Plan and Passport development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

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 participate in pupils' termly reviews via Edukey, to review the provision that is in place for their child

- Asked to provide 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

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

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, where appropriate
- Giving feedback on the effectiveness of interventions

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

6. 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.

7. Our approach to SEND Support

The SENDCo will hold details of all SEND Support and EHCP pupil's records as well as Student Plans and Passports for individuals.

All staff can access:

- The school's SEND Policy;
- The SEND Register via Enrichment booklet (Updated Autumn/Spring) and ClassCharts

- Guidance on identification in the Code of Practice (SEND Support and pupils with EHC Plans/statements);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their SEND Student Plan and Passport.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT systems on individual pupils and their special needs and requirements
- Information on current legislation and SEND provision

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Identification of pupils needs

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and an adapted curriculum.
- Working levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

The school will put the student and their parents at the heart of all decisions made about if a student requires special educational provision. When we are aiming to identify whether a student needs special education provision, we initially have discussions with the student and their parents to ascertain if further support is of benefit to the student.

We will formally notify parents if it is decided that a student will receive special educational provision or if following agreement with parents, they are to be removed from the SEND Register.

Enrichment Support [Provision] is achieved by:

- Identifying and assessing individual students' needs.
- Reporting of students' needs to all members of school staff.
- Providing an appropriate curriculum, taking into account
 - National Curriculum and examination syllabuses
 - Continuity and progression
 - Departmental development plans.
- Delivering an appropriate curriculum, taking into account
 - Suitable teaching materials
 - Effective, adaptive teaching strategies
 - A supportive learning environment
- Providing learning support through
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET.
- Using outside agencies where necessary and appropriate.
- Monitoring individual progress and making revisions where necessary.
- Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
- Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
- Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
- Learning Support Assistants and teachers collaborate effectively.

The school uses the graduated response as outlined in “The Code of Practice (2014). To help with this process a variety of screening procedures are used which are then disseminated to teaching staff.

Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Waddesdon School learn and progress through these adapted arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list, they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

- h) The child is formally recorded by the school as being under observation (SEND watchlist) due to concern by parent or teacher but this does not place the child on the SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support (K)

The Code of Practice indicates that once a potential special educational need has been identified then an action cycle of assessment and intervention should be put in place with a focus on providing effective support. This makes use of Assess, Plan, Do, Review 'actions' – revisited, refined and revised on a cyclical basis by those working with a particular pupil. This would include the teacher(s), the SENDCo, learning support assistants, other contributing professionals, parents and the pupil. The overall aim of the SEND Support action cycle should be to ensure an effective match between the needs of the pupil and the intervention put in place to support their learning.

Referral for Education Health Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur when the Local Authority believes that the school has taken every step possible to support of the child but is unable to provide the level of support needed alone.

A request for a local authority in England to secure an EHC needs assessment for a child or young person may be made to the authority by the child's parent, the young person or a person acting on behalf of a school or post-16 institutions. (Section 36 (1), Children and Families Act 2014). Where, despite the school or setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the school or setting should consider requesting an Education, Health and Care needs assessment. (SEND Code of Practice 2015)

The legal test for an EHC needs assessment is:

The local authority must secure an EHC needs assessment for the child or young person if, after having regard to any views expressed and evidence submitted under subsection (7), the authority is of the opinion that -

- (a) the child or young person has or may have special educational needs, and
- (b) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. (Section 36 (8), Children and Families Act 2014)

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Head teacher
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

Education Health Care Plan (EHCP)

- a. Following Statutory Assessment, an EHCP will be provided by Buckinghamshire Education Authority if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made.
- b. Parents have the right to appeal against a decision either for or against an EHCP for their child.
- c. Once the EHCP is completed it will be kept as part of the pupil's formal record and reviewed annually by SENDCo, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

We evaluate the effectiveness of provision for pupils with SEND 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 feedback

Monitoring by the SENDCO

- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

Evidence collected will help inform school development and improvement planning.

8. Expertise and training of staff

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the Leadership Management team, ensures that training opportunities are matched to school development priorities and those identified through the use of the appraisal system.

9. Links to external agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo and the child's parents.

Waddesdon invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services

10. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with EHC Plans/statements of SEND and those without.

All SEND paperwork should be passed to the SENDCo by previous school or setting/parents/local support services as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENDCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone/email to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

For further details, please see the school's full [Admissions Policy](#).

11. Admission & Accessibility Arrangements

Waddesdon CE School is committed to being an accessible and inclusive environment for all. More information can be found in our [accessibility arrangements](#) in the Equalities and Diversity policy, and the school admissions policy

12. Working in partnerships with parents

Waddesdon believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff, including the SENDCo, throughout the year.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, reviews, and reports at the end of each term.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. [The SENDCo may also signpost parents of pupils with SEND to the local authority's Local Offer where specific advice, guidance and support may be required.]

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

13. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to advise on formal procedures for complaint. 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](#).

14. Monitoring and evaluation arrangements

14.1 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 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

14.2 Monitoring the policy

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

It will be approved by the Governing Board.

15. Links with other policies and documents

- [SEND information report](#)
- [The Local Offer](#)
- [Equality, Anti-Discrimination & Diversity policy](#)
- [Behaviour Policy](#)
- [Equality information and objectives](#)
- [Supporting pupils with medical conditions policy](#)
- [Attendance policy](#)
- [Safeguarding/child protection policy](#)
- [Complaints policy](#)
- [Admissions policy 2025-2026](#)

Signed **Matthew Abbott** *Matthew Abbott (Headteacher)*

Date 31/01/2026

Signed **Rachel Branton** *Rachel Branton (SENDCo)*

Date 31/01/2026

Signed **Sarah Horton** Sarah Horton (**SEND Governor**)

Date 31/01/2026

This policy will be reviewed every year.