

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

The Palmer Catholic Academy

MISSION STATEMENT

Ad Gloriam Dei et Servitium Omnium

The Academy's Mission promotes the academic and personal development of each member of its community, both students and staff alike.

We serve Christ in each other to the Glory of God and Service of all.



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Adoption by Governing Body of The Palmer Catholic Academy:

Date of Implementation: November 2026

Signature of Chair of Governors: *M Leslie-Povoas*

Signature of Headteacher: *P Downey*

Review Date: November 2027

The Palmer Catholic Academy

Special Educational Needs and Disabilities Policy 2026-2027

Guiding Principle: Inclusion
Our guiding principle is one of inclusion. We are committed to identifying and dismantling any barriers to learning that may exist, ensuring that every student can participate fully in academy life. The educational aims for students with learning difficulties and disabilities are aligned with those set for all students, reflecting our dedication to equality and high expectations for every individual.

Whole Academy Responsibility and Continuous Review
This policy will contribute to achieving these objectives by ensuring that provision for students with special educational needs (SEN) is recognised as a responsibility shared by the entire academy. It is not limited to a single department or individual, but involves all staff members, departments, and aspects of academy life. The approach adopted is one of ongoing evaluation, whereby the provision for students with SEN forms an integral part of the academy's continual process of assessment and review. This ensures that support remains effective, relevant, and responsive to the changing needs of students with SEN.

1. Aims

Our Special Educational Needs and Disabilities (SEND) policy aims to ensure our academy fully implements national legislation and guidance regarding students with SEND.

The Palmer Catholic Academy will:

- Support and make provision for students with SEND.
- Provide students with SEND access to all aspects of school life, so they can engage in the activities of the academy alongside students who do not have SEND.
- Help students with SEND fulfil their aspirations and achieve their best.
- Help students with SEND become confident individuals living fulfilling lives.
- Help students with SEND make a successful transition into adulthood.
- Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the students.
- Ensure that all staff understand their responsibility when supporting students with SEND.
- Ensure the SEND policy is understood and implemented consistently by all staff.

2. Objectives for Supporting Students with Special Educational Needs

We are committed to valuing every student equally, recognising the unique contributions that everyone brings to our community. Our approach ensures that all students, regardless of their needs or abilities, are respected and included in every aspect of academy life.

- We strive to guarantee that every student has equal access to a broad and balanced curriculum. This curriculum is carefully adapted to accommodate individual needs and abilities, promoting full engagement and meaningful learning for all.

- The identification and support of students with SEN is recognised as the shared responsibility of all teachers. Staff are encouraged to draw upon the collective resources, expertise, and support available across the academy to ensure the best possible provision for each student.

- We believe that every child is entitled to have their needs recognised and appropriately addressed. Through high quality support, we are dedicated to meeting these needs, enabling each student to thrive both academically and personally.

- Maximising opportunities for students with SEN to participate in every activity offered by the academy is central to our ethos. We are committed to ensuring that all students can join in and benefit from the full life of the academy.

- We are dedicated to creating an environment where all students are entitled to experience success, whatever their starting point. This commitment underpins all our efforts to promote achievement and well-being across the academy.

- Consideration of SEN is embedded within all curriculum areas and aspects of teaching and learning. This holistic approach ensures that support for students with SEN is not isolated but rather integrated into the fabric of academy life.

- We actively seek the views of the child and ensure that their perspectives are considered when making decisions about their education and support. This helps to foster ownership, engagement, and a sense of belonging.

- Finally, we value and acknowledge the knowledge and expertise that parents/carers bring regarding their child. We work in partnership with families, drawing on their insights and input to inform our provision and ensure the best outcomes for every student.

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 students 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 Coordinators (SENCOs) and the SEN information report.
- The Equality Act 2010 (section 20), which sets out a school's duties to make reasonable adjustments for students with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out a 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 School Admissions Code, which sets out a school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with SEN.

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

4. Definitions

4.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have learning difficulties **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 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 for other children or young people of the same age by mainstream schools.

4.2 Disability

Students 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 academy will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students 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 student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Students 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. Students who are on the autism spectrum often have needs that fall into this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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

5. Roles and Responsibilities

5.1 The SENCO

The Special Educational Needs Coordinator (SENCO) at our academy is Mrs Pascoe-Matthews. She leads the strategic and operational responsibilities for supporting students with SEN. Mrs Pascoe-Matthews is supported in her role by the Deputy SENCO, Mrs Baiden, who assists in coordinating provision and ensuring that students receive the support and resources they need to access educational opportunities alongside their peers.

The SENCO and Deputy SENCO will:

- Inform any parents/carers that their child may have SEN and then liaise with them about the student's needs and any provision made.
- Work with the Headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the academy.
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provisions made to support individual students 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 students with SEN receive appropriate support and high-quality teaching.
- Advice on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students.
- Advice on the deployment of the academy's delegated budget and other resources to meet students' needs effectively.
- Be a point of contact for external agencies, especially the local authority 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 student and their parents/ carers are informed about options and that a smooth transition is planned.
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Headteacher and governing body to make sure the academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Make sure the academy keeps its records of all students with SEND up to date and accurate.
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's plan for continuous professional development.
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and co-operate with the Local Authority in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the academy's SEN information report and any updates to this policy.
- With the Headteacher and teaching staff, identify any patterns in the academy's identification of SEN, both within the academy and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

5.2 The Governing Body/Board of Trustees

The governing body 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 Local Authority in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every student with SEND gets the support they need.
- Make sure that students with SEND engage in the activities of the academy alongside students who don't have SEND.
- Make sure that the academy has arrangements in place to support any students 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 students with SEND.
- Publish information on the academy website about how the academy is implementing its SEND policy, in a SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favorably than others, the facilities provided to assist access of disabled children, and the academy's accessibility plans.
- Make sure that there is a qualified teacher designated as SENCO for the academy 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 students with SEND.

5.3 The SEND Link Governor

The SEND link governor is Mrs Leslie-Povoas. The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND provision within the academy and update the governing body on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the academy.

5.4 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the academy.
- Work with the SENCO and governing body to make sure the academy meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress.
- Have responsibility for monitoring the academy's notional SEND budget and any additional funding allocated by the Local Authority to support individual students.
- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of students on the SEND register.
- Advise the Local Authority when a student 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 academy's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and co-operate with the Local Authority 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 academy's identification of SEN, both within the academy and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

5.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated/adapted to meet student needs through a graduated approach.
- The progress and development of every student 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 student'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 parents/carers, the student and the academy.
  - ✓ Listen to the parents'/carers' concerns and agree with their aspirations for the student.

5.6 Parents/carers

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

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

- Given the opportunity to share their concerns and, with academy staff, agree with their aspirations for the student.
- Meet with the SENCO or Deputy SENCO at parents' evening to discuss concerns or progress.
- Given reports on the students' progress.
- The academy will consider the views of the parents/carers in any decisions made about the student.

5.7 The Student

Students 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 student:

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

The students' views will be considered in making decisions that affect them, whenever possible.

6. SEN Information Report

The academy publishes a SEN information report on its website, which sets out how this policy is implemented in the academy.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. Our approach to SEND support

7.1 Identifying students with SEND and assessing their needs.

All students are entitled to a balanced and broadly-based curriculum. This policy aims to ensure that teaching arrangements and strategies are fully inclusive. Most students will have their needs met through

normal classroom arrangements and appropriate differentiation, which may include some short-term support. The Governing Body will ensure that it makes appropriate provision for all students identified as having need of special educational provision. The Governing Body reviews the policy and reports annually on the allocation of available resources of the policy in meeting SEN.

All students receive help through adaptive teaching but if the students do not make adequate progress, the SEN Department will be informed and make further assessments. All staff are responsible for identifying students with SEN. The SENCO will work with staff to ensure that those students who may need additional or different support are identified at an early stage. The progress made by all students is regularly monitored and reviewed. Students are identified as having SEN if additional or different action is being taken. Assessment of a student's difficulties is carried out, initially, by a member of the Learning Support Team.

7.2 Consulting and involving students and parents/carers.

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

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We consider any concerns the parents/carers have.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents/carers.

We will inform parents/carers if it is decided that a student will receive special educational provision.

National College platform, SENCO presentations, Specialist teachers (outreach staff, speech therapist and other internal staff supporting consistent and informed practice across the academy.

The class teacher holds ultimate responsibility for the progress and development of every student in their class, including those who receive additional support from teaching assistants or specialist staff. Teachers understand that while supplementary support may be provided, they remain accountable for the educational outcomes of all students. High-quality teaching, adapted to meet individual needs, is recognised as the foundation for supporting every student, including those with SEN.

7.3 The graduated approach to SEN support

Once a student has been identified as having SEN, we will act 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 student's class teacher and the SENCO will carry out a clear analysis of the student's needs. The views of the student and their parents/carers will be considered. The academy 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 student's need. For many students, 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 student, 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.

Staff Awareness and Information Sharing

All staff members who work with students will be informed of each students' specific needs, the intended outcomes, the support provided, and any required teaching strategies or approaches. This ensures a consistent and informed approach across the academy.

Details regarding the students' needs, support measures, and recommended teaching strategies will be documented in a central file located in the Staff Shared Area. This document will be accessible to all relevant staff, promoting transparency and ease of access to important information.

For students with Education, Health and Care Plans (EHCPs), as well as those supported by external agencies, one-page profiles will be maintained. These profiles will outline any specialist provisions required, ensuring that all staff and external professionals have a clear understanding of the specific support and strategies in place.

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 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 student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the student'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 students' 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 students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the students

The teacher and the SENCO will revise the outcomes and support the student's progress and development, and in consultation with the student and their parents/carers.

7.4 Levels of support

School-Based SEN Provision
Students receiving SEN provision are formally placed on the academy's SEND register. These students may present with needs that the academy can address through inclusive teaching strategies, as recommended by the SEND outreach team. Additionally, reasonable adjustments are made to support these students and ensure their access to learning opportunities.

If a student's needs cannot be adequately met using in-house expertise, academy staff will promptly consider the involvement of an external specialist to provide the necessary support.

The provision for these students is funded through the academy's notional SEND budget. For administrative purposes, these students are identified with the code K on the school census.

Education, Health, and Care (EHC) Plans
Some students require support that goes beyond the resources available through the academy-based SEN provision. These students may be eligible for an Education, Health, and Care (EHC) Plan. The EHC Plan is a statutory document that outlines the student's specific needs, details the provision to be implemented, and sets out the intended outcomes for the student.

Provision for students with an EHC Plan is funded from the academy's notional SEND budget, and additional funding are providing through the high-level needs funding block provided by the Local Authority. For administrative purposes, these students are identified with the code E on the school census.

Following a statutory assessment, students may be issued with an EHC Plan. Each plan is reviewed annually, with a report shared with the Local Authority. When a student is due to transition to a new educational phase, planning begins during the year prior to the move to ensure continuity and appropriate support.

The academy works closely with the Connexions Service and other relevant agencies to develop Transition Plans for students with EHC Plans, as well as for other students with SEN who may benefit from transition planning. This process typically begins in Year 9, and Transition Plans are reviewed every year as part of the Annual Review process.

In Year 11, the Connexions Service is invited to participate in the review meetings of students with SEN to support their ongoing transition. Additionally, the academy liaises with SENCOs from primary schools to facilitate a smooth transition for students moving from Year 6 to Year 7.

If, over time, a student with an EHC Plan makes sufficient progress, the Local Authority may decide to discontinue the EHC Plan.

7.5 Support available to students through SEN may include:

- Tutorial support at KS4/5
- Additional support in class
- Small group teaching for specific literacy and/or numeracy difficulties, study skills, language and communication skills
- 1:1 short session on a regular basis using an established reading programme
- Homework Club
- Short interventions during Form time.

- Speech and language programme
- Outreach sessions provided by SENDATS
- Mentoring
- Pastoral Support
- Lunch Club in Learning Support
- Educational Psychologist assessments
- Referrals to CAMHS, Speech and Language team, OT and trained counsellors
- Planning for adulthood / career advice
- Visits to colleges and support with post-16 applications and transition
- 1:1 or Group Tuition

7.6 Evaluating the effectiveness of SEN provision.

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

- Tracking students' progress, including meetings with outside agencies.
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans
- Getting feedback from the student and their parents/carers

8. Attendance

Some students with SEND encounter complex barriers that can impact their attendance at school. Despite these challenges, it is important to emphasize that their right to an education is equal to that of any other student. As such, the academy maintains the same attendance ambitions for students with SEND as it does for all students.

Recognising that students with SEND may require additional support to achieve regular attendance, the academy offers a range of tailored approaches. For example, some students receive home tuition provided by SENDATS, ensuring that they continue to access education even when they cannot attend school in person. Other students may have alternative arrangements that are agreed upon with their parents/carers; in these cases, students are present at the academy but are absent from their main lessons, allowing for a more flexible approach that meets their individual needs.

The academy's approach to supporting students who are absent from school due to their SEND is detailed in the Attendance Policy. This policy outlines the strategies and measures put in place to ensure that all students, regardless of their circumstances, are supported in accessing their right to education.

9. Safeguarding

Students with SEND can encounter unique safeguarding challenges. Research indicates that children with disabilities are at a higher risk of abuse compared to their non-disabled peers. There may also be additional barriers that make it more difficult to identify instances of abuse, exploitation, or neglect among this group.

In recognition of these challenges, the academy is committed to providing comprehensive pastoral support for students with SEND. We strive to address and help overcome any communication barriers that may prevent students from disclosing concerns or seeking help. Details about the specific support available for students with SEND, as well as the strategies employed to facilitate effective communication and protection, can be found in our Safeguarding and Child Protection Policy.

10. Expertise and training of staff

To ensure that all students, including those with SEND, receive appropriate and effective support, the academy is dedicated to the regular training of both teaching and support staff. This ongoing professional development is essential for equipping staff with the knowledge and skills needed to meet the diverse needs of the student body.

The Headteacher and the SENCO work collaboratively to continuously monitor the training needs of all staff members. Through regular assessment and observation, they identify individuals or teams who may benefit from additional training in specific areas. These identified needs are then incorporated into the academy's comprehensive plan for continuous professional development, ensuring that training remains targeted, relevant, and responsive to evolving requirements.

11. Links with external professional agencies

The academy recognises that it won't be able to meet all the needs of every student. Whenever necessary, the academy 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

12. Admission and accessibility arrangements

12.1 Admission arrangements

Students with SEND may be admitted to the academy on one of two pathways:

1) If a student has an EHC Plan then admission will be coordinated through the Local Authority and the academy. The academy will be consulted to see if we can provide the appropriate provision to be able to meet their educational need or disability.

2) Those students without an EHC Plan are admitted to the academy through Redbridge admissions process.

The Governing Body uses the Local Authority admissions criteria.

12.2 Accessibility arrangements

The academy is required, under the Equality Act 2010, to have an accessibility plan. The purpose of this plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Please see a copy of our Accessibility Plan: https://www.tpc.academy/assets/Documents/Key-Information/Policies/Accessibility-Plan-October-2025.pdf

13. Complaints about SEND provision

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

Formal complaints about SEND provision in our academy should be made to Headteacher in the first instance. They will be handled in line with the academy's Complaints Policy.

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

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice. The academy will make further information about this process available on request.

14. Monitoring and evaluation arrangements

14.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether 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 students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the academy community
- Comments and feedback from students and their parents/carers

14.2 Monitoring the policy

This policy will be reviewed by the governing body each **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 Chair of Governors.

15. Links with other policies and documents

This policy links to the following documents:

- SEN Information Report
- The local offer
- Accessibility Plan
- Behaviour and Discipline Policy
- Equalities Policy
- First Aid and Medications Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

APPENDIX 1

The following legislation and guidance are also relevant to this policy: -

The Children's Act	*1989*
Education Act 1996	*This legislation is amended by the SEN and Disability Act 2001. The SEN Code incorporates references to relevant sections of the Act*
School Standards and Framework Act 1998	*Section 42 requires that governing body's annual report includes information on the implantation of the SEN policy*
SEN and Disability Act 2001	*Amends both the Education Act 1996 and the Disability Discrimination Act 1995*
Revised Code of Practice on the identification and assessment of special educational needs	*November 2001*
SEN Toolkit	*2001*
Inclusive schooling – students with special educational needs	*2001*
The Education (SEN) (England) Regulations 2001	*Annex A of SEN Code sets out what must be included in the SEN policy*
The Education (SEN) (Information) (England) Regulations 1999	*1999*
The Special Educational Needs (Provision of information by Local Education Authorities) (England) Regulations 2001	*2001 – Sets out LEAs' duties to publish information on funding, SEN policy and specific action being taken on SEN issues*
Disability Discrimination Act 1995	*As amended by the SEN and Disability Act 2001*
Draft Disability Rights Code of Practice	*Draft for consultation available on the DRC website at www.drc-gb.org Code expected to come into force from September 2002*
The Mental Capacity Act: Protecting the Vulnerable	*2005*
Working Together to Safeguard Children	*2023*
Supporting Students at School with Medical Conditions	*2017*
Equality Act: Advice for Schools	*2014*
The Special Educational Needs and Disability Regulations	*2014*
Children's and Families Act	*2015*
Special Education Needs (SEN) and disabilities: guidance for school governing boards	*2025 - https://www.gov.uk/government/publications/sen-and-disability-duties-guidance-for-school-governing-boards/special-educational-needs-sen-and-disabilities-guidance-for-school-governing-boards#sen-and-disability-checklist*

APPENDIX 2

Code of Practice Definition of Special Educational Needs

For the purposes of this policy, we have used the term Special Educational Needs as defined by the Code of Practice.

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. *(Code of Practice D.F.E. 2015).*

Students have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of students of the same age; or

b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for students of the same age in mainstream schools or mainstream post 16 institutions

c) A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above, or would do so if special educational provision was not made for them. See Clause 20, Children and Families Bill.

Students must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Disability

A child is disabled if he or she is blind/deaf or dumb, or suffers from a mental disorder of any kind, or is substantially and permanently handicapped by illness, injury or congenital deformity, or such other disability as may be prescribed. See Section 17 (11) Children's Act 1989.

A person has a disability for the purpose of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. See Section 6 Equality Act 2010

Special educational provision means:

a) for students of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in schools maintained by the LEA, other than special schools, in the area

b) for students under two, educational provision of any kind

See Section 312, Education Act 1996