



omega
MULTI-ACADEMY TRUST

Special Educational Needs and Disability (SEND) Policy

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Signed by:

CEO

Date: 12th March 2025

Chair of Trustees

Date: 12th March 2025

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This SEND policy sets out the approach to SEND across Omega Multi-Academy Trust. To find out exactly how this policy is implemented in one of our schools, see the SEND information report on each school's individual website.

1. Aims and objectives

Omega Multi-Academy Trust's Special Educational Needs and Disabilities (SEND) policy aims to:

- Ensure the schools in Omega Multi-Academy Trust fully implement national legislation and guidance regarding pupils with SEND
- Set out how the Trust will, across all of our schools:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils make a successful transition between key stages and 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
 - To advocate for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At all of the schools in Omega Multi-Academy Trust, we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all of 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 those needs are.

3. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

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

- The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' 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 those with a disability) and those who don't share it.
- The [Governance Handbook](#), which sets out Governor and Trustee responsibilities for pupils with SEND.
- The [School Admissions Code](#), which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs.

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

In Omega Multi-Academy Trust 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 inclusive adaptive teaching and 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. All pupils in Omega Multi-Academy Trust schools will be treated as individuals, ensuring that they achieve their full potential.

5. Definitions

Special Educational Needs and Disabilities

A pupil has SEND if they have a learning difficulty or disability that 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 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.

Pupils working below age-related expectations for their year of education will not necessarily have special educational needs. Schools will use the procedures and strategies set out in Section 8 to consider if a pupil has special educational needs and the support required.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All schools in our trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Under the [Equality Act 2010](#) the DfE define reasonable adjustments as organisations making changes in their approach or provision to ensure that services are accessible to disabled people as well as everybody else. Reasonable adjustments may mean providing ramps and tactile signage, but may also mean changes to policies, procedures and staff training to ensure that services work equally well for people with learning disabilities.

The 4 areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs in more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

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.</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 one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia (may include pupils demonstrating traits of specific learning difficulties). • 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>

6. Roles and responsibilities

The Trust Board

The Trustees are responsible for:

- Setting high expectations of all Trust school leaders, staff, pupils and parents or carers.
- Holding Executive Leaders and Headteachers of the Trust schools to account for the implementation of this policy.

SEND Link Governor

The SEND Link Governor will:

- Help to raise awareness of SEND issues at local governing body meetings.
- Monitor the quality and effectiveness of SEND provision within their school and update the local governing body on this.
- Work with the Headteacher, the SENDCO and members of the trust to support with the strategic SEND developments of the school and implementation of the SEND policy and provision in their school.

Associate Directors of SEND and Executive Leaders

The Associate Directors for SEND and Executive Leaders will:

- Lead on the development and strategic implementation of Omega Multi-Academy Trust's SEND Charter.
- Undertake regular monitoring and evaluation activity to ensure the Charter is implemented in-keeping with its aims and intentions.
- Draw on evaluative activity to drive strategic improvement, making recommendations for improvement to school leaders and holding them to account for their implementation.
- In collaboration with the Omega Leadership Group, the SEND Leader Network and school SENDCOs, develop a Trust-wide SEND policy that reflects local provision and procedures, ensuring the SEND Charter is underpinned by appropriate policy framework in-keeping with statutory requirements.
- Utilise Omega Analytics to monitor and analyse the attainment and progress of pupils with SEND, supporting SEND leaders in evaluating the impact of their provision.
- Keep up-to-date on national and local SEND initiatives, including provisions in the local offer, and apply relevant updates to the SEND Charter through the SEND Leader Network.
- Lead and coordinate the work of the SEND Leader Network, promoting effective collaboration, ambition and the sharing of best practice across all schools.
- Develop and deliver effective CPD as required, to support schools in upskilling staff, for example, in their inclusive classroom practice, adaptive teaching and/or the effective use/deployment of teaching assistants.

Principal/The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND Link Governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENDCO and Link Governor 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 in their school, 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.
- Alongside the SENDCO, advise the LA when a pupil needs an Educational Health Care needs assessment, or when an EHC plan needs an early review.
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Senior Leaders/Pastoral Leaders

- Promote inclusion and advocate for pupils with SEND across the school.
- Ensure training is provided on Inclusive Teaching Strategies to support adaptive teaching.
- Consider the impact of their decisions on those cohorts of pupils identified as SEND, and ensure all decisions are impact assessed, underpinning a culture of inclusive practice.
- Support the work of the SENDCO, in their advocacy for inclusive practice, all self-evaluation/quality assurance activity and their supervision of the school.
- Ensure the premise of reasonable adjustment is applied when making recommendations for sanctions for poor behaviour.
- Ensure, through high-quality line management, that Curriculum Leaders/Subject Leaders fulfil their roles and responsibilities.

Curriculum/Subject Leaders

- Promote inclusive practice across their teams/subject area.
- Consider the needs of pupils with SEND in the design of the curriculum for their phase/subject area.
- Consider the assessment methodology, ensuring it appropriately assesses what pupils with SEND have learned.
- Drive a culture of inclusive practice across their teams, ensuring accountability for the use of inclusive teaching strategies and appropriate planning to meet the needs of pupils identified as having SEND.
- Routinely analyse the progress and attainment of pupils with SEND and appropriately review practice in their teams to secure improvement.
- Considering the concerns raised by teachers/staff in their team, refer concerns relating to the learning, behaviour or engagement of specific pupils, as they may be driven by an underlying additional need.

The SENDCO

The SENDCO of each school in Omega Multi-Academy Trust will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made.
- Work with the Headteacher or designated senior leader link and with the SEND Governor to determine the strategic development of the SEND 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 SEND, 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 SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Ensure effective use of the schools allocated SEND annual budget whilst maximising all other resources to meet pupils' needs effectively.
- Collate evidence and lead on additional funding requests through the Local Authority's High Need block.
- Be the point of contact for external agencies, especially the Local Authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school, the SENDCo will ensure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority or school in a timely manner.
- Work with the Headteacher and governing board to make sure that 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. Information will be stored on the school's Management Information System.
- With the Headteacher, 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 Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the Trust and Local Authority in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy.
- With the 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.

Class teachers

Teachers are responsible for:

- Planning and providing high-quality teaching that is differentiated or adapted to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

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 opportunities to discuss 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
- Given an annual report on the pupil's progress. This format and layout of this will be individual to each school

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

Pupils

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

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible. Their views will be gathered in a variety of ways dependent on their need; this may include discussions with adults, written proformas completed by the pupil or scribed by an adult or use of pictures to prompt discussion areas.

7. SEND Information Report

Every school in Omega Multi-Academy Trust 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.

This allows the schools within the Trust to ensure that they implement this policy in a way that is appropriate to their size, age range and location. Not all schools within Omega Multi-Academy Trust are based in the same Local Authority and therefore some external support systems may be accessed or function differently.

8. Our approach to SEND support

Identifying pupils with SEND and assessing their needs

Staff 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. They 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 for all pupils and identify those 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 deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

If a pupil in 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 it gets relevant information before the pupil starts at the school, so support can be put in place as early as possible.

Consulting and involving pupils and parents

Our schools will put the pupil and their parents at the heart of all decisions made about special educational needs 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. These conversations will make sure that:

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

Notes of these early discussions will be added to the pupil's record.

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

The graduated approach to SEND support

Once a pupil has been identified as having SEND, 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 SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system and will be made accessible to staff in their class lists.

Parents 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 SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. This will be an appropriate amount of time for the intervention set, however may vary dependent on the focus.

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

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

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

Levels of support

Monitor

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of development with high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

At this stage, schools will use informal monitoring to gather information. Class teachers, SENDCOs and if applicable Inclusion Teams will monitor progress closely. We will use informal, non-statutory coding to ensure all colleagues are aware of the high-quality teaching requirements, but also awareness of particular needs or challenges.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

School-based SEND support

Pupils who do not have an EHCP but have special needs or disabilities, may receive intervention at universal or targeted level. Their needs will be met by the school through the graduated approach. Support at this level may include access to smaller group sessions or targeted interventions. In class, adult support may be appropriate.

In some circumstances, schools may seek advice and support from external professionals, e.g. Educational Psychologists, ASC Specialist Teachers, Speech and Language Therapists and schools Pastoral Support Teams. At this stage, pupils may have a support plan issued to assist teachers in how best to provide support and meet their individual needs. This will be set out in the SEND Information Report on each school's individual website. Pupil views will be sought and gathered, alongside parents/carers. Pupils receiving this level of support will be coded as K on our Management Information Systems in our schools for the purpose of the Census. Their provision will be funded through the school's notional SEND budget.

Education, Health and Care Plans (EHCP)

Pupils whose needs cannot be met through universal or targeted support and require a higher level of additional support will be referred to the Local Authority for an Educational Health Care Plan Needs Assessment (EHCNA). Any referral will be completed in partnership with parents and where appropriate pupils. Pupils who are allocated an EHCP may receive additional funding from the LA or Health Trust, depending on the nature of the needs identified. 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. Once an EHCP is issued, provision and funding will be discussed with parents and reviewed annually. Pupils receiving this level of support and/or funding will be coded as E on our Management Information Systems in our schools for the purpose of the Census.

Evaluating the effectiveness of SEND provision

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 SEN support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

- Quality assurance activity overseen by the Associate Directors of SEND

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteachers, executive leaders and the SENDCOs will continuously monitor to identify any staff in their school who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

Omega Multi-Academy Trust will endeavour to be able to meet all the needs of every pupil. However, when necessary our schools will work with external support services such as:

- 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)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

Admission arrangements

Omega Multi-Academy Trust strives to be fully inclusive in all of our schools. All pupils are welcome, including those with special educational needs, in accordance with the LA and School Admissions Policy. The Trust does not differentiate between students with special educational needs and/or disabilities and other applicants. According to the Education Act 1996, schools will admit a child with an EHCP to the wishes of the parent/carer unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent incompatibility. The Local Authority will consult schools within Omega Multi-Academy Trust on the suitability of a placement and appropriate levels of funding an support.

Accessibility arrangements

Each school within our trust will have an accessibility plan in place, including Personal Emergency Evacuation Plans where required.

The plan has the following key aims:

- to increase the extent to which disabled pupils can participate in the curriculum
- to improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- to improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled

This can be found on each school's individual website.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCO or Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents or carers should follow Omega MAT Complaints Policy.

Formal complaints about SEND provision in one of our schools should be made to the Headteacher in the first instance. They will be handled in line with the Complaints Policy which can be found on the schools website.

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](#).

To find out about disagreement resolution and mediation services in our local area, via SENDIAS (Special Educational Needs and Disabilities Information Advice and Support Service). This is a statutory funded service to provide information, advice and support to parents/carers and children and young people and those with SEND.

13. Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

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
- Implementation of our Trust SEND Charter

This policy will be reviewed by the Trust Central Team in collaboration with key professionals from across the Trust, every two years or if changes are made to statutory guidance.

Any changes required to be made to the policy will be implemented by the School Headteachers.

Any changes to the policy will be clearly communicated to all members of staff: teachers, co-professionals and the Trust Board.