



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

SPECIAL EDUCATIONAL NEEDS & DISABILITY

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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 at The Hayling College so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil



2. Vision and values

The Hayling College is a happy, caring and safe place where good working relationships between pupils, staff and parents are at the heart of our successful work. We have very high expectations of ourselves and all our students to flourish and achieve their very best in all that they undertake. All pupils are expected to work very hard, practice and persevere within a supportive and nurturing environment.

Through our mantra: 'Happy, Healthy, High Performing' our focus is to ensure that all our students leave us as very well qualified young citizens, fully prepared for their next steps and ambitious to make significant contribution in society.

3. Legislation and guidance

All schools:

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

This policy is also based on the following legislation:

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

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities



The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The governance guide for [maintained schools/academy trusts](#) 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

Academies, including free schools, if applicable, add/amend: This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

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 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



Area of need	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.



6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is L Tindal

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 make sure that appropriate provision is provided

Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned

When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's 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/carers when the school is making special educational provision for their child

Make sure that the school has arrangements in place to support any pupils with medical conditions

Provide access to a broad and balanced curriculum

Have a clear approach to identifying and responding to SEND

Provide an annual report for parents/carers on their child's progress

Record accurately and keep up to date the provision made for pupils with SEND

Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report

Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

Determine their approach to using their resources to support the progress of pupils with SEND

Make sure that all pupils from year 8 until year 13 are provided with independent careers advice



6.3 The SEND link governor

The SEND link governor is E Anders

The SEND governor will:

Help to raise awareness of SEND issues at governing board meetings

Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress

Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

Make sure that the SENCO has enough time to carry out their duties

Have an overview of the needs of the current cohort of pupils on the SEND register

Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review



With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach

The progress and development of every pupil in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching

Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision

Ensuring they follow this SEND policy and the SEN information report



Communicating with parents/carers 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'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

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

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

Invited to 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 parents or carers in any decisions made about the pupil.



6.7 The pupil

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

Explaining what their strengths and difficulties are

Contributing to setting targets or outcomes

Attending review meetings

Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account 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.



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 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/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



If a pupil is joining the school, and:

Their previous setting has already identified that they have SEN

They are known to external agencies

They have an education, health and care plan (EHCP)

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

8.2 Consulting and involving pupils and parents/carers

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

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/carers. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account any concerns the parents/carers 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/carers.

We will formally notify parents/carers 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 take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. 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/carers 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, Provision Map, and will be made accessible to staff in a pupil passport / Learning plan.

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



3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

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

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. This 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 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/carers.



8.4 Levels of support

School-based SEN provision

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

The provision for these pupils is funded through the school's notional SEND budget.

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

Education, health and care (EHC) plan

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

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

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



8.5 Evaluating the effectiveness of SEN provision

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

Tracking pupils' progress, including by using provision maps

Carrying out the review stage of the graduated approach in every cycle of SEN support

Using pupil questionnaires

Monitoring by the SENCO

Holding annual reviews for pupils with EHC plans

Getting feedback from the pupil and their parents/carers

9. Attendance

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

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

10. Safeguarding

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

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



11. Expertise and training of staff

The school is committed to maintaining a highly skilled and knowledgeable SEND team to ensure that pupils with Special Educational Needs and Disabilities receive effective support and achieve positive outcomes.

SENCO Qualifications

Our SENCO, Mr Tindal is a qualified teacher who holds QTS and Honours Degree.

Current SEND Team Structure

The Learning Support Department is led by the SENCO and includes a team of **7 Teaching Assistants**, working collaboratively with teaching, pastoral and leadership staff to support pupils across the four areas of SEND need. The school also works closely with a range of external specialists including Educational Psychologists, CAMHS, Speech and Language Services, Specialist Teacher Advisers, School Nursing Services, Social Care, and Local Authority SEND teams.

Staff Training Undertaken

The SEND team and wider school staff regularly undertake professional development to ensure provision reflects current best practice. Training completed has included:

- Autism Spectrum Disorder (ASD)
- Supporting students with ADHD
- Communication and Language Difficulties
- Mental Health in Secondary Schools
- Supporting Mental Health in Pupils with Autism
- Adverse Childhood Experiences (ACEs)
- Supporting Atypical Learners



- Supporting Pupils in Care and Looked After Children
- English as an Additional Language (EAL)
- Unlocking the Potential of Pupils with SEND
- Child Protection and Safeguarding
- Level 3 Supporting Teaching and Learning in the Classroom

Specialist Expertise

The Hayling College has experience and expertise in supporting pupils with a wide range of needs, including:

- Autism Spectrum Condition (ASC)
- Dyslexia and Specific Learning Difficulties (SpLD)
- Speech, Language and Communication Needs (SLCN)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Social, Emotional and Mental Health (SEMH) needs
- Physical Disabilities
- Hearing Impairment
- Visual Impairment
- Medical Needs
- English as an Additional Language (EAL) learners who also have SEND

Future CPD Priorities

To further strengthen provision for pupils with SEND, the school's continuing professional development priorities include:



- Developing expertise in adaptive teaching and inclusive classroom practice.
- Further training in Autism and Neurodiversity.
- Enhancing support for Speech, Language and Communication Needs.
- Expanding staff knowledge of SEMH needs, trauma-informed practice and emotional regulation strategies.
- Strengthening identification and support for Dyslexia and other Specific Learning Difficulties.
- Developing the effective use of assistive technology and accessibility tools.
- Ensuring staff remain up to date with statutory SEND guidance, safeguarding requirements and examination access arrangements.

This ongoing programme of professional development supports our commitment to ensuring that all pupils are **Happy, Healthy and High Performing**, regardless of their individual needs.

12. Links with external professional agencies

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

Adapt this list to reflect the professionals and organisations you collaborate with in your school

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists



- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

Add information here about your school's admission arrangements for pupils with SEN or a disability, and your accessibility arrangements.

13.1 Admission arrangements

The Hayling College welcomes applications from all children, including those with Special Educational Needs and Disabilities (SEND), and is committed to providing equality of opportunity in accordance with the **Equality Act 2010**. Admissions arrangements are designed to ensure that no child is disadvantaged on the grounds of disability, special educational need, medical need or any other protected characteristic. The College accepts pupils from across the full range of ability and aptitude between the ages of 11 and 16 years.

Education, Health and Care Plans (EHCPs)

In line with the **SEND Code of Practice** and admissions legislation, any child whose **Education, Health and Care Plan (EHCP)** names will be offered a place at the school. These pupils are admitted before the application of any oversubscription criteria

Equality Act 2010 Compliance



The school is committed to making reasonable adjustments for disabled pupils and prospective pupils and to ensuring that admissions procedures are fair, transparent and non-discriminatory. Information about accessibility, curriculum access and physical access arrangements can be found in the school's Accessibility Plan and SEND Policy. The school works closely with parents, carers, the Local Authority and external agencies to support successful transition and inclusion for pupils with SEND.

Oversubscription Arrangements and SEND Protections

Where there are more applications than available places, the Governing Body applies its published oversubscription criteria. After pupils with EHCPs naming the school have been admitted, priority is given in the following order:

1. Looked After Children and Previously Looked After Children.
2. Children with a medical, physical or psychological condition that makes attendance at essential, supported by appropriate professional evidence.
3. Siblings of pupils attending the school at the time of application.
4. Pupils attending linked feeder schools.
5. Other applicants living on Hayling Island.
6. Other applicants living off Hayling Island.

The inclusion of a specific criterion for children with exceptional medical, physical or psychological needs provides an additional safeguard for some pupils with SEND where attendance at the school is demonstrably necessary. Appropriate professional evidence must be submitted as part of the application process.

Where applications within a category exceed available places, a published distance-based tie-break process is applied fairly and consistently. Parents whose application is unsuccessful have the right to request that their child's name be placed on the waiting list and have the statutory right to appeal to an Independent Admission Appeals Panel.



For full details, parents and carers should refer to the school's [Admissions-Policy-2026-2027](#) and the Local Authority admissions guidance.

13.2 Accessibility arrangements

The Hayling College is committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access education, facilities and information on an equal basis with their peers. Our approach includes:

- **Physical accessibility features** such as ramps, lifts/elevators, accessible toilets and changing facilities, disabled parking bays, suitable corridor widths, and wheelchair-accessible library shelving, where required
- **Accessible curriculum arrangements**, including a differentiated curriculum, personalised learning approaches, adapted resources, reasonable adjustments, and targeted support to enable all pupils to participate fully in learning and school life
- **Examination access arrangements**, determined in accordance with individual needs and current examination regulations, to ensure fair access to assessments.
- **Auxiliary aids and support**, including large-print materials, Braille resources, hearing support systems (such as induction loops), assistive technology, and other specialist equipment where appropriate.
- **Accessible information for families**, provided through a variety of formats including electronic communication, large-print documents on request, pictorial or symbolic representations where appropriate, and paper copies of policies and plans upon request.

Further information about how the school improves access to the curriculum, physical environment and information for disabled pupils can be found in the school's **Accessibility Plan (2024–2027)** [Accessibility-](#)



Policy The Accessibility Plan is available on the school website and paper copies are available on request.

Happy, Healthy, High Performing

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the tutor. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school will be handled in line with the school's complaints policy [Complaints-Policy-2025.docx](#)

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

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

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

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

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

All staff's awareness of pupils with SEND at the start of the autumn term

How early pupils are identified as having SEND

Pupils' progress and attainment once they have been identified as having SEND

Whether pupils with SEND feel safe, valued and included in the school community



Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

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

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents:

SEN information report

Accessibility plan

Behaviour policy

Equality information and objectives

Supporting pupils with medical conditions policy

Attendance policy

Safeguarding / child protection policy

Complaints policy