

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
 - 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
 - Promote effective communication with parents/carers of pupils with SEND and involve them in decision making about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing education for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Kettlebrook Short Stay School we will provide all pupils with access to a broad and balanced curriculum. Our students have been permanently excluded or are at risk of being permanently excluded. Our students are some of the most vulnerable students across the districts with varying needs as well as trauma. Fundamental to Kettlebrook's ethos & culture is that all of our students feel safe, secure and seen. Accordingly, we employ a fully relational approach which includes restorative and relational practice, emotion coaching and personalised interventions.

We are a recognised Trauma Informed and Attachment Aware School and a member of the Attachment Research Community (ARC). KSSS have held Flagship IQM status since 2021 and ADHD Friendly status was achieved in July 2023.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. This policy is developed in line with our ethos and vision for the school so that we:

- promote academic equity for our students
- prepare pupils for their future lives
- enable pupils to be happy, successful and keen to learn
- provide our pupils with a variety of quality educational experiences in all aspects of life
- enable pupils to develop effective communication skills, in order to express

- thoughts, feelings and choices
- provide a safe and happy environment in which pupils can work towards achieving their best
 - enable pupils to build in confidence, develop self-esteem, self-reliance and make informed choices
 - offer a researched, broad and balanced, school curriculum based on statutory requirements, whilst being appropriately adapted to meet the needs of all pupils
 - encourage the development of good social skills, so that pupils are able to develop friendships and become sensitive to the feelings and needs of others
 - develop the moral, cultural and spiritual awareness of all pupils including preparing them for life in modern Britain through helping them to maintain fundamental British Values.

The specific objectives within our SEND policy focus upon:

- working with all our pupils in partnership with other agencies, to ensure that needs are met and learning is maximised
- ensuring that all learners make the best possible progress
- ensuring that we work closely with parents as partners, to ensure that there is effective communication and a sharing of information between parents and school
- ensuring that all learners at Kettlebrook Short Stay School are taught to express their views and are fully involved in decisions which affect their education
- promoting a range of effective partnerships and involving outside agencies and the wider community.

3. Legislation and guidance

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

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) 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

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	<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 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.</p> <p>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 <p>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</p>

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>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Jeanette Mansell.

They will:

- Inform any parents that their child may have SEN and liaise with them about the pupil's needs and provision
- Work with the Executive Headteacher, Head of School 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 EHT, HoS 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 EHT & HoS 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 EHT & HoS, 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 EHT & HoS 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 Management Committee

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 Jane Gentles.

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 EHT & HoS and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Executive Headteacher and the Head of School

The Executive Headteacher and the Head of School 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 management committee 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 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 have a 3-tiered approach to supporting each pupil's learning. As our students have been permanently excluded or are at risk of being permanently excluded from school, we consider all students to have a need requiring greater support than in a mainstream school. The nature of such needs will typically come under the umbrella term 'social, emotional and mental health needs' but may also include a specific learning need. As such our tiered approach offers a higher level of support for all students on entry to the school. 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.

Universal support – all students access our universal support which is outlined below:

- All students undertake baseline testing through the induction process to support the early identification of needs
- Small class sizes – between 4 and 8 to ensure that there is a high level of teacher support available
- Flexible timetabling – although there is a set timetable, we build in additional flexibility to support students where appropriate. This may mean a small change to a timetable for a day to work around social issues that have occurred or could mean a permanent change to a class group or site to support learning.
- Use of relational and restorative practice approaches with all students
- Use of trauma-informed and attachment aware practices such as emotion coaching and ELSA with all students
- Early identification of learning needs through baseline testing and observation
- Access Arrangement Assessment – this assessment identifies if a student can receive extra time, supervised rest breaks, a reader or a scribe for their exams
- Curriculum design based around high challenge and high support for students
- Quality First teaching across the school

Targeted support (SEN support on Arbor) – it may be appropriate to consider making additional (sometimes short term) special educational provision to remove or reduce any obstacles to a student's learning. This takes the form of a graduated four-part approach of

- a) assessing your child's needs,
- b) planning the most effective and appropriate intervention,
- c) providing this intervention and
- d) reviewing the impact on your child's progress towards individual learning outcomes.

Interventions may include:

- specific targeted literacy activities e.g. completing the That Reading Thing intervention to support reading
- one to one/small group sensory support/circuits
- Emotional Literacy Support (ELSA) small group or one to one work

Specialist Support (SEN Support or EHCP on Arbor) – it may be necessary to seek specialist advice and regular long-term support from a specialist professional in order to plan for the best possible learning outcomes for your child. This may include educational psychology support, speech and language therapy and occupational therapy (further outlined below). The school may need to prioritise referrals to these services.

8.2 On entry assessment and identification of needs

We initially assess our students needs by:

- Gathering of information from the students' current/previous school.
- Admission meeting - this meeting helps to gain a broader picture of each students' experiences; address any concerns the student or family may have and assess how we can help to address their needs and ambitions.
- Completion of a PRU baseline strengths and difficulties questionnaire completed together with the student.
- Academic baseline testing will also be (ideally) conducted within the first four weeks of a student attending the school.

Within the first 4 weeks of a student attending our school and taking all of the above information into account the following documents are completed in collaboration with the student:

- Iceberg
- Pen Portrait

Any learning needs identified are added to the school Adaptation Chart (SEND register) which outlines all support required on an individual basis.

This is to ensure that all staff are as well informed as possible about the student's needs and wishes and, most importantly, that the student knows that at Kettlebrook their voice will be heard. These personalised, needs based documents ensure that each student is considered as an individual and a valued member of our school community.

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 the Adaptation chart. 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 student's subject teacher retains overall responsibility for their progress. They will work closely with any teaching assistants 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.

8.3 Ongoing assessment and identification of needs

The following actions support the process of ADPR and further identification of needs:

- Baseline tests are recorded and shared with staff to ensure appropriate planning for specific needs
- Key workers will conduct a weekly check in with all parents and carers to share any information and address any new concerns.
- Ongoing professional observation, shared daily during morning and afternoon briefings. These are an important information sharing tool and enable all staff to gain a deeper understanding of students and their families.
- Close collaboration with any professionals or agencies involved with the student and their families.
- Academic progress data is collected every half term and used by teaching staff to identify gaps in learning and adaptation needs.
- Each term a data report is shared with parents/carers alongside a student review day.

- A written 'Progress Report', collecting the views of teachers and progress data, is published for each student every year

In general, a student with an Educational Health Care Plan will not be able to access the PRU however sometimes we do have students who gain an EHCP while with us or arrive with an EHCP. With students subject to an EHCP, they will have an annual review meeting. This will be led by their home school if students are dual registered with staff from Kettlebrook in attendance or led by the SENCO at Kettlebrook if the student is single registered. The Annual Review will consider the extent to which the student has achieved the outcomes in the EHCP and whether further action is necessary. Further action may include setting new targets, considering whether further support is necessary or discontinuing the EHC Plan (if sufficient progress has been made or if all outcomes have been achieved). Recommendations will be made by the school in the Review report, and the Local Authority will consider the recommendations when deciding what action to take. The Annual Review meeting is attended by parents/carers, the young person's home school (where appropriate) the young person themselves and any outside agencies may also be invited.

When a student is considered to require more formalised support through an Educational Health Care Plan, for our single-rolled students the school will look to initiate statutory assessment or, where the student is dual-registered with a mainstream school, contribute to the statutory assessment process. This process follows national guidance:

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

KSSS will also work very closely with dual registered schools with their student if they have SEND. The SENCO and Senior staff attend the district SEND & Inclusion Hubs and LMG to support students SEND and the review process.

A graduated approach to supporting our student's needs.

Before considering any additional approaches to SEN, our first step in meeting student's needs is through Quality First Teaching (QFT). Through QFT, the class teacher is responsible for providing, for all students in their class, an engaging, personalised and appropriately challenging learning experience. Any additional planned intervention is aimed to supplement, not replace, QFT. The class teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

If it is determined that the student requires additional or specialist interventions, these interventions will be carefully selected in collaboration with the student, their families and any professionals involved with the student. Planned support and interventions will be carefully considered for effectiveness in addressing needs.

Examples of these strategies and interventions include:

- 1-to-1 check in and check out sessions, to help students express any anxieties or other difficult thoughts and emotions on arrival and at the end of the day.
- 1-to-1 and small group restorative sessions, following an incident.
- 1-to-1 and small group numeracy and literacy interventions.
- Access to an experienced registered ELSA (Emotional Literacy Support Assistant).
- Additional sessions to fill gaps in learning for core subjects.
- Vocational and alternative education placements to enrich timetables.
- Small group activities at break and lunch times for those students with social anxiety.
- Visits to placements and mainstream schools supported by a member of staff.
- Access to a professional school counsellor.
- Access to the school nurse.
- Assessment and application for access arrangements relating to examinations and other controlled assessment activities.
- Referral to outside agencies these include the Speech and Language Team, Autism service, CAMHS, specific mental health services such as Action for Children, St Giles Hospice, SARAC, the Early Help Team, Catch 22, Malachi, T3 and other appropriate services.
- Solution based interventions such as Circle of Adults and Solution Focused Circles.
- Intervention and support from Staffordshire Educational Psychology Service. (As a Local Authority PRU, staff are trained in de-escalation techniques through Proact SCIP-UK)

8.4 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 and parent 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 through reasonable adjustments or other interventions.

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 policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Head of School and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

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

- Speech and language therapists
- 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

13.1 Admission arrangements

Students come to the PRU following a permanent exclusion or a referral from their mainstream school. As such the school does not take admissions from individuals or as part of an EHCP.

13.2 Accessibility arrangements

We aim to ensure that we do not treat disabled students less favourably and that we take reasonable steps to avoid putting disabled students at a substantial disadvantage. The site does have ramp access for wheelchair users however the whole site is not fully accessible at this time. We support students by ensuring that the timetable is flexible to their needs. Printed materials are prepared with accessibility in mind, and where a student's assessment of need suggests, specialist materials are prepared. Our Accessibility Plan sets out our provision for students with disabilities.

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 SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Head of School in the first instance. They will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

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

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

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early 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 **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 Management Committee.

16. Links with other policies and documents

This policy links to the following documents:

- SEND report
- The local offer
- Accessibility plan
- Restorative and Relational Practice policy

- Attendance policy
- Safeguarding policy
- Complaints policy