



Think Big, Chase Dreams, Succeed Together.

SEND Policy and Information Report

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1. Introduction and Scope

The aim of this policy is to ensure that every student, regardless of their special educational needs or disabilities, has access to a high-quality and ambitious education within a safe, inclusive and supportive environment.

At Shuttleworth College, we believe that all students can succeed when their strengths are recognised, barriers to learning are identified and appropriate support is provided. We are committed to ensuring that students with SEND are fully included in the life of the school and are supported to achieve their academic, social, emotional and personal potential.

Our aims are to:

- Ensure early identification of SEND and provide effective support through a graduated approach.
- Promote high aspirations and positive outcomes for all students with SEND.
- Place Quality First Teaching at the centre of our SEND provision.
- Foster independence, resilience and self-advocacy.
- Work in partnership with students, parents, carers and external agencies.
- Make reasonable adjustments to ensure equitable access to learning and wider school life.
- Enable students to prepare successfully for adulthood, employment and further education.
- Develop a culture where diversity is valued and all members of the school community feel safe, respected and included.

2. Legislation and Guidance

This policy has been developed in accordance with:

- Children and Families Act 2014.
- SEND Code of Practice (2015).
- Special Educational Needs and Disability Regulations 2014.
- Equality Act 2010.
- Keeping Children Safe in Education (2025).
- Working Together to Safeguard Children.
- DfE Behaviour in Schools (2024).

- DfE Suspension and Permanent Exclusion Guidance (2024).
- The United Nations Convention on the Rights of the Child.
- The Teacher Standards (2012).

This policy should be read alongside the school's:

- Behaviour Policy
- Child Protection Policy
- Attendance Policy
- Accessibility Plan
- Equality Policy
- Supporting Students with Medical Conditions Policy
- Anti-Bullying Policy.

3. Definitions

A student has SEN if they have a learning difficulty or 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 the majority of the others of 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.

Shuttleworth College recognises that SEND can present in many different ways and that students may experience multiple needs. A diagnosis is not required for a student to receive SEND Support where evidence suggests additional or different provision is required to secure progress and positive outcomes.

4. Roles and Responsibilities

The SENCO

The SENCO is Mrs. Sagar.

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date
- Champion an inclusive culture across the school.
- Ensure that SEND provision is strategically planned, evaluated and refined.
- Monitor the effectiveness of Quality First Teaching for students with SEND.
- Lead staff development and training in SEND practice.
- Ensure student voice informs provision planning.
- Work collaboratively with pastoral teams to remove barriers to attendance, achievement and engagement.

The SEND governor

The SEND Governor is Mrs. Shaw

The SEND governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor 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

Class teachers

All teachers are teachers of SEND.

Teachers are responsible for:

- Maintaining high expectations for all students.
- Delivering high-quality inclusive teaching.
- Understanding and implementing strategies contained within SEND profiles and Personalised Provision Plans.
- Identifying concerns at the earliest opportunity.
- Working collaboratively with the SEND Team and parents/carers.
- Monitoring student progress and adapting practice accordingly.
- Promoting independence and reducing unnecessary reliance on adult support.

Teachers retain responsibility for the learning and progress of all students in their classes, including those who receive additional support from teaching assistants or specialist staff

5. SEND Information Report

5.1 SEND Needs that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying students with SEND and assessing their needs

The identification of students with SEND begins prior to admission through liaison with primary schools, parents/carers, external agencies and the Local Authority. Information is gathered through transition meetings, review documentation, SEND records, Education, Health and Care Plans (EHCPs) and discussions with families to ensure that appropriate support can be planned from the earliest opportunity.

Shuttleworth College adopts a graduated approach to identifying and meeting SEND. We recognise that needs may emerge at any point during a student's school career and therefore maintain a continuous cycle of assessment, planning, intervention and review.

Identification may arise through:

- Information received from previous schools.
- Parent/carer concerns.
- Student voice and self-referral.
- Teacher observations and professional judgement.
- Assessment cycle data and progress monitoring.
- Attendance, behaviour and wellbeing information.
- Screening assessments.
- Advice from external professionals and agencies.

We recognise that slow progress and low attainment alone do not necessarily indicate SEND. Equally, higher attaining students may also have SEND and require additional support or reasonable adjustments to access learning successfully. Decisions regarding SEND identification are made using a range of evidence and professional judgement.

The first response to a concern is always high-quality inclusive teaching and appropriate adaptation within the classroom. Where progress remains a concern despite Quality First Teaching, additional assessment may be undertaken to identify barriers to learning and determine whether SEND Support is required.

The SEND Department may utilise a range of assessment tools to support identification and planning, including:

- Literacy and reading assessments.
- Cognitive and attainment assessments.
- Dyslexia screening.
- Speech, language and communication assessments.
- Social, emotional and mental health profiling tools.
- Observations and curriculum-based assessments.
- Advice from specialist services where appropriate.

When deciding whether special educational provision is required, we work collaboratively with students, parents/carers, teachers and external professionals where appropriate. We consider the student's strengths, aspirations, barriers to learning and desired outcomes before determining the most appropriate level of support.

Support is planned using a graduated response and may include:

- Ordinarily Available Provision delivered through Quality First Teaching.
- Targeted interventions.
- Additional pastoral or emotional regulation support.
- Foundation Curriculum provision.
- Specialist SEND interventions.
- Support from external agencies.
- Provision specified within an Education, Health and Care Plan.

All provision is regularly reviewed through the Assess–Plan–Do–Review cycle to ensure that support remains effective, proportionate and focused on improving outcomes for students.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

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

For those with more complex needs, parent and student views are recorded in the ‘Personalised Provision Plan’.

5.4 Assessing and reviewing student progress toward outcomes

Subject teachers will work with the SENCO to carry out a clear analysis of the student’s needs. This will draw on:

- The teacher’s assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers’ assessments, where relevant
- The individual’s development in comparison to their peers and national data
- The views and experience of parents
- The student’s own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

For students with more complex needs, this information is shared through the 'Personalised Provision Plan'. For those with less complex needs the information is shared through the Data overview sheets. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, school, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. Students with an Educational Health Care Plan will have an annual 'Careers, Education, Information, Advice & Guidance' meeting to ensure transitions are fully supported.

5.6 Our approach to teaching students with SEND

At Shuttleworth College, we believe that all teachers are teachers of SEND. High-quality inclusive teaching is the first and most important step in meeting the needs of students with SEND. Teachers are responsible for the progress and achievement of all students in their classes and are expected to adapt teaching to respond to individual strengths, needs and barriers to learning.

Our SEND provision is delivered through a graduated approach, beginning with Quality First Teaching and Ordinarily Available Provision before progressing to more targeted or specialist interventions where required. The level of support provided is determined by individual need and reviewed regularly through the Assess–Plan–Do–Review process.

Quality First Teaching

All students with SEND access a broad, balanced and ambitious curriculum. Teachers support students through evidence-informed strategies which may include:

- Explicit modelling and scaffolding.
- Adapted resources and learning tasks.
- Pre-teaching and overlearning of vocabulary and key concepts.
- Retrieval practice and regular checking for understanding.
- Visual supports and structured routines.
- Chunking of information and instructions.
- Opportunities for guided practice and feedback.
- Flexible approaches to recording and demonstrating learning.
- Reasonable adjustments in line with identified needs.

Ordinarily Available SEND Provision

In addition to Quality First Teaching, students may access Ordinarily Available Provision designed to remove barriers to learning and promote independence. Provision may include:

- SEND student profiles and personalised strategies.
- Reading and literacy support.
- Emotional literacy and wellbeing support.
- Communication and interaction strategies.
- Assistive technology and adapted resources.
- In-class support and guidance from teaching assistants.

- Access arrangements and reasonable adjustments where appropriate.

Targeted and Specialist Support

Where students require support that is additional to, or different from, that ordinarily available, targeted interventions may be implemented. These may include:

- Reading Plus, Fresh Start and Lexia.
- Speech, language and communication interventions.
- Emotional literacy programmes.
- Social communication interventions.
- Lego Therapy.
- Talkabout and storytelling programmes.
- Nurture provision.
- Handwriting, touch typing and life skills programmes.
- EAL support.
- Emotional regulation interventions, including Zones of Regulation and the Five Point Scale.

Foundation Curriculum and Bespoke Provision

For a small number of students with significant barriers to learning, the school offers additional specialist provision. This may include:

- Foundation Curriculum provision designed to support the development of foundational literacy, numeracy and communication skills.
- Alleviate Room provision for students requiring enhanced support with emotional regulation and learning readiness.
- Regulation and nurture-based interventions.
- Personalised programmes informed by Education, Health and Care Plans and external professional advice.

Working in Partnership

Successful SEND provision relies upon close collaboration between students, families, teachers, the SEND Team, pastoral staff and external agencies. Student voice is central to planning and reviewing support, and parents/carers are encouraged to work in partnership with the school to ensure the best possible outcomes for their child.

Preparing for Adulthood

SEND provision is designed not only to support academic achievement but also to develop independence, resilience, communication, self-advocacy and preparation for adulthood. Wherever possible, students are supported to understand their needs, celebrate their strengths and develop the skills necessary for successful future education, employment and adult life.

5.7 Adaptations to the curriculum and learning environment

At Shuttleworth College, we are committed to ensuring that all students can access a broad, balanced and ambitious curriculum. Reasonable adjustments are made to remove barriers to learning and enable students with SEND to participate fully in school life alongside their peers.

The school operates an inclusive model of education, where adaptations are planned according to individual need and informed by assessment, student voice, parental views and professional advice. Adjustments may be delivered through Quality First Teaching, targeted interventions, specialist provision or a combination of these approaches.

Curriculum Adaptations

Teachers may adapt learning through:

- Explicit instruction and modelling.
- Scaffolded learning activities.
- Adapted resources and tasks.
- Pre-teaching and reinforcement of key vocabulary.
- Chunking of instructions and information.
- Flexible grouping arrangements.
- Reciprocal reading and guided practice.
- Additional processing time.
- Alternative methods of recording work.
- Regular checks for understanding.
- Visual supports and structured routines.
- Use of assistive technology where appropriate.

Learning Environment Adaptations

The school may provide:

- Preferential seating arrangements.
- Sensory adaptations where required.
- Access to quiet or regulated spaces.
- Adapted lighting, print or presentation materials.
- Visual timetables and organisational supports.
- Access to specialist equipment and technology.
- Support for mobility, sensory or medical needs.

Specialist Resources and Equipment

Where appropriate, students may access:

- Laptops, tablets and assistive technology.
- Coloured overlays and coloured paper.

- Enlarged print materials.
- Writing aids and adapted equipment.
- Hearing support systems.
- Exam access arrangements.
- Specialist resources recommended by external professionals.

Foundation Curriculum and Additional Provision

For a small number of students with significant barriers to learning, additional curriculum pathways may be provided. These may include Foundation Curriculum provision and personalised programmes designed to develop literacy, numeracy, communication, independence and readiness for learning. Provision is reviewed regularly to ensure it remains effective and appropriate to need.

Accessibility and Inclusion

The school is committed to meeting its duties under the Equality Act 2010 and maintaining an accessible environment for all students. Further information regarding physical accessibility, curriculum access and future planning can be found within the school's Accessibility Plan. No student will be excluded from educational opportunities, enrichment activities or wider school experiences because of their SEND or disability.

5.8 Additional support for learning

Where high-quality inclusive teaching and ordinarily available provision are not sufficient to meet a student's needs, additional support may be provided through targeted interventions, specialist programmes and bespoke provision. Support is carefully matched to identified need, monitored regularly and reviewed through the Assess–Plan–Do–Review process.

The SEND Team works collaboratively with teaching staff, pastoral teams, parents/carers and external agencies to ensure that support is coordinated, effective and focused on improving outcomes for students.

Teaching Assistant Support

Teaching assistants are deployed strategically to support learning, independence and engagement. Their role is to complement and enhance teaching rather than replace it. Support may include:

- In-class support to facilitate access to learning.
- Small group intervention programmes.
- Delivery of targeted literacy, communication and emotional regulation interventions.
- Support with organisation, independence and self-regulation.
- Monitoring wellbeing and engagement.

- Supporting implementation of Personalised Provision Plans and EHCP outcomes.

Literacy and Numeracy Support

Students may access targeted support to develop literacy and numeracy skills through:

- Reading Plus.
- Fresh Start.
- Lexia.
- Reading mentoring.
- Vocabulary development programmes.
- Foundation skills support.
- Numeracy intervention and targeted mathematical support.

5.9 Expertise and training of staff

The school is committed to ensuring that all staff have the knowledge, skills and confidence required to meet the needs of students with SEND. We recognise that inclusive practice is the responsibility of all staff and that high-quality professional development is essential to securing positive outcomes for students.

The SEND Team is led by the Deputy Headteacher and SENDCo and includes SEND Leads, Higher Level Teaching Assistants, Teaching Assistants and specialist intervention staff who work collaboratively to support students across all four areas of SEND identified within the SEND Code of Practice

Specialist interventions are delivered by appropriately trained staff and may include:

- Reading Plus.
- Fresh Start.
- Lexia.
- ELKLAN-informed approaches.
- Talkabout programmes.
- Lego Therapy.
- Talking and Drawing.
- Tree of Life.
- Emotional literacy interventions.
- Zones of Regulation.
- The Five Point Scale.

- Life skills and independence programmes.

Staff receive regular SEND training through whole-school professional development, SEND briefings, external specialists and individualised training linked to identified student needs. Training may include areas such as adaptive teaching, autism, speech and language development, emotional regulation, SEMH needs, safeguarding, inclusive classroom practice and statutory responsibilities

The SEND Team works closely with external agencies and specialist services to ensure that staff remain informed about emerging best practice and that recommendations from professionals are implemented effectively within the classroom.

The impact of training is monitored through provision reviews, classroom practice, student outcomes, student voice and quality assurance processes. Professional development priorities are reviewed regularly to ensure that staff are equipped to meet the changing needs of the student population.

5.10 Securing equipment and facilities

Shuttleworth College is committed to ensuring that students with SEND have access to the equipment, facilities and resources required to enable them to participate fully in education and school life. Decisions regarding equipment and facilities are informed by individual need, professional recommendations, Education, Health and Care Plans (EHCPs), and ongoing assessment of student outcomes.

The school maintains a range of resources and specialist equipment to support students with a variety of needs. This may include:

- Assistive technology, including laptops and tablets.
- Literacy and communication resources.
- Coloured overlays and coloured paper.
- Enlarged print materials.
- Writing aids and adapted equipment.
- Hearing support systems.
- Sensory resources and regulation tools.
- Visual supports and organisational aids.
- Accessibility adaptations and specialist furniture where required.

Students may also access specialist facilities and provision designed to support their learning, communication, emotional wellbeing and readiness to learn. This includes targeted intervention spaces, nurture provision, the Alleviate Room, Foundation Curriculum provision and dedicated areas for intervention and personalised support.

Where equipment or facilities are recommended through professional assessment, the school will work collaboratively with families, external agencies and the Local Authority to secure appropriate provision as quickly as possible.

The effectiveness of equipment, resources and facilities is reviewed regularly through provision reviews, student voice, parental feedback and ongoing monitoring of student outcomes. Adjustments are made where necessary to ensure that provision remains appropriate, effective and responsive to need.

The school is committed to meeting its duties under the Equality Act 2010 and ensuring that students with SEND can access learning environments, enrichment opportunities and wider school experiences alongside their peers wherever possible. Further information can be found within the school's Accessibility Plan.

5.11 Evaluating the effectiveness of SEND provision

The school is committed to ensuring that SEND provision has a positive impact on student outcomes, wellbeing, independence and participation. Provision is regularly monitored, reviewed and adapted to ensure that support remains effective, evidence-informed and responsive to individual need.

The effectiveness of SEND provision is evaluated through a range of quantitative and qualitative measures including:

- Student progress, attainment and achievement.
- Attendance, punctuality and engagement with learning.
- Behaviour, wellbeing and inclusion data.
- Student voice and feedback regarding the support they receive.
- Parent and carer feedback.
- Teacher evaluations and professional judgement.
- The impact of interventions and personalised provision.
- Progress towards outcomes identified within Personalised Provision Plans and Education, Health and Care Plans.

The SEND Team monitors provision through regular quality assurance activities, including:

- Review of SEND student outcomes and progress data.
- Evaluation of intervention programmes.
- Learning walks, observations and provision reviews.
- Student and parent consultation activities.
- Reviews of Personalised Provision Plans.
- Annual reviews for students with Education, Health and Care Plans.

All additional SEND provision is reviewed through the Assess–Plan–Do–Review cycle to determine whether it remains appropriate, effective and sustainable. Where provision is not having the intended impact, adjustments will be made to ensure support remains focused on securing positive outcomes for students.

Leaders regularly analyse SEND data to identify strengths, areas for development and emerging needs across the school. This information is used to inform strategic planning, staff training, resource allocation and future provision development.

The Governing Body receives regular updates regarding the effectiveness of SEND provision and holds leaders to account for ensuring that students with SEND are able to achieve, participate and thrive as fully as their peers.

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

At Shuttleworth College, we are committed to ensuring that all students are valued, included and able to participate fully in every aspect of school life. We believe that inclusion is about more than access; it is about belonging, participation, achievement and positive experiences for all students.

Students with SEND are supported to access the same opportunities as their peers wherever possible, including:

- A broad, balanced and ambitious curriculum.
- Extra-curricular activities and enrichment opportunities.
- Educational visits and residential experiences.
- Leadership opportunities and student voice activities.
- Careers education, work-related learning and preparation for adulthood.
- Social and cultural experiences within the wider life of the school.

Where necessary, reasonable adjustments will be made to enable participation and remove barriers to engagement. These may include:

- Adapted resources and equipment.
- Additional adult support where appropriate.
- Alternative methods of communication.
- Personalised risk assessments.
- Adaptations to the environment or activity.
- Support informed by external professional advice.

The school actively promotes a culture of acceptance, understanding and respect for difference. Students are encouraged to celebrate diversity, challenge discrimination and contribute positively to an inclusive school community.

Student voice is an important part of our inclusive practice. Students with SEND are encouraged to participate in leadership opportunities, provide feedback on their educational experience and contribute to decisions about the support they receive.

The school works closely with families, external agencies, pastoral teams and the SEND Team to ensure that all students can engage successfully in learning, enrichment activities and wider school life. No student will be excluded from opportunities solely because of their SEND or disability.

The school fulfils its duties under the Equality Act 2010 and seeks to remove barriers to participation through reasonable adjustments, inclusive practice and a commitment to ensuring that every student can achieve, contribute and thrive.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students have a non-teaching Head of Year to respond to concerns and offer support
- All students with complex SEND are allocated a teaching assistant that speaks to them regularly to check their understanding of current safeguarding topics and check wellbeing
- Students can be referred for Nurture intervention
- Students with SEND have an additional student voice activity to ensure a broad range of strategies to highlight areas of concern
- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of Safe Haven club to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

We work with the following agencies to provide support for students with SEN:

- Educational psychologists
- We Are With You
- Children's Social Care
- Barnados
- GP Support
- School Nurse
- Speech & Language Therapy
- Physiotherapy
- Counselling – Freeflow/Pendleside Hospice
- Clinical Psychologist
- ELCAS

- Hearing Impaired Support Teacher
- Visual Impaired Support Teacher
- ADHD NorthWest
- Literacy Solutions

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made via the complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. 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

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

Parents and carers can request support from Lancashire County council SENDIASS (Special Needs and Disability Information Advice and Support Services) about any concerns they may have.

Their contact details are: Tel: 0300 123 6706 Monday to Friday 9am to 5pm

Email: information.lineteam@lancashire.gov.uk

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

The SENDCO, Sally Sagar can be contacted by emailing ssagar@shuttleworth.lanc.sch.uk

5.18 The Local Authority local offer

Our local authority's local offer is published here: [Special educational needs and disabilities - local offer - Lancashire County Council](#)

6. Monitoring Arrangements

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability

- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results
- Evidence of planning and targeted expenditure for SEND by Schools.
- The SENCO reviewing procedures in consultation with subject leaders, Senior Leadership Team, Curriculum Leaders, Heads of Year and outside agencies
- Number of complaints received

This policy and information report will be reviewed by Marie Shaw every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.