

SEND Policy and Information Report



SEND Policy

Document Ref.	
Version:	3
Approval Date:	22 September 2023
Review Date	September 2024
Document Author:	Wendy Moscrop
Document Owner:	Trustees
Approved by:	Trustees

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Special Educational Needs and Disability (SEND) Policy/Special Educational Needs Information Report

The SEND Policy and information report outlines how Brunel College, The WASP Centre will support and make provision for pupils with special educational needs (SEND).

This policy is written in line with the requirements of:

- Children and Families Act 2014 and associated regulations
- *Special Educational Needs and Disability Code of Practice 0-25 years (DfE, 2015)*
- The Equality Act 2010

This policy should be read in conjunction with the following school policies: Behaviour Policy, Equalities Policy, Safeguarding Policy, Assessment and Feedback Policy, Accessibility Plan, and Admissions Policy. Our vision is to inspire, believe, achieve.

The policy was developed with the Headteacher, Safeguarding Lead, SENCO, trustees and staff. Parents and students are also able to contribute to the review of this policy throughout the academic year through consultations and student voice.

The SEN Link Trustee:

Headteacher: Craig Noble

SENCO: Wendy Moscrop

Designated Teacher for Children Looked After (CLA): Wendy Moscrop

1. Definitions

Special Educational Needs and/or Disability (SEND):

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision namely provision different from or additional to that normally available to pupils of the same age. (DfE, 2015,6.15)

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than most others of the same age, or
- have 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 or mainstream post-16 institutions.

Many children and young people who have SEND 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 everyday activities’ (DfE, Code of Practice, 2015, p16, §xviii). Dyslexia is a recognised disability under the Equality Act 2010.

Special Educational Provision means:

‘for children age two or more, 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, maintained nursery schools, mainstream post 16 institutions or by relevant early years providers.’ (DfE, Code of Practice, 2015, p16, §xv)

2. Levels of SEND Support

School Based Support Plan: a plan designed and implemented by the school to support a young person’s SEND needs.

The plan may be in place for one or more subject areas or across the school day and should include classroom strategies and SMART targets which may be short or longer term. This information will be detailed on a student’s Individual Support Plan (ISP) and/or Student Profile. Interventions may be put in place to meet the needs outlined in the ISP/Student Profile.

My Support Plan: a Wiltshire document designed for young people who do not meet the statutory threshold for support. This means the plan will not be a legally binding document, but that all the same information is included, so that in the event of a student needing a My Plan, the process of creating one will be far simpler.

My Plan (EHCP): is a statutory plan created by a lead worker because of an Education, Health and Care Plan assessment. It is required under the Children & Families Act (2014). A My Plan will capture:

- a student’s/young person’s needs
- what is important for the student to achieve
- how the student and their family would like them to be supported, including how best to communicate with the student
- who will support the student/young person, how, when and for how long

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation: [Part 3 of the Children and Families Act 2014](#) and [The Special Educational Needs and Disability Regulations 2014](#) which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

4. Aims of SEND Policy

Brunel College is committed to recognising the individual needs of its students and maximising the realisation of their potential. It aims to provide a safe environment for young people with SEND, where their confidence and self-belief in the future can be nurtured. Learners with SEND are supported through the removal of barriers to participation and achievement; they are also supported to learn both practical skills and qualifications as well as developing a vision for their future.

The school recognises that the individual needs of all students must be addressed and that all students may require additional support for learning at some stage in their education at the Brunel College. Students with special educational needs may, from time to time, require a more specialised programme than that which is provided for most students. Whether or not a student has a My Plan (EHCP), the Headteacher and Trustees will use their best endeavours to provide for this where resources allow. Brunel College can, under special arrangement with the Local Authority and on a case by case basis, be a named provider for a young person with an EHCP (where the young person has not been on roll at a school for a considerable time).

At Brunel College, every teacher is a teacher of every child or young person including those with SEND. Staff are expected to create a climate of support and encouragement that allows for the growth of self-motivation, self-confidence, self-esteem, and a feeling of being valued by peers and members of the school and wider community.

5. Core Purpose of the SEND Policy:

- to recognise any additional need a child may have
- to assess each student's specific needs and adapt/individualise provision as required
- to ensure **all** staff are aware of their responsibilities to meet the needs of young people with SEND
- to operate a whole-school approach to identifying and providing for students with SEND
- to ensure school practices comply with the statutory requirements of the Children's & Families Act (CFA) 2014 and the SEND Code of Practice: 0-25 years 2015 (SEND CoP) (DfE,2015).
- to ensure SEND provision is co-ordinated by a well-qualified SENCO
- to develop and maintain a core team of staff who are experienced in the care of children with special needs
- to provide relevant CPD for **all** staff in the school and that **all** staff have access to appropriate support and advice

- to liaise with other agencies, including the health and education authorities and seek advice, support and training
- to ensure that all stakeholders (young people, parents/carers, external professionals/agencies) understand the processes and procedures involved in addressing young people's SEND needs.

6. Roles and Responsibilities

6.1 The **SENCO** has responsibility in school for:

- supporting the strategic development of SEND policy and provision in the school
- day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have My Plans (EHCPs).
- providing professional guidance to colleagues and working closely with staff via CPD sessions, learning walks and lesson observations
- supporting parents and students by offering drop-in information sessions, including external agencies
- being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- co-ordinating provision for students with SEN
- advising on the graduated approach to SEN
- liaising with the Senior Leadership Team and the Headteacher to ensure SEN is prioritised and regularly discussed
- liaising with parents and pupils with SEN
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and trustees to ensure that the school meets its responsibilities under the Equality Act (2010) about reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

To carry out these duties effectively, we ensure that the SENCO has sufficient time away from teaching and resources to carry out these functions.

6.2 The **SEND Trustee** will:

- help to raise awareness of SEN issues at Trustee Board meetings
- monitor the quality and effectiveness of SEN and disability provision within the school and update the Trustees on this
- work with the Headteacher and SENCO to determine the strategic development of the SEND Policy and provision in Brunel College, ensuring the policy is regularly reviewed and contributing to its overall effectiveness

6.3 The Headteacher will:

- work with the SENCO and SEN Trustee to determine the strategic development of the SEN policy and provision within the school
- have overall responsibility for the provision and progress of learners with SEN and/or a disability
- ensure that the SENCO has sufficient time and resources to carry out his/her responsibilities. This should include time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles with the school

6.4 All teachers have responsibility for:

- ensuring they are familiar with the SEN policy and the new Code of Practice (DfE, 2015).
- having detailed knowledge of each student's skills, abilities, and targets to ensure all pupils access the curriculum and achieve their potential
- planning differentiated work to match pupil's needs
- using support staff and resources appropriately to ensure maximum impact on pupil achievement
- observing, assessing, and recording the progress and development of all pupils and acting promptly to gain further support for pupils whose development is causing concern
- ensuring that teaching and learning occurs for all pupils within their care
- keeping parents/carers informed of their child's progress on a regular basis
- contributing to annual reviews and Individual Support Plans (ISPs) as well as providing information on students for Student Profiles in discussion with the SENCO.

6.5 All support staff have responsibility for:

- providing assistance and additional support for all students with Special Educational Needs
- working collaboratively with teachers and the SENCO to plan appropriate support in lessons and to contribute to ISP's and targets for all pupils.
- providing support in both learning and the management of behaviour
- recording progress made by individual students verbally and in writing where necessary, as directed by a teacher or the SENCO.

7. Information Report

7.1 What needs are met at Brunel College, The WASP Centre?

Brunel College is an independent school which offers alternative provision for students who:

- are struggling to achieve or make expected progress in a mainstream setting
- require intensive support from other agencies for criminal activity and/or substances misuse
- struggle with anxiety and poor confidence in larger settings
- are disengaged from education

- have missed large periods of education or have had a particularly disrupted educational experience
- have an EHCP/My Plan

Brunel College aims to ensure that we meet the needs of all our students through the provision on offer and by following the advice and support of other specialist professionals and practitioners.

Students at Brunel College have educational needs which fall under at least one of the following broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Communication and Interaction

At Brunel College, this could include:

- **Autism Spectrum Disorder (ASD)**

Students on the Autistic Spectrum have difficulties in three domains: social interaction, communicating with others and behavioural challenges.

- **Social Communication Difficulties**

Students have constant difficulties in the social use of verbal and non-verbal communication.

- **Pathological Demand Avoidance (PDA)**

Students with PDA go to extremes to avoid everyday demands and expectations. This demand avoidance may be accompanied by high levels of anxiety.

Cognition and Learning

At Brunel College, this could include:

- **Specific Learning Difficulty (SpLD)**

This covers a range of difficulties including: dyslexia, dyscalculia, dysgraphia, dyspraxia.

- **Moderate Learning Difficulties (MLD)**

Students with MLD perform considerably lower than their peers in reading, writing, spelling and numeracy.

Social, Emotional and Mental Health Difficulties

At Brunel College, this may be manifested by behaviours which indicate a student is in crisis or dysregulated or conversely by withdrawal from education and school life.

- **Attention Deficit Hyperactivity Disorder (ADHD)**

Students with ADHD may exhibit behaviours associated with a short attention span eg. impulsiveness/impulsivity, restlessness and hyperactivity as well as inattentiveness which may impede students from learning and socialising like their peers.

- **Oppositional Defiance Disorder (ODD)**

Students with ODD, have a childhood mental disorder characterised by a pattern of disobedient, hostile and defiant behaviour towards authority figures.

- **A Conduct Disorder**

Students with a Conduct Disorder may present as aggressive and destructive. This can manifest itself by persistent, repetitive patterns of behaviours that do not adhere to societal behavioural expectations or recognise the rights of other people. It is often associated with mental health issues in young people.

- **Depression and anxiety**

Students with depression and/or anxiety may present with OCD, agoraphobia, Generalised Anxiety Disorder (GAD), Panic Disorder, Post Traumatic Stress Disorder and Separation Anxiety Disorder.

Sensory and/or Physical Difficulties

This could include:

- **Hearing impairment**
- **Visual impairment**
- **Physical Disability**
- **Medical Difficulties**

This could include students with epilepsy, diabetes, asthma or any medical concerns that could interrupt their learning.

Sensory difficulties

This may be related to other conditions such as ASD.

7.2 How do we identify the needs of students with SEND at Brunel College, The WASP Centre?

At Brunel College, we assess each student's needs on entry through a robust student-centred induction process. This includes diagnostic tests, neurodiversity profiling, pastoral 360' profiling and ongoing informal conversations with the individual student. The information obtained during this process is shared with all relevant staff on a student's ISP/Student Profile, along with guidance on strategies for effective teaching and how best to support the student.

Where teaching and support staff have identified that a student is experiencing difficulties, Brunel College follows a cycle of 'assess, plan, do, review' which leads to a deeper understanding of how to support the student. This is known as the 'graduated response' which aims to ensure that:

- the class teacher is responsible for conducting the necessary assessments in their subject.
- the class teacher carries out a clear analysis of the pupil's needs, supported by the school's SENCO
- the analysis includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/carers and advice from any other support staff
- where behaviour is of concern, a plan or an approach is discussed with the SENCO, Safeguarding Lead and SLT and shared with staff members to ensure consistency of approach
- if a behaviour plan is in place, it will be monitored and adapted to ensure the best possible outcome for the student, detailed on the ISP.

- individual student risks and triggers are clearly recorded and strategies to reduce them are detailed
- provision is planned which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- provision of support may include differentiation, additional programmes, small group, 1:1 work, bespoke provision
- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example in a small group
- a student's progress and development is reviewed and decisions made in consultation with parents/carers with regards to any changes in provision
- if a student's progress is limited, advice and support is sought from external specialists/practitioners which is discussed with parents/carers and all staff involved
- partnership working is vital in understanding the student's context inside and outside of the school
- Where assessment indicates that specialist services are required, a request for the specialist services is made. If a student is dual registered, this will be the responsibility of the main school

7.3 Working with parents/carers – involving them in their child's education

The role of parents/carers is integral to their children's education. Evidence shows that children make most progress when their key adults work together.

At Brunel College, we demonstrate this by:

- always discussing any concerns we have with the pupil's parents at the earliest point
- listening carefully to what parents/carers say
- identifying any outcomes to be achieved with parents/carers
- planning any interventions with parents/carers
- meeting with parents/carers to review their child's interventions and progress
- being honest, open and transparent about what Brunel College can deliver
- making sure parents/carers know who to contact if they have any concerns

Where children and young people are 'looked after' (CLA) by the local authority (LA), Brunel College is aware that children looked after (CLA) and children in need (CIN) reaching the end of KS4 are 3-4 times more likely to have SEN than all children. (DfE, 2020)

With regards to children looked after, Brunel College will ensure that:

- no assumptions or judgments are made based on the child's care status
- their progress is monitored termly or as required
- they have an up-to-date Personal Education Plan (PEP), which is easily understood by everyone involved. (This is a statutory requirement.)
- close working relationships are established and maintained with specialist services who support children looked after including the Virtual School Head (VSH), social

worker, Designated Doctor or Nurse, Independent Reviewing Officer (IRO) and Designated Teacher in school.

- life experiences are normalised wherever possible
- they are fully included in the activities available

Wendy Moscrop, SENCO/Senior Leader, is the Designated Teacher for CLA/LAC students at Brunel College.

7.4 How are young people with SEN consulted and involved in their education?

The Children and Families Act makes it explicit that:

- all children and young people need to be supported to develop aspirations for their future lives as active members of their community
- all children and young people have the right to have their voice heard
- involving children and young people in discussions about their learning, progress and how provision is made is crucial

At Brunel College (where all students have SEN) we ensure that:

- all pupils are encouraged and supported to make their views known. Students may be asked for their comments when completing a My Support Plan (MSP), an Education Health Care Plan (EHCP), an EHCP Annual Review or they may give their views less formally in a conversation about progress/well-being.
- all students will be urged to monitor and evaluate their own progress in a positive supportive manner
- reviews of progress are 'student focussed' so a student's needs, and aspirations guide the review
- reviews are outcome focussed, where outcomes reflect what is important to, and for, the student

7.5 How do we assess and review progress for pupils with EHC Plans (My Plans) or those receiving SEN Support?

- Students are assessed on arrival using our standardised diagnostic tests
- The student profile is completed by the SENCO with the results of these tests, information gathered from the neurodiversity profiler and conversations with pastoral team and relevant staff and/or professionals on arrival. The same tests are completed again bi-annually so progress can be documented.
- If students are on SEN Support this will be reviewed termly by speaking to the student, parent/carer, teaching and support staff and any other professionals involved
- If students have a My Support Plan (MSP) this will be reviewed termly by speaking to the student, parent/carer, teaching and support staff and any other professionals involved
- If students have a My Plan (EHCP), it will be reviewed termly – data from the student, their parent(s)/carer(s), subject teachers, external provision providers, the pastoral and safeguarding team, external professionals will contribute their views to the Annual Review process.
- If a student is not making the expected progress, the class or subject teacher will work with the SENCO to carry out a clear analysis of the pupils needs. This will

involve considering factors such as: the teacher's assessment and experience of the pupil; other teachers' assessment and experience of the student; the views and experience of the parents/carers; the student's own views. It may be necessary for the SENCO to observe the learning experience of the student, which may involve learning walks and/or lesson observations, and feeding back to the teacher

7.6 How do we support students moving between phases of education and in preparing for adulthood?

Brunel College works closely with students to ensure they have secured an apprenticeship, a place in a college or other setting. Students are supported in understanding what options are available to them; in finding a suitable course, making an application; attending an open day and/or interview and anything else they might need to secure the desirable future outcomes. Parents/carers are also involved in this process to support the students in transition.

7.7 What is the approach to teaching pupils with SEND?

The focus is on delivering high-quality teaching to students. Students also benefit from small class sizes with a high level of support. If an area of difficulty becomes apparent for a student, then an intervention will be designed where possible to meet a need. This might involve increasing external provision or providing additional support for a student in a particular class or might involve timetabling them for an intervention, literacy, numeracy, anger management, building self-esteem for example, dependent on their identified need.

7.8 What adaption to the curriculum and learning environment may be made?

To ensure that all pupils' needs are met, the curriculum and learning environment may be adapted in the following ways:

- bespoke 1:1 provision to meet a learner's needs
- using keyboards with iPads for students who struggle with handwriting
- using a larger font
- using reading pens
- differentiating teaching by pre-teaching key vocabulary; reading instructions aloud
- using high interest materials as a way to engage students

7.9 What additional support for learning is available?

- A registered Thrive Practitioner
- An Emotional Literacy Support Assistant (ELSA)
- A higher level teaching assistant (HTLA)
- Teaching assistants will support pupils on a 1:1 basis when necessary – if they struggle with anxiety in lessons for example
- All staff able to access Motional

7.10 Expertise and training of staff

The school recognises the importance of professional development for both teaching and support staff involved with students with SEN and put resources aside for this. The Senior Leadership Team (SLT) liaise over the planning and provision of training. All staff at Brunel College attend all relevant inset sessions in accordance with their contracts. SLT are responsible for ensuring that staff training sessions meet the needs of all students and are

up to date with relevant legislation. All staff are to be trained in record keeping and confidentiality, in line with Brunel College Data Protection and GDPR regulations. Staff training needs are identified at an individual level through their Performance Management process.

7.11 Evaluating the effectiveness of SEND provision

Students are tested bi-annually using baseline assessments. The iterative comparison enables progress (or lack of it) to be monitored. Teaching staff use their own subject assessments to track progress at the end of a module, term and/or year. (See Assessment and Feedback Policy for more information on this.)

A student may be asked to complete a questionnaire after a particular intervention, as may the support staff delivering the intervention; this will enable the SENCO to gauge whether the intervention has been successful.

If a student has a My Plan, their progress will be discussed at the Annual Review with the Lead SEND, the SENCO from the sender school, parents/carers and the young person.

7.12 Enabling students with SEND to engage in activities

All students are encouraged to take part in the activities on offer during the school day. There may be additional after school optional clubs. Some students benefit from being outside more and they may have external alternative provision as part of their curriculum offer.

7.13 Support for improving emotional and social development

Support for students to improve their emotional and social development takes place in the following ways:

- students may complete a pastoral 360' induction to better understand a young person's experience and barriers to learning
- the Thrive Practitioner completes a Thrive Assessment which informs key areas to work on in Thrive sessions. Group Thrive assessments and action plans are used to encourage social and emotional development, and individual assessments are used to identify and target gaps in previous development. Students also have regular group Thrive sessions to learn and practice skills
- regular group pastoral sessions as part of the curriculum specific to social and emotional wellbeing, using resources such as Talkabout for Teenagers course
- students have safe space to go if they feel anxious, including a designated pastoral suite and individual Thrive room for emotional regulation support
- the school gives all students many opportunities to participate in expressing their voice, including the student voice and informal assemblies/meetings with trusted adults.
- students are encouraged to take part in Circle Time at the beginning of the day. This is a time for students and staff to do hands-on activities together linked in with life skills such as communication skills, mindfulness, independent living and STEM. Usually at the start of the sessions, students share something positive and usually at the end they finish with a short breathing exercise, so they are ready to start their lessons. Students may also prefer to meet with their trusted adult and share any news that may be of concern for them and other students.

- students are supported to make the right choices and understand the different forms of bullying and its impact, focusing on a restorative practice for reflective learning

7.14 Working with other agencies

Brunel College makes full use of the local authority support services; health services and where necessary commission private providers to complement in-school provision to meet students' individual needs within budgetary constraints. If a student is dual registered, the referring school may be asked to commission the private provider and/or support service. Staff are proud to proactively work with health and wellbeing services, such the school nurse team, Motiv8 and the Youth Services to provide opportunities for students to have individual support, but also group activities to compliment the curriculum. These opportunities are available to all students regularly.

7.15 Complaints about SEND provision

The school will make the following arrangements for the treatment of complaints from parents/carers of students with identified SEND with regards to provision made by the Centre in line with the complaints policy

In the first instance, complaints about SEN provision in the school should be made to the SENCO. If the complaint is not resolved to the satisfaction of the parent/carer or the SENCO, it will be directed to the Headteacher. It is expected that most issues will be resolved by this process, however, it may be necessary for, and it is the right of the parent/carer to ask for, an examination of the complaint by the trustees.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their young person. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

For further information: [Disability discrimination in schools](#)

7.16 Contact details of support services for parents of students with SEND

A parent/carer can get SEND advice and/or support in Wiltshire from the following service: [Wiltshire SENDIASS](#)

7.17 Contact details for raising concerns

Raise any concerns with the SENCO initially. Email: wmoscrop@waspcentre.com

7.18 The local offer

The local authority's offer is published here: [Wiltshire Local Offer](#)

8. Record keeping

Every student on the SEND register will have a SEND file. This file is kept electronically on TEAMS.

Record keeping is an on-going process, updated in line with the Assess, Plan, Do, Review process.

If possible, records should be obtained from the student's home school and updated after the induction meeting has taken place. Student records may contain:

- induction sheet – personal information, medical information and consent to administer prescription medication and non-prescription medication such as paracetamol
- FAP referral paperwork
- Assessments that have been carried out either at Brunel College or sender school, including subjects at secondary level
- Copy of the EHCP if in place
- Copy of My Support Plan if in place
- Personal Profile (pen portrait)
- Personal Learning Plan
- TAC/CAF meetings' notes
- Child Protection/Safeguarding information
- Information regarding transition to primary/secondary education (only if relevant or necessary).
- Reports – primary/secondary reports to date
- Copies of SEND Support Meetings, including teacher, parent/carer and student feedback

9. Monitoring arrangements

This policy and information report will be reviewed annually.

It will also be updated if any changes to the information are made during the year.

It will be approved by the Trust Board.

10. Evaluation of the SEND Policy

The success of the SEND Policy will be monitored in a variety of ways, some quantifiable but others qualitative, these will include:

- Data on student progress, collected via the usual assessment procedures, standardised test results, and external assessments
- Post 16 destinations will provide further indicators that the approach to SEND is successful
- Evidence of the quality of teaching and learning and the curriculum, which is monitored via performance management process and the school evaluation and School Development Plan
- Monitoring of attendance
- Consultation and evaluation with students, parents/carers, teachers, learning support assistants, other staff and outside agencies.