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1 INTRODUCTION

This policy provides a framework to guide school staff and strengthen decision-making as they make provision for pupils with special educational needs and disabilities (SEND)

This policy is based on:

- The statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 0-25 years' graduated approach for pupils not making expected progress
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Great Academies Education Trust (GAET) Vision and Values
- Tameside/Rochdale Local Offer.

2 PURPOSE AND OBJECTIVES

Purpose

This policy aims to ensure that The Trust can be confident that each of its academies are inclusive academies which focus upon the well-being and progress of every child. In line with the SEND Code of Practice and Tameside/Rochdale Local Offer, we value all our children and young people and are committed to tackling issues of disadvantage and underachievement of different groups.

Objectives

Our SEND policy and academy SEND information reports aim to:

- Set out how our schools will
 - Identify, support and make provision for pupils with special educational needs and disabilities (SEND)
 - Provide pupils with SEND access to all aspects of school life so they can engage in activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils transition to their next stage in life
 - Communicate with pupils with SEND and their parents/carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Explain what the schools' what our schools do in practice to achieve the best outcomes for pupils with SEND and disabilities
- Make sure the schools in our Trust fully implement national legislation and guidance regarding pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff.

3 GUIDING PRINCIPLES

This policy is guided by legislative duties, national guidance and the GAET Vision and Values

Key legislative duties and national guidance

- The statutory Special Educational Needs and Disability (SEND) Code of Practice which explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils

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with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report
- The Equality Act 2010 (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimization, and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- The Governance Handbook, which sets out Governors'/Trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out schools' obligation to admit all pupils whose education, health and care plan (EHCP) after consultation names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs
- This policy also complies with our funding agreement and articles of association.

GAET Vision and Values

Vision

Great Academies Education Trust will be a truly outstanding, outward facing multi-academy trust supporting its academies, from their starting points, to become outstanding.

All pupils will make exceptional academic progress in all subjects and regardless of age or stage will be next steps ready.

Our academies will be places where pupils are valued as individuals, where they will have opportunities to achieve highly, lead strongly and develop into confident, responsible and successful young adults.

All pupils with Special Educational Needs and Disabilities are expected to make exceptional progress. Academy staff work with key stakeholders to ensure this, and to support these young people into the next phase.

Values

All individuals will embody our values

Genuine - mutually trusting, open, honest and reflective.

Respect(ful) to all.

Excellent at what they do, striving for excellence and intolerant of mediocrity.

Achievement focussed-understanding that academic excellence is the goal and high aspirations key to each child achieving their academic potential .

Together-believing that we can make the biggest difference when we work as a strong team.

Academy staff are genuine in their discussions with SEND pupils and their families about the provision delivered. Members of our academy communities are respectful in all their dealings with pupils with SEND and all their conversations. The provisions we offer for pupils with SEND are excellent, and school leaders will continuously seek to improve that provision. All planning with and for pupils with SEND focuses upon academic excellence, through a culture of high aspirations. Academy staff work together with pupils, their families and other stakeholders to make the best possible provision for pupils with SEND.

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4 EQUALITY

The Great Academies Education Trust ensures that all pupils with SEND access appropriate provision within a culture of high expectations for them. We recognise the protected characteristics under the Equality Act 2010. We do not discriminate against anyone on the grounds of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. This is line with the Equality Act 2010 and covers both direct and indirect discrimination.

Reasonable adjustments will be made for pupils identified as requiring additional support or adjustments to enable them to thrive within the curriculum, the school community and enrichment opportunities.

5 DEFINITIONS

5.1 Special Educational Needs, SEN

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

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

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

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

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

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

Area of need	More information
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

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Area of need	More information
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as have a physical disability or sensory impairment.
Social, emotional and mental health, SEMH	<p>These pupils may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs may have a disability that may affect their access to the educational facilities generally provided</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6 ROLES AND RESPONSIBILITIES

GAET

- Ensures a written SEND policy is drawn up and implemented
- Requires each academy to produce and publish a SEND Information Report on their website, in line with DfE requirements
- Requires the academies to comply with their legal duties in respect of pupils with Special Educational Needs
- Ensures each school has a qualified teacher designated as SENDCO and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Ensure all students from Year 8 are provided with independent careers advice.

The SENDCO:

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- Informs parents/carers that their child may have SEN and then liaises with them about the pupil's needs and any provision made
- Works with the principal and SEND Link Governor to determine the strategic development of the SEND provision in the school in line with the DfE Code of Practice
- Produces and publishes a SEND Information Report on the school's website in line with DfE requirements
- Has day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Is responsible for the oversight, design, organisation and monitoring of support services for pupils with SEND and school systems, procedures, policies and interventions
- Has responsibility for developing clear procedures for identifying pupils with SEND, and a 'plan, do, review' model for meeting pupils needs
- Has responsibility for putting in place appropriate provision to ensure progress of learners with SEND and/or a disability
- Provides professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advises on the graduated approach to providing SEND support **and adaptive teaching methods appropriate for individual pupils**
- Ensures there is a coherent map of levels of support and interventions for pupils with different needs and degrees of need
- Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Ensures that the school meets the requirements of the Code of Practice in relation to the involvement of pupils and parents/carers in SEND provision
- Is the point of contact for external agencies, especially the local authority (Tameside MBC & Rochdale MBC) and its support services
- Leads regular review meetings with parents/carers of pupils with SEND, especially those with EHCPs;
- Liaises with previous and potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned;
- When a pupil moves to a different school: make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution, in a timely manner.
- Works with the principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensures the school keeps the records of all pupils with SEND accurately and that they are up to date and secure;
- Coordinates appropriate training related to SEND and individual pupils' needs for relevant school staff;
- Evaluates the quality of provisions and interventions based on outcomes and feedback;
- Has direct line management responsibility for support staff specifically employed to support children with additional needs, including performance management.
- With the Principal and teaching staff, identify any patterns in the school's identification of

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SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The SEND Link Governor:

- Helps to raise awareness of SEND issues at governing board meetings
- Monitors the quality and effectiveness of SEND and disability provision within the school and updates the Governing Board on this
- Works with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Principal:

- Works with the SENDCO and SEND Link Governor to determine the strategic development of the SEND provision in the school
- Works with the SENDCO and SEND link governor to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Has overall responsibility for the provision and progress of learners with SEND and/or a disability
- Has overall responsibility for ensuring that the academy workforce complies with its legal duties in respect of pupils with Special Educational Needs
- Has overall responsibility for the deployment of the school's delegated budget, top-up funding and other resources to meet pupils' needs effectively
- Ensures the SENDCO has time to carry out their duties
- Has an overview of the current cohort on the SEND register
- Advise the LA when a pupil needs an EHCP or an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers and can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

Teachers:

Each teacher is responsible for:

- Planning and providing high quality teaching that is adapted to meet the needs of all the pupils they teach through a graduated approach
- The progress and development of every pupil in their classes
- Adapting the curriculum appropriately, using approaches which enable all pupils to be taught effectively
- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Having an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

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- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring that their working practice adheres to the Code of Practice by following the SEN policy and SEN information report.

Teaching assistants and other specialist staff for pupils with SEND:

Each member of SEND support staff is responsible for:

- Supporting identified pupils in full class, small group and individual learning
- Promoting pupils' independence and employing strategies to recognise and reward achievement of self-reliance
- Working closely with teachers, the SENDCO and other specialist staff to provide appropriate support to identified pupils
- Working with the SENDCO and class/subject teacher to review each pupil's progress and development to influence any changes to provision necessary
- Contributing to the development and implementation of learning, behaviour and medical plans for individual pupils
- Being responsible for keeping and updating records as agreed with the SENDCO, contributing to reviews of systems and records as requested
- Liaising sensitively and effectively with parents/carers as agreed with the SENDCO and participate in feedback sessions/meetings with parents/carers with, or as directed by, the SENDCO
- Ensuring that their working practice adheres to Code of Practice by following the SEND policy

Parents/carers

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

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

- Invited to termly meetings to review the provision that is in place for their child, this may be delivered through parents' evenings, progress days or specific SEND meetings.
- Asked to provide information about the impact of SEN support outside school and any changes to the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

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

The Pupil

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

- Invited to termly meetings to review the provision that is in place for their child, if appropriate
- Contributing to setting targets or outcomes

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- Attending review meetings, if appropriate
- Giving feedback on the effectiveness of interventions.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7 SEND INFORMATION REPORT

Each school will annually publish its own SEND information report which will cover:

- The kinds of SEN that are provided for
- Strategies for identifying pupils with SEN and assessing their needs
- The ways in which we consult with and involve pupils and parents/carers
- How we assess and review pupils' progress towards outcomes
- Supporting pupils moving between phases and preparing for adulthood
- The school's approach to teaching pupils with SEND
- Adaptations to the curriculum and learning environment
- Additional support for learning
- Expertise and training of staff
- Securing equipment and facilities
- Evaluating the effectiveness of SEND provision
- Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND
- Support for improving emotional and social development
- Working with other agencies
- Contact details for raising concerns
- Making and dealing with complaints about SEND provision
- Contact details of support services for parents/carers of pupils with SEND
- The local authority local offer

8 OUR APPROACH TO SEND SUPPORT

8.1 Identifying pupils with SEND and assessing their needs

Staff will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and key stages where appropriate. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments they may need to make.

Class teachers will regularly assess the progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated high-quality teaching. If progress does not improve the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress

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may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

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

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

If a pupil is new to the school, and:

- Their previous setting has already identified SEN
- They are known to external agencies
- They have an Education, Health and Care Plan (EHCP)

Then the school will work in a multi-agency way to make sure it gets relevant information before the pupil starts at the school, so support can be in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

Our schools will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/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 pupil's record and given to the parents/carers.

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

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special education provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and parents/carers will be taken into account. The school may also seek advice from external support services.

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

2. Plan

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

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

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves a group or 1-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.

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

4. Review

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

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

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

8.4 Levels of support

8.4.1 School based SEN Support

Pupils receiving SEN support will be placed on the SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

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8.4.2 Education, Health and Care Plan, EHCPs.

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHCP. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHCPs
- Getting feedback from parents/carers and the pupil.

9 EXPERTISE AND TRAINING OF STAFF

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

10 LINKS WITH EXTERNAL PROFESSIONAL AGENCIES

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

- Speech and Language Therapists, SALT
- Specialist teachers or support services
- Educational Psychologists
- Occupational therapists
- Physiotherapists
- General practitioners, GPs, or paediatricians
- School nurses
- Child and Adolescent Mental Health Services, CAMHS
- Education welfare officers, EWO
- Social Services
- Early Help Support

11 ADMISSION AND ACCESSIBILITY ARRANGEMENTS

11.1 Admission arrangements

All children whose education, health and care (EHC) plan names the school will be admitted before any other places are allocated.

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The admissions policy explains the oversubscription criteria for the school, a summary of the criteria is:

1. Looked after Children, LAC, or previously LAC.
2. Children with a social or medical need, professional evidence is required to support this.
3. Children with a sibling attending the school at the time of application and admission, who lives at the same address.
4. Children who attend a feeder primary school (if the child is applying to secondary school)
5. Closest distance to the school, measured using the straight-line method.

11.2 Accessibility arrangements

The individual needs of a pupil will be considered to enable them to participate fully in the curriculum and all aspects of school life. Our schools aim to be inclusive and will work to ensure they remain this way, this may be with the use of reasonable adjustments or the use of specialist equipment such as hoists or disability access throughout the school site. The accessibility arrangements for each school are outlined in the accessibility plan, which can be found on the school's website.

12 COMPLAINTS ABOUT SEND PROVISION

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or 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 using the school's complaint process.

Formal complaints about SEND provision should be made in writing to the Principal, the process can be found on the school's website alongside the complaints form for those wishing to use it.

13 MONITORING AND EVALUATION ARRANGEMENTS

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 pupils with SEND at the start of the Autumn term
- How early pupils are identified as having SEND
- Pupils progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included within the community
- Comments and feedback from pupils and parents/carers

This policy will be reviewed by the Outcomes Committee annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

This policy will be approved by the Trust Board.

14 LINKS TO OTHER POLICIES

This policy should be read in conjunction with national and local guidance and the following GAET/Academy policies:

- Academy SEND Information Reports
- The Local Offer

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- Academy Accessibility Plans
- The Trust's Positive Behaviour Policy
- Equality information and objectives
- The Trust's policy for Supporting pupils with medical conditions
- Attendance policy
- Safeguarding/child protection policy
- Admissions policy
- Complaints policy

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