



Pride

Respect

Success

Penrice Academy Special Educational Needs and Disability Policy 2024 – 2025

Policy to be reviewed: July 2025

**Designated person responsible for managing the provision for students
with SEND: Mr Mike Merelie SENDCo**

Contact details: mmerelie@penrice.org.uk

SECTION 1: COMPLIANCE AND GENERAL STATEMENT

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25 Years (April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting students at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Student (1991)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Students and Families Act 2014. The Act includes changes to the support and services students and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by Deputy Headteacher (Mrs Claire Gurd) in liaison with the SEN Governor (Mrs Jacky Sage), the senior leadership team and staff, with due regard to the input of parents and students with SEND. It was reviewed and updated in September 2023 and again in August 2024 by Mr Mike Merelie, SENDCo.

Everyone included, everyone achieving

At Penrice Academy we welcome everyone into our school community. Our universal offer of high quality, adaptive teaching aims to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so they may achieve their full potential.

Students with SEND also benefit from provision that is additional to and different from that that is universally available. This is to support their progress, social needs and wider development. This additional and different provision can include additional targeted teaching and learning strategies, technology, seating plans, access to trusted adults and safe spaces and access to support from external agencies.

In compliance with the SEN Code of Practice, 2015 and SEN Reforms, there is a Graduated Approach to the identification of special educational needs. In line with the Quality of Education elements of the Ofsted inspection framework, the intent, implementation and impact of additional and different provision is assessed. A termly cycle of assess, plan, do review is applied to make sure that students receive effective support.

Staff can raise emerging concerns about a student if they are concerned that they are making less than expected progress, or if previous rates of progress are no longer being made. The school's system of needs assessment and identification includes a period of close monitoring and targeted provision prior to the consideration being given to place a student onto the school Record of Need (RoN). Should a student require provision that is additional and different they are placed on the RoN at SEN

Support K. Their provision will be identified and progress monitored via Individual Provision Mapping and monitoring.

This policy sets out our commitment to raising the aspirations and expectations for all students with SEND, including those identified as more able.

SECTION 2: AIM

The overarching aim of this policy is to ensure that the needs of students with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23)

To this end, we aim to:

- Assess students accurately, track their progress regularly through the careful analysis of attainment and progress data and adjust provision in the light of on-going monitoring
- Ensure that lessons are stimulating, enjoyable and that teaching is adapted to meet the needs of all students, including those with SEND
- Use adaptive teaching to make sure needs are met in every lesson
- Make sure that additional support is well intended, well implemented and that the impact is clearly evidenced
- Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of students' literacy skills has the highest priority
- Continuously monitor and evaluate the effectiveness of our provision for all students, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money
- Prepare the young person for post-16 transition and towards a happy, successful adult life.

Objectives:

Through the application of this policy we wish to:

- Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Students and Families Act 2014 and the SEND Code of Practice 2015.
- Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- To operate a 'whole student, whole school' approach to the management and provision of support for SEND.
- Ensure all staff implements the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every student including those with SEND.
- Ensure that there is no discrimination or prejudice.

- Ensure all students have access to an ambitious curriculum.
- Recognise, value and celebrate students' achievements at all levels.
- Work in partnership with parents/carers in supporting their student's education.
- Guide and support all school staff, governors and parents on SEND issues.
- Meet the individual needs of all students irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- Provide appropriate resources and ensure their maximum and proper use.
- Involve the student in the process of identification, assessment and provision and to ensure that the student is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
- To provide an appropriately qualified Special Educational Needs Co-ordinator (SENDCO) who will oversee and work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with students who have SEND.
- Support students with SEND to develop their personality, talents and abilities to the full. (UNCRC Article 23)
- Encourage all students with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)

SECTION THREE: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A student has a learning difficulty or disability if he/she:

- greater difficulty in learning than the majority of students of his/her age and/or
- a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

Students are identified as having SEND if they are not making progress within a curriculum that:

- sets suitable learning challenges
- responds to students' diverse learning needs
- aims to help students overcome potential barriers to learning

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs
- Social, Mental and Emotional Health.

Whilst it is clear that the purpose of identification is to work out what action the school needs to take, it is not our purpose to fit a student into a category and serves solely to identify the needs of each individual student by considering the whole student, not just his/her special educational needs.

The school will always take needs that are NOT SEND but that may impact on progress and attainment into account for example:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Pupil Premium (PP)
- Being a Looked After Student/Child in Care (LAC/CIC)
- Being the child of a Serviceman/woman

The identification of behaviour as a need is not an acceptable way of describing SEND and any concerns relating to a student's behaviour will be described as an underlying response to a need which the school has recognised and identified clearly.

SECTION 4: A GRADUATED APPROACH TO SUPPORT SEND AT PENRICE ACADEMY

At Penrice Academy all teachers are responsible and accountable for the progress and development of all students in their class including where students access support from specialist staff and teaching assistants. High quality, adaptive teaching is the core of our universal provision for all students, and it is the first step in responding to students who have SEND. Adaptive teaching is a priority for the school.

It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all students, including those at risk of making less than expected progress. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. Close liaison is maintained with all members of staff by the SENDCo to ensure that students are only identified as having SEND if they do not make expected progress despite receiving high quality, adaptive teaching.

Details of the provision on offer at Penrice Academy can be found in the School Offer in the SEND section of the School's Website and on the Local Authority website using the link below:

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

Penrice Academy adhere to the CELT Graduated Response as follows:

This policy outlines the process in which all students attending a school within CELT are identified as having SEND and how, through a Graduated Approach a student receives the support they need. This approach involves formal review processes, agreed methods of assessing and identifying students and the use of data where it exists.

What is a Special Educational Need?

SEND Code of Practice 0-25 definition of SEN:

“A child or young person has SEN if they have a learning difficulty or disability which 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 the majority of 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”*

“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.”

“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’.”

Emerging concerns, needs-assessment and identification



Concerns may emerge about a student's progress throughout their time at Penrice Academy. Initial concerns are considered by the class teacher who will seek to adapt their teaching in order to support that student. If, after a period of 6 weeks there are still concerns about the student's progress then a concern is raised which is considered by the SENDCo and SEND team to assess and identify potential special educational needs. The CELT graduated response and identification toolkits support

this process. If need is identified then the student is added to the Record of Need and a SEND Student Support Plan is written with input from the student, parents and teaching staff. This is then shared with teaching staff, and is subject to the cyclical process of Assess, Plan, Do, Review.

“Where a student is making less progress than expected, the first response to such progress should be high quality teaching targeted at their areas of weakness.” SEND Code of Practice 0-25.

CELT Identification Toolkit

Sometimes further exploration may be necessary in order to assess and identify needs. All schools within CELT use the following screening tools to aid in identifying the barrier to learning across the four broad areas of need which are - **Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Sensory and/or Physical.**

CELT use the following diagnostic tools:

Cognition and Learning:

- York Assessment for Reading and Comprehension, Phonological Assessment Battery, British Picture Vocabulary Scale
- Lucid Rapid, CoPS and LASS Dyslexia screener
- GL Assessment Dyscalculia screener

Communication and Interaction:

- ICAN Progression Tools
- Autism Education Trust Framework

Social, Emotional and Mental Health:

- Boxall Profile

Sensory and/or Physical:

- Sensory Toolkit
- Pre-Occupational Therapy Referral Framework

“All schools should have a clear approach to identifying and responding to SEN”
SEND Code of Practice 0-25.

CELT SEND Support Plans

As above, the needs-assessment and identification process, including the use of screening tools, may mean that the SENDCo will produce and implement a CELT SEND Support Plan. **This plan will outline specifically what additional or different support is needed to address a barrier to learning.** It is at this stage a student is added to the school's Record of Need at SEN Support and parents will be informed of this. The student's CELT SEND Support Plan will follow a four-part cycle of Assess,

Plan, Do and Review where earlier actions are revisited, refined and revised. Parents and students will be invited to contribute during the formation of the CELT SEND Support Plan and at each of the review processes. CELT SEND Support Plans will be reviewed at least on a termly basis by the student's Key Worker and SENDCo.

CELT Student Panel

Where a student has been through a cycle of Assess, Plan, Do and Review using the CELT SEND Support Plan but the student is still experiencing barriers to learning the SENDCo, with consent from parents, can make a referral to a monthly CELT Student Panel. The panel is made up of SENDCos from within CELT as well as external professionals from the Educational Psychology Service, Autism Team, Cognition and Learning, Speech and Language and Occupational Therapy professionals. The purpose of the CELT Student Panel meeting is to seek external advice with the intention of forming a new CELT SEND Support plan. CELT Student Panel meetings will be held on a monthly basis and referrals going through to the panel meeting will be prioritised in order of need. There is limited capacity on how many students can be raised at each panel meeting. SENDCos may also use external agencies such as the ASD team or an Educational Psychologist through their school's allowance or service level agreement.

"Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies." SEND Code of Practice 0-25

Applying for an Education Health and Care Plan

For some students the SENDCo and parents may decide it is necessary to apply for an Education, Health and Care Plan as the student's need cannot be met at SEN Support level. Having followed a Graduated Approach with increasing levels of support the SENDCo, in collaboration with parents and the student, an EHCP Needs Assessment request will be submitted. The SENDCo will use a range of evidence gathered over a period of time to demonstrate that a student is in need of an Education, Health and Care Plan. Once a needs assessment is submitted, the Local Authority will decide whether or not to assess for an Education, Health and Care Plan.

"Where, despite the school 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 school or parents should consider requesting an Education, Health and Care needs assessment" SEND Code of Practice 0-25.

SECTION 5: CRITERIA FOR EXITING/AUDITING THE SEND RECORD OF NEED

The SENDCo has responsibility for the removal of a student from support on the Record of Need at Penrice Academy. The decision will be dependent upon

appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents.

SECTION 6: SUPPORTING STUDENTS AND FAMILIES

- Families of students with SEN are guided towards the Cornwall Family Information Service (FIS)
<https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0>
- Penrice Academy has provided a link on the Cornwall FIS's website to the school's website on which there is information on our provision for families who have a student with a SEN and/or Disability in line with current requirements (The School Offer). The website includes the SEN Policy and Annual SEN Information Report in accordance with Regulation 51, Part 3 section 69(3)(a) of the Act.
- Admission arrangements can be found on the school website.
- The school's policy on managing the medical conditions of students can be found on the school website.
- Transition meetings between feeder schools/colleges, and key internal staff to discuss the needs of individual students with SEND take place in July and will include the passing on of all records.

SECTION 7: SUPPORTING STUDENTS AT PENRICE ACADEMY WITH MEDICAL CONDITIONS

- The school recognises that students at school with medical conditions should be properly supported so that they can have full access to education, including educational visits and physical education. Some students with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.
- **Some** students may also have SEND and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.
- The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of students with medical conditions. See the school policy for supporting Students with Medical Conditions for more detailed information including the name of the member of staff who leads on this aspect of care.

SECTION 8: MONITORING AND EVALUATION OF SEND

Please refer to information given in Section 4 of this policy. The quality of provision offered to all students with SEND is continuously monitored through on-going daily, weekly, termly and annual review, on an individual and cumulative basis in conjunction with the Governors, Headteacher, SLT, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

SECTION 9: REVIEWING THE SEND POLICY

The Policy will be reviewed annually to comply with statutory, and best practice requirements for SEND

SECTION 10: ACCESSIBILITY: Please refer to the Accessibility Plan. This can be viewed on the school website.

SECTION 11: DEALING WITH COMPLAINTS: The school's standard complaints system applies. More information can be found on the SEND Information Report (see school website)

SECTION 12: BULLYING: Please refer to the school's Anti-Bullying Policy.

SECTION 13: SAFEGUARDING

Students with Special Educational Needs and disabilities can face additional safeguarding challenges. All staff at Penrice Academy are aware of these challenges. Further details can be found in the school's Safeguarding Policy.

Designated Safeguarding Lead

Mrs Abby Macdonald

Deputy Designated Safeguarding Leads

Ms R Kevill and Mrs R Sobye

Designated Teacher for Looked After Students (Children in Care)

Mrs Claire Gurd

Designated Member of Staff responsible for PP/LAC Funding

Mr Ben Wright

Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of students

Mrs Donna McGrath

Designated SEND and Safeguarding Governor

Mrs Jacky Sage

GUIDING PRINCIPLES FOR SPECIAL EDUCATIONAL NEEDS

Policy Review Date: August 2025

Penrice Academy strives to be an inclusive school and to provide an outstanding learning environment where the achievements, views and attitudes of all members of the school community are valued. All students have the same entitlement to a broad and balanced curriculum and the school seeks to include all students in every aspect of school life. The underlying principle of inclusion is central to the Special Educational Needs and Disability (SEND) policy.

All staff commit themselves to uphold the principles embedded in the 1996 Education Act and in the SEND Code of Practice: 0 to 25 years (2014), to identify

needs promptly, and put in place appropriate provision for all students who have SEND, in order to minimise potential barriers to achievement.

The school recognises the importance of effective partnership with parents and of taking into account the 'ascertainable views of the child' in determining how individual educational needs can be met.

The SEND Policy is reflected in all other policies and practices within Penrice Academy, and directly impacts on raising the achievement of all students, including those with SEND.

The Local Authority's 'Local Offer' can be found by using the following link:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/home.page>

Policy Objectives

To ensure that:

- A whole school approach to meeting special educational needs is promoted in which all members of their school community have an understanding of their role. On-going training and professional development is in place to ensure that staff can identify and meet the needs of Special Educational Needs and Disabilities (SEND).
- All students with SEND needs, including students with Specific Learning Disabilities (SpLD), Autistic Spectrum Disorder (ASD), Hearing Impairment (HI), Visual Impairment (VI) Speech, Language and Communication Needs (SLCN), Social, Emotional and Mental Health (SEMH), Physical Disability (PD) have access to a broad, balanced, flexible curriculum and extra-curricular activities, within the terms of the school's equal opportunities policy. Reasonable adjustments are put in place where appropriate.
- There is a well-planned, high-quality, high ambition curriculum in place with high expectations of all students. All students are expected to make at least good progress from KS2 to KS4 to achieve a positive Progress 8 score. Where students have been dis-applied from SATS we ensure appropriate testing and support to ensure children make the necessary and projected progress. Formal assessments take place each half term and progress is tracked, discussed and the effectiveness of interventions is evaluated. The quality of teaching and learning is key.

- There is early identification and assessment of students with SEND in order to provide a graduated response to provision as outlined in the SEND Code of Practice 0 to 25 years (2014).
- Financial, human and physical resources are deployed effectively to meet the needs of students with SEN. Learning Support staff- both teaching- and non-teaching staff are deployed to ensure that SEND students receive appropriate programmes of support and interventions.
- The school takes into account the wishes of the students and finds ways to involve students in developing their own learning.
- Additional support is provided to those students deemed to have SEND, through the graduated response set out in the Code of Practice (2014).
- An educational environment is fostered in which students with SEND make progress, in line with government targets.
- A framework within which the school can monitor, review and evaluate its provision for students with SEND on an annual basis is provided.
- There is close partnership with parents and carers. Their knowledge of their child, and their views and experiences, are valued.
- Support mechanisms with feeder schools and partnership schools are constantly being developed to ensure the smooth transfer of relevant information and documentation between schools and to provide mutual support.
- Effective partnership and involvement of outside agencies, when appropriate, is promoted.

The Governing Body

The Governing Body will ensure that the school's SEND provision meets the needs of students with SEND. The SEN Governor Mrs Jacky Sage will liaise with the Principal and the SEND Co-ordinator (SENDCo), Mr Mike Merelie, and report back to the governing body and parents and carers on the success of the school's SEN Policy and provision.

Roles and Responsibilities of the Governing Body

The Governing Body will comply with its statutory obligations as outlined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2014). The Governing Body at Penrice Academy will:

- Delegate a named SEN Governor (Mrs Jacky Sage) to be responsible for SEND
- Ensure that teachers in the school are aware of the importance of early identification and provision for students with SEND
- Ensure that, where the SENDCo has been informed by the local authority that a student has SEND, those needs are made known to all who are likely to teach them and that statutory processes are implemented
- Do its best to ensure that inclusion and SEND resources are matched to need, and the necessary provision is made for any student with SEND
- Work in partnership with other professionals in the school and the wider community and to coordinate provision, where necessary

- Ensure that students with SEND are included fully in the life of the school and wider educational community and receive the necessary educational provision and resources
- Arrange regular meetings and termly monitoring visits with the SENDCo and arrange attendance at relevant Governors' sub-committees in order to monitor the implementation and success of the SEND Policy
- Ensure that parents and carers are notified that SEND provision is being made for their child and that progress on the implementation of the school's policy for SEND is reported to parents and carers.

Roles & Responsibilities of the SENDCo

The roles and responsibilities of the SENDCo are to:

- Co-ordinate the development and implementation of policy and provision for students with SEND, and those with disabilities
- Co-ordinate the early identification and assessment of students who may have SEND
- Work in partnership with colleagues, parents and carers, students and outside agencies to set short- term learning objectives for students with SEND
- Co-ordinate the monitoring of students' achievement, and use this information to inform planning
- Provide professional guidance and continuing professional development for all staff to secure high quality teaching and effective use of resources for students with SEND
- In conjunction with other senior and middle managers, monitor the quality of teaching and learning, and work with colleagues and students to set targets for improvement
- Liaise with external agencies in matters relating to students with SEND, including in respect of post-16 transition planning for students who have a n EHCP
- Take responsibility for managing SEND teachers and learning support staff
- Make effective use of ICT and administrative support to ensure that statutory and non-statutory duties are fulfilled
- Liaise regularly with the parents and carers of students with SEND
- Act as an advocate for students with SEND at pastoral, curriculum and inclusion meetings
- Work in partnership with feeder primary schools for prospective students with SEND
- Have gained the PG Cert National Award for SEN Co-ordination (NASENCo) within two years of starting their post. The current SENDCo, Mr Mike Merelie, is due to complete the course at the start of the academic year 2023-2024

Facilities & Procedures to promote Access & Accessibility

The Governing Body has agreed with the LA admissions criteria which do not discriminate against students with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice. Parents or carers seeking the admission of a student with mobility difficulties are advised to approach the school well in advance so that consultations can take place

The school makes every reasonable adjustment, and takes steps to avoid putting disabled students at a substantial disadvantage, compared with non-disabled students in relation to all the school's activities, including after-school clubs and school trips. (See Accessibility Policy and Plan on website)

The school fulfils its statutory obligations with respect to the Disability and Discrimination Act 1995, amended by the Equality Act (2010) and the SEND Code of Practice: 0 -25 years (2014) by ensuring that:

- An ambitious, flexible, broad and balanced curriculum is fully accessible to all students, including those with disabilities
- The physical and sensory environment takes into account, as far as possible, the individual needs of all students including those with disabilities. The new building ensures wheelchair access including ramps, lifts, railings, parking facilities and toilet facilities.
- Written information to disabled students is sympathetic to their individual needs

Complaints Procedure

The school has well-established procedures for dealing with complaints from parents and carers.

- In the event of a complaint relating to the provision for a student with SEND they should be referred, in the first instance, to the SENDCo. If a satisfactory outcome is not reached, the Senior Vice-Principal will address the complaint. In the unlikely event of the need to take the matter further, the Principal will deal with the complaint and refer it to the Governing Body if the issue remains unresolved.

Independent advice for parents is available from the Special Educational Needs Disability Information Advice and Support Service (SENDIASS) and can be accessed online: <http://www.cornwallsendiass.org.uk> or by telephone: 01736 751921

Links with the LA's Support Services

The school has an entitlement to support from the LA's Educational Psychology Team and its Special Educational Needs and Disability Service (SEND) which is outlined in a Service Level Agreement each year. The school may also seek advice from SEND who provides services for Hearing Impairment and the Visual Impairment along with support for students with Physical Disabilities.

The school receives additional support from:

- The Autism Spectrum Team
- Speech and Language Therapy (SALT) Service
- Children in Care Education Support service (CiCESS)
- Children and Adult Mental Health Services (CAMHS)
- Educational Welfare Officer (EWO)
- Physiotherapy and Occupational therapy services.
- Hearing Support Team
- Physical Disabilities Advisory Service
- Vision Support Team
- Early Help Hub
- Dyslexia Service

Other agencies

- Social Care
- The school nurse
- Careers South-West (Initial Advice and Guidance)

Staff Training and CPD

Penrice Academy evaluates its strengths and areas for development in Inclusion and SEND, as part of the self-review cycle. The SENDCo annually reviews the SEND Development Plan/spending plan and areas for development are built into the School Improvement Plan and continuing professional development prioritised.

In addition:

- The SENDCo and other learning support colleagues offer advice and support on SEND issues to all curriculum and pastoral teams
- All Learning Support staff participate in specialist training to prepare them for working with students with SEND students
- There is time allocated to SEN training each year for staff. All newly qualified teachers or new teaching and support colleagues to the school benefit from a well-planned induction programme. There is a SEND module within the induction programme.

Monitoring, Review and Evaluation

The Governing Body, in partnership with the SENDCo and staff, will monitor the success of the education provided for students with SEND in a variety of ways, including:

- Monitor and evaluate the success of short/medium term targets set for students
- Monitor and evaluate the progress made by students with EHCPs/statements of SEND in relation to objectives set within their plans
- Monitor progress made on teacher assessments and exam results and determine 'value added' for each student and cohort
- Seek the degree of satisfaction of parents/carers and students with the quality of education provided, through an annual questionnaire, during parents' meetings and, for students with SEND, at Annual Review meetings
- Analyse attendance and progress data for targeted groups of students, including students with SEND
- Evaluate evidence from monitoring of the quality of teaching and learning for students with SEND, through: classroom observations; learning walks; book scrutiny and the regular cycle of monitoring as part of the performance management structure.
- Evaluate the impact of tailored provision and programmes of study for students with SEND
- Analyse attendance and exclusion data for students with SEND.

