Special Educational Needs and Disability Policy (Secondaries)

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1 Introduction

The Special Educational Needs and Disability Code of Practice play a vital role in underpinning the SEND provision at The West London Free School and Wixams Academy. For pupils this means that their experiences will be of a system which is less confrontational and more efficient. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Pupils and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.

2 Code of Practice

The main changes from the previous Code of Practice 2001, and consequently the schools' previous SEND policy are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and pupils with SEN (to replace School Action and School Action Plus)
- For children and young people with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC Plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

— Information is provided on relevant duties under the Equality Act 2010

— Information is provided on relevant provisions of the Mental Capacity Act 2005

— There is new guidance on supporting children and young people with SEN who are in youth custody.

3 Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

— has a significantly greater difficulty in learning than most others of the same age, or

— has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

3.1 Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long- term and substantial adverse effect on their ability to carry out normal day-to- day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that school, local authorities and others have towards disabled children and young people:

— They must not directly or indirectly discriminate against, harass or victimise disabled children and young people

— They must not discriminate for a reason arising in consequence of a child or young person's disability

— They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be

given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

— Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people.

Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. Our SEN Provision document can be found on our website.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements will be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this will be brought together with the information required under the Children and Families Act 2014.

3.2 Improving outcomes: high aspirations and expectations for children and young people with SEND

Knowledge Schools Trust recognises that all pupils are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfillment of potential. This should enable them to:

— achieve their best

— become confident individuals living fulfilling lives, and

— make a successful transition into adulthood, whether into employment, further or higher education or training

The West London Free School and Wixams Academy will:

— use our best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything within our scope and control to meet pupils' SEN

— ensure that pupils with SEN engage in the activities of the school alongside pupils who do not have SEN

— designate a teacher, (WLFS - Natasha Crook n.crook@wlfs.org; WA – Izzy Phillips iphillips@wixamsacademy.co.uk) to be responsible for coordinating SEND provision

- inform parents when we are making special educational provision for a child
- prepare a SEND information report and our arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the schools for disabled children and our accessibility plan showing how we plan to improve access progressively over time. To see a copy of the latest Accessibility Plan see here: Knowledge Schools Trust - School Policies

There is a member of the governing body, Chloe Mawson for WLFS and Bryony Paul for WA, with specific oversight of each school's arrangements for SEND and disability. School leaders regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENDCO, identify any patterns in the identification of SEND, both within the schools and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

3.3 Equality and inclusion

The West London Free School and Wixams Academy support pupils with a wide range of SEND. The schools regularly review and evaluate the breadth and impact of the support it offers or can access and co-operates with the local authority in reviewing the provision that is available locally to develop the Local Offer. The schools also collaborate with other local education providers to explore how different needs can be met most effectively with due regard to general duties to promote disability equality.

The schools recognise their duties under the Equality Act 2010 towards individual disabled children and young people. The schools make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

3.4 Curriculum

All pupils as The West London Free School and Wixams Academy have access to a broad and balanced curriculum. The National Curriculum

Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. At West London Free School and Wixams Academy, teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In most cases, such planning means that pupils with SEN and disabilities can study the full national curriculum.

3.5 Identifying SEN in school

The schools have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

The schools assess each pupil's current levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, the schools consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs to make a successful transition to adult life.

The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the subject teacher, working with the SENDCO, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) the schools will not delay in putting in place

interventions designed to secure better progress, where required. The pupil's response to such support will then help identify their needs.

The schools recognise that for some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All staff are alert to emerging difficulties and respond early. In addition, it is recognized that parents know their children best, and it is important that all professionals listen and understand when parents express concerns about their child's development. They also listen to and address any concerns raised by pupils themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there is an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported using approaches such as the Early Help Assessment, may be appropriate.

Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not to be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English is given particular care. The schools look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

4 Broad areas of need

Four broad areas of need give an overview of the range of needs that are planned for in school. The purpose of identification is to work out what action the schools need to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

A detailed assessment of need in the form of a Pupil Profile ensures that the

full range of a pupil's needs is identified, not simply the primary need. The support provided to a pupil is always based on a full understanding of their strengths and needs and seeks to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

4.1 Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

4.2 Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD)

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

4.3 Social, emotional and mental health difficulties

All children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may

include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The schools recognise the importance of early identification of mental health needs and will work with families and appropriate external services to support pupils experiencing mental health difficulties.

4.4 Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) will require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

West London Free School and Wixams Academy recognise that many factors also impact upon progress and attainment, namely:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

5 Special Educational Provision at the West London Free School and Wixams Academy

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff.

High quality teaching that responds to the learning needs of the class and individuals is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot and are not used to

compensate for a lack of good quality teaching.

The schools regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In deciding whether to make special educational provision, the teacher and SENDCO consider all the information gathered from within the schools about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, the schools have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions is added to the pupil's record on the schools' information system and given to the parents.

The schools will also tell children, parents and young people about the local authority's Information, Advice and Support Service.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This then helps determine the support that is needed and whether it can be provided by adapting the schools' core offer or whether something different or additional is required.

The outcomes considered include those needed to make successful transitions between phases of education and to prepare for adult life. The schools engage with FE providers as necessary to help plan for these transitions. The agreed actions may also include those taken to make sure the schools meet their duty to ensure that pupils with SEN engage in school activities together with those who do not have SEN.

However support is provided, a clear date for reviewing progress is agreed and the family, pupil and teaching staff are all clear about how they will help the pupil reach the expected outcomes. The overriding purpose is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision is

recorded in the school records and the pupil's family are formally informed that special educational provision is being made. Arrangements for appropriate support are then made through the schools' SEN support provision.

5.1 SEN support at The West London Free School and Wixams Academy

Where a pupil is identified as having SEN, the schools take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles to match interventions to the SEN of children and young people.

5.1.1 Assess

In identifying a child as needing SEN support the subject teacher, working with the SENDCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour.

It also draws on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The schools take seriously any concerns raised by a parent. These are recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment is reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the pupil. These professionals liaise with the schools to help inform the assessments. Where professionals are not already working with school staff the SENDCO contacts them if the parents agree.

5.1.2 Plan

Where it is decided to provide a pupil with SEN support, the parents are formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the schools' information system.

The support and intervention provided are selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and are provided by staff with sufficient skills and knowledge.

Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

5.1.3 Action ('Do')

The subject teacher remains responsible for working with the pupil daily. Where the interventions involve group or one-to-one teaching away from the subject teacher, they still retain responsibility for the pupil. They therefore 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 subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

5.1.4 Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The subject teacher, working with the SENDCO, will revise the support considering the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents are given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC Plan, the local authority must review that plan as a minimum every twelve months. The schools co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf and wherever possible a member of the local authority will be invited to attend these reviews. The SENDCO will also invite any other professionals who work with the child to attend reviews so that a full picture of progress can be established, and a comprehensive plan can be put in place to help support the pupil.

Online/digital platforms may be used to streamline data collection where appropriate.

6 Transition

SEN support will include planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the schools will share information with the school, college or other setting the child or young person is moving to. The school will agree with parents and pupils the information to be shared as part of this planning process. Where a pupil is remaining at the school for post-16 provision, this planning and preparation will include consideration of how to provide a high-quality study programme.

7 Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the schools will consider involving specialists, including those secured by the schools themselves or from outside agencies.

The schools may involve specialists, at any point, to advise on early identification of SEN and effective support and interventions. The schools will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the pupil in the same way as other SEN support.

7.1 Requesting an Education, Health and Care needs assessment

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the schools having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the schools or parents will consider requesting an Education, Health and Care needs assessment.

7.2 Involving parents and pupils in planning and reviewing progress

Where a pupil is receiving SEN support, school will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. The SENDCO will meet families throughout the year. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The schools' management information systems will be updated as appropriate.

8 Use of Data and Record Keeping

9 The schools' record keeping is in line with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. The provision made for pupils with SEN is recorded accurately and kept up to date.

The schools' records details of additional or different provision made under SEN support in a Pupil Profile. This Pupil Profile forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

The schools' use information systems to monitor the progress and development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach.

The schools' readily shares this information with parents. It is provided in a format that is accessible (for example, a letter setting out the areas of discussion following a regular SEN support meeting or tracking data showing the pupil's progress together with highlighted sections of a costed provision map that enables parents to see the support that has been provided and how the funding from the EHCP has been used).

Provision management is used strategically to develop special educational provision to match the assessed needs of pupils across the schools, and to evaluate the impact of that provision on pupil progress. Used in this way provision management contributes to school improvement by identifying patterns of need and potential areas of development for teaching staff. This helps the schools to develop the use of interventions that are effective

and to remove those that are less so.

9.1 Publishing information: SEN Policy/Information Report

The governing bodies of schools publish information on the schools' websites about the implementation of the governing body's policy for pupils with SEN. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible. In accordance with Special Educational Needs and Disability Regulations 2014 this information includes information about:

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This includes the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the schools who do not have SEN
- support for improving emotional and social development. This includes extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to

prevent bullying. For more on how we define and handle concerns about bullying, please see here: Knowledge Schools Trust - School Policies

- how the schools involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the schools. For more information about complaints and how to raise concerns, please see here: Knowledge Schools Trust - General Policies

The above also includes arrangements for supporting children and young people who are looked after by the local authority and have SEN.

The schools ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It includes information on the schools' SEN policy and named contacts within the schools for situations where young people or parents have concerns. It also gives details of the schools' contributions to the Local Offer and information on where the local authority's Local Offer is published.

For Hammersmith and Fulham, please see here: Local Offer for SEND | London Borough of Hammersmith & Fulham

For Bedford, please see here: Bedford Local Offer

For Central Bedfordshire please see here: Central Bedfordshire SEND Local Offer

The schools also make data on the levels and types of need within the schools available to the local authority. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.

The SEND policy/information report is reviewed annually and published on each school's website.

10 The SENDCO

The key responsibilities of the SENDCO may include:

- overseeing the day-to-day operation of the schools' SEN policy

- coordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the schools' delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteachers and school governors to ensure that the schools' meets their responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- The SENDCO will hold, or be working towards within the statutory timeframe, the mandatory National Award for SEN Coordination

11 Monitoring and Review

This policy will be reviewed annually by the governing body and updated in line with changes to legislation, statutory guidance and school practice. The effectiveness of the policy will be evaluated through:

- pupil outcomes and progress
- monitoring of SEND provision
- feedback from pupils, staff, and parents
- governor scrutiny
- compliance with statutory duties

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