



SEND Information Report

Inspires MAT

Reviewed June 2025

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Vision



At Templars Academy we inspire our pupils to reach for the stars, believe in their potential, and achieve excellence in all aspects of their lives. We celebrate achievements and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community. We recognise that sometimes additional support is required to help pupils learn and develop academically, socially and emotionally.

Templars are dedicated to fostering a truly inclusive school community that enables every pupil to thrive and encourage all to aspire to reach their full potential and become empowered to be the best they can be.

Legislation and guidance

Our SEND Policy and Information Report meet the provisions of the Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND Co-ordinators (SENDCOs) and the SEND Information Report.
- The Equality Act 2010. Further details of how we aim to meet our duties under this Act are contained in the School's Accessibility Plan published on the website. Our policy also complies with the funding agreement and articles of our association.

Definitions

A pupil has SEND if they have a learning difficulty or disability which 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 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 pupils or young people of the same age by mainstream schools.

What SEND are provided for by Templars and how do we determine the level and types of provision and support?

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

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, speech and language difficulties,
- Cognition and learning, for example, persistent literacy difficulties, 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 complex and multiple learning difficulties.

We will assess each pupil's current skills and levels of attainment on entry, taking into account any reports from previous settings and Key Stages. Class teachers will make regular assessments of 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 the pupils' previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap.

This may include progress in areas other than academic, for example social and emotional development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In determining the types and levels of intervention for each pupil identified as having, or possibly having special needs, we will follow a Four Phase Pathway approach.

All pupils identified as having special educational needs will be included on a School SEND Register available to all staff. In addition, each class teacher will have their own Class SEND Register. Both will be regularly reviewed and if necessary updated.

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process termed as an Educational Health and Care Needs Assessment (EHCNA), which can be requested by the school, parent or any other professional agency. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Needs Assessment will be taken at a progress review. The application for an EHCNA will combine information from a variety of sources including:

- Parents
- Teachers
- The SENDCo
- Social Care and Health professionals.

Information will be gathered relating to the current provision provided, actions that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people

from education, health and social care about whether or not the pupil is eligible for an Education Health and Care Plan (EHCP).

Parents have the right to appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan. Following the Statutory Assessment, an EHC Plan will be provided by Essex County Council if it is decided that the pupil's needs are not being met by the support that is ordinarily available. The school and the pupil's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Further information about EHC Plans can be found via the SEND Essex Local Offer:
www.essexlocaloffer.org.uk

What should you do if you think your child may have special educational needs?

We would encourage any parent who thinks that their child has a special educational need to come in to school to meet with either the class teacher or/and the SENDCo.

School staff can then signpost parents, offer support, advice and next steps. If you would like to meet with the SENDCo to discuss any of your child's needs, please contact Mrs Reardon to make an appointment.

Suzannereardon@inspiresmat.co.uk

How do we work with pupils and parents?

We believe that education is a collaborative process and that it is important for us to work closely with parents as well as pupils.

When identifying whether a pupil needs special educational provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the pupil
- 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 their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

So that teaching staff can keep parents up to date with their child's progress, we hold two parent consultation appointments a year and a written report will be provided by the teacher outlining their child's learning behaviour progress and next steps.

In addition to parent appointments, we also hold three meetings for pupils on our Special Educational Needs (SEND) Register. This meeting gives parents and teachers the opportunity to meet together to discuss progress and next steps for individual pupils. Within these meetings the school will also talk about the types of support we can offer your child and which interventions are in place.

If your child has an Educational Health Care Plan the school will hold an annual review meeting that is child centred. In this meeting we will discuss the long-term targets and support for your child's needs. The school will always try to ensure that all other professionals involved with your child's education and health care are invited.

We also look at appropriate provision, secondary school settings and transition. Mrs Reardon warmly welcomes parents to book an informal meeting for an update on any concerns or queries they may have about their child's progress or experience in the school.

How do we prepare and support a child when joining one of our schools or transferring to a new school?

We warmly welcome and encourage parents to come and visit Templars before they complete the admissions process. We believe it is important that we are right for the pupil and the best way of deciding that is to come and meet us, talk to us and see what we are all about.

Before a pupil with Special Educational Needs joins Templars, Mrs Reardon likes to contact the family to discuss any worries or concerns they have. We then try to build a successful transition to the next stage of our pupil's educational career by organising transition visits, creating a transition photo book (where applicable) and by liaising with adults involved with the pupil's care.

When pupils leave the school, we do a thorough hand over to local secondary schools and with the parents' consent will share information with the new school. Staff liaise between schools to help provide the best transfer possible.

Where a pupil has an EHCP, Mrs Reardon will ensure that parents and outside agencies are involved in school selection, visits and transfer.

What is our approach to teaching pupils with SEND and what adaptations do we make to the curriculum and learning environment?

At the heart of our school is the drive to provide excellent teaching at all levels and to deliver learning experiences both inside and outside the classroom that are at all times challenging, motivational and inspiring. Above all we want our pupils to develop a love for learning that they can carry through life.

We cannot always remove the barriers which some of our pupil's face in their learning and development, but we can help and support them to overcome these barriers.

We have fostered an inclusive ethos and our community of staff, specialist providers, teachers, parents and pupils, work together collaboratively to develop and implement our policies and practices. We operate a pupil centred approach to teaching whereby teaching strategies, the curriculum and any specialist provisions are tailored to the pupil, based on a careful assessment of his or her individual strengths and needs. These are kept under constant review and amended as required.

Central to our approach to teaching is our aim to provide an inclusive culture at school and a learning environment in which all pupils attain the confidence and motivation to develop their full potential. We seek to achieve this by:

- Planning and implementing a broad, balanced and differentiated curriculum according to need.
- Providing the necessary specialist resources, facilities and support to enable pupils with disabilities to fully access the curriculum on an equal basis with other pupils in the school community. This may include:
 - o Seating arrangements and appropriate groupings to allow minimum change for disabled pupils
 - o Space allowed for manoeuvring of wheelchair/ frame/static chair
 - o Use of Interactive White Boards (IWB), awareness of font size & colour of text
 - o Direction of sound, signing and potential for lip-reading for Hearing Impairment (HI) use of individual radio aids/sound field systems when if/ needed.
 - o Minimising distractive noise including the use of headphones
 - o Worksheets enlarged to A3 if required for Visually Impaired (VI).
 - o Use of specialist visual equipment.
 - o Overlays for pupils with dyslexic traits and Communicate in Print software for extended writing, writing slopes to aid writing.

- Recognising the difficulties some pupils may encounter and putting in place intervention strategies to help them progress further
- Attending promptly to all issues of pupils' care, health and wellbeing in the school.

Further details of how we ensure pupils with disabilities are able to access the curriculum are provided in the school's Accessibility Plan which is compliant with the Equality Act 2010 and the Special Educational Needs and Disabilities Regulations 2014.

In accordance with our inclusive ethos, every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. In exceptional circumstances where this is not possible, Mrs Reardon will consult with the pupil's parents for other flexible arrangements to be made.

How do we assess and review pupils' progress towards outcomes?

In supporting our pupils, we take a graduated approach of assess, plan do, review, i.e.

- **Assess:** This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate following discussion and agreement from parents.

For EYES pupils' independent speech and language assessments are used to identify language and communication needs at this early stage.

- **Plan:** Planning will involve consultation between the teacher, Mrs Reardon and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement is sought, if appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

- **Do:** The class teacher is responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with Learning Support Assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising on the implementation of effective support will be provided by Mrs Reardon.

- **Review:** Reviews of a pupil's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and parents.

The class teacher, in conjunction with Mrs Reardon will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil

We strongly believe that the key to success with all learners is inclusive quality first teaching (QFT). If the need for SEND support is confirmed therefore, the first step in responding to a pupil's needs will be to ensure that high-quality teaching, differentiated for the individual pupil, is in place. If after this, the class teacher finds that the pupil fails to make or makes only limited progress, teachers will take a more individualised pupil centred approach, when necessary, drawing on wider teaching resources available to the school.

If the extra provision/intervention is still failing to result in progress, Mrs Reardon will set up extra assessments and meetings will be held with the pupil, the parents and external agencies, where necessary.

Following this, if considered necessary, a detailed One Planning document, setting out long term outcomes for the pupil will be produced in liaison with all parties.

If the pupil continues to not make progress with the agreed provision and interventions in place for two or more cycles of the One Planning document, (usually over a period of two terms), the school will seek further professional advice, and consideration will be given to applying for an Education Health and Care Needs Assessment (EHCNA).

It should be noted that not all students on the SEND Register will require a One Planning document. However, all pupils on the SEND Register will have a One Page Profile. This will focus on the pupil as an individual and enable them and their parents to express their views, wishes and feelings and be part of the decision-making process.

The One Page Profile is designed to be easy for pupils and parents or carers to understand and uses clear ordinary language and images rather than professional jargon. It also highlights the pupil's strengths and capabilities. It will enable the pupil and those that know them best to say what they have achieved, what interests them most and what outcomes they are seeking in the future. It will help to chart the need and set the stage, for any future provision. The One Page Profile will be created following an informal discussion between the class teacher and the pupil. It will be reviewed by the class teacher termly.

Every class teacher is responsible for every pupil in their class. "We are all teachers of special needs". We provide a relevant, interesting and differentiated curriculum to which all pupils are able to gain access; for example, by grouping, 1:1 work, teaching style, content of the lesson. For our pupils with disabilities, it could include providing specialist teaching and learning aids. Our teaching is also suitably scaffolded, for example, by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and teaching in small steps.

What additional support for learning do we provide?

Where a pupil has an EHCP, there may be an LSA assigned for a proportion of the school week to support their learning. However, we believe that all pupils require independence, and we do not encourage adults to be working with one individual all day, every day. We aim to promote inclusion, independence, and self-help skills. Teaching in small peer groups is one way we combine personalised support during interactive sessions with fellow pupils.

At Templars Academy we have an enhanced provision, The Avenue, for re-integrating back into the classroom pupils with severe and complex special needs, whose challenging behaviour has placed them at risk of permanent exclusion from mainstream education.

Pupils in the enhanced provision receive additional support tailored to their individual specific needs. The focus of this provision is developing social and emotional skills so that pupils, in time, can be successfully included within the mainstream setting.

Admissions to the alternative provision need to be submitted, via the pupil's home school, to the enhanced provision panel, led by Essex County Council. If you have any questions or queries at all about admissions for the alternative provision, please contact our Head teacher via the office on 01376 513477.

In helping us to meet the needs of pupils in our schools with Special Educational Needs and Disabilities we will also draw on the Essex Provision Guidance Toolkit. This provides an evidence-based reference for schools and other practitioners who need to check that they are doing all that could be expected to meet the needs of pupils with special and additional needs. It also provides clarity and consistency when deciding the level and type of support that pupils need. The purpose of the guidance is to build on current good practice and help schools to develop systems, skills and structures for responding to pupils' needs.

What expertise and training do our staff have to support pupils with SEND?

Our teaching staff have a wide range of knowledge and expertise in the field of SEND. This includes:

- Catch Up
- Speech and Language therapy support 14
- ELKLAN
- Positive Behaviour Management
- Supporting EYFS
- Zone of Regulation
- Supporting pupils with Social, Emotional and Mental Health difficulties • Precision Teaching
- Drawing for talking
- Autism
- Makaton

Some of our staff have also had training in specific medical needs such as diabetes and Epi-Pen administration.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Mrs Reardon attends relevant SEND courses and meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we support this through professional development.

How does the school secure equipment and facilities?

From time to time, if required, we provide specialist equipment for individual pupils. This is usually recommended by Mrs Reardon or outside specialists. Equipment might include such

items as laptops, coloured overlays, communicate in print, visual timetables, larger font, writing slopes, grips, and easy hold scissors and sensory equipment.

How is the effectiveness of SEND provision evaluated?

To track the progress of our SEND pupils and evaluate effectiveness of the provision, Templars implements a rigorous system of frequent and regular assessment.

Class Teachers, with the support of Mrs Reardon, prepare Individual Provision Plans at the beginning of the academic year. These contain a personal profile of the pupil and set out:

- The type of Interventions and provision required
- Individual learning targets for English/Literacy, Maths/Numeracy, Behaviors/Social and Speech and Language.
- Success Criteria for meeting these targets and
- Progress achieved

These plans are reviewed half termly and adjusted as necessary by the class teacher.

The effectiveness of any interventions is monitored and evaluated termly by Mrs Reardon and information is fed back to the staff. This helps to identify whether provision is effective.

All EHCPs are subject to a review process at least annually, parents, pupils, the Local Authority and other agencies are able to assess and discuss progress made and consider the need for any changes to the provision.

Before an Annual Review, all parties involved will be invited to supply a written report as well as being invited to attend the review meeting. The Annual Review sets out the level and type of provision that each pupil needs together with expected outcomes. It identifies the progress that the pupil has made during the previous 12 months and if outcomes have not been achieved, recommends additional provisions or interventions that may be necessary. These are reviewed at termly intervals and if adequate progress is not being made, strategies are put in place to secure an improvement.

Evidence of the level of progress is gained from a range of routine tests, assessments, and teachers' observations and marking of pupil's work.

How do we ensure that pupils with SEND engage in activities available to those in the school who do not have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our school trips and all pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their special educational needs or disability.

At Templars Academy we provide access to all our school buildings by flat entrances, stairs and wheelchair ramps. We also provide disabled toilet facilities. One of our buildings is two storeys

however, when planning classes for academic year beginnings we take into consideration specific physical needs and make amendments if required.

What support will there be for your pupil's overall well-being?

Some of our pupils experience significant social and emotional difficulties. This can affect their ability to interact socially and form and maintain relationships. It can also hamper their learning and development. A lack of self-confidence, low self-esteem, poor self-awareness and constant anxiety are serious additional issues that pupils with learning difficulties often have to overcome.

We realise how important it is to give a high priority to meeting our pupil's social and emotional needs. Templars provides a wide variety of pastoral support and as a team we are able to guide parents and signpost them to external agencies where appropriate.

In addition:

- Members of staff are readily available (such as class teachers, HLSAs, LSAs and Mrs Reardon,) to work with pupils who need additional well-being support and mentoring.
- Some of our Upper Key Stage Two pupils also act as play leaders and buddies for younger pupils: supporting the well-being of their peers.
- Individual staff members receive relevant training for conditions such as diabetes, epilepsy and EpiPen use.
- Specialist outside agencies and therapists work with some pupils and they will also recommend things that parents can do at home to support their child
- A zero-tolerance approach to bullying is implemented at Templars.

Some of our pupils with SEND can display negative behaviour at times that can be harmful to themselves and others and cause disruption to lessons. We strongly believe that excluding pupils is counter-productive and therefore it is only employed as a last resort in order to keep all students' safe and secure. Our approach therefore is to:

- Identify early any behaviours that might require intervention.
- Recognise that challenging behaviour of pupils with SEND may be a sign of an unmet need
- Understand the factors that might lead to such behaviour.
- Recognise the warning signs and triggers for the behaviour
- Deploy strategies for managing the behaviour before it escalates and in a way that gives the pupil time and space to calm down, recover their composure and reflect on the circumstances that may have led to them making 'wrong choices'.

If necessary, this information will be collated by the senior leadership team, to create formalised bespoke plans for the pupil which is shared with parents.

What specialist services and agencies do our schools have access to?

Templars continue to build strong working relationships and links with external services in order to fully support SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within Templars.



Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of Mrs Reardon who will inform the child's parents. We invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. Mrs Reardon is the designated person responsible for liaising with a wide range of organisations including:

- ASL Speech and Language.
- Essex County Council Inclusion Team (VI, HI, ASD, PMI, BESD, and SLCN)
- Childrens and Families Hub
- NHS Speech and Language Therapy Team – ACE/Provide
- Family Support Service
- Occupational Therapy Team
- Community Paediatrician
- Educational Psychologists (on a time limited basis)
- EWMHS (Emotional Well-being and Mental Health Service)
- Mind – The Junction, child counselling service • School Nursing Team
- Local Hospitals and clinics, with regards to paediatric care
- Parent groups and forums for specialised support e.g., MAZE
- Social Services • Child and Adult Mental Health Service (EWMHS)
- Essex Education Psychology Service

In cases where a pupil is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

What links do we have with other schools?

Templars works in partnership with the other schools within the Inspires MAT. This enables us to build a bank of joint resources and to share facilities, advice, training and development activities, best practice and expertise. We also maintain close contact with other local schools from, and to which, our pupils may from time-to-time transfer.

What support services are available for parents of pupils with SEND?

SEND Information, Advice and Support Service (SENDIASS) Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND). It is free, easy to access and confidential. It offers information, advice and support to:

- Pupils and young people (up to 25 years) with SEND
- Parents and carers of pupils with SEND
- Practitioners (who might support pupils, young people or parents to access our service)

Referrals can be made by a parent/career/pupil/young person themselves or anyone who has their permission.

SENDIAS can help by:

- listening to your concerns and explaining what options are available
- explaining how education settings can support pupils and young people with special educational needs/a disability
- giving you information about what the law is and what your choices are, to help you make your own decisions
- supporting you when required at meetings and helping you to get your views across
- finding voluntary groups and other agencies that can also support you, with the help of the Essex Local Offer
- guiding you through the Education, Health and Care Needs assessment process
- supporting you in discussions with education settings and the local authority where a pupil or young person is at risk of exclusion or has been excluded
- advise you on processes for resolving disagreements, the SEND Tribunal processes and means of redress
- consulting parents, pupils and young people and ensuring your views influence the development of local policy and practice for pupils and young people with special educational needs and disability <http://www.essexlocaloffer.org.uk/listing/SENDd-information-advice-and-support-service/>

Who should you contact for further information about SEND support?

The Class Teacher should always be the first point of contact for parents. The Class teacher will liaise with Mrs Reardon or the Headteacher, Mr Hancock, in providing information about further support available within the school and if necessary extra support from external agencies including the local authority.

What is the Local Offer?

The Local Offer is a Local Authority's publication of all the provision "they expect to be available across education, health and social care for pupils and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans." (Section 4.1 SEND Code of Practice, January 2015).

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up to date information about the available provision and how it can be accessed.
- To make provision more responsive to local needs and aspirations by directly involving disabled pupils and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

If you would like further information about Essex County Council's Local Offer please follow the link below, or Google 'Essex Local Offer' and click on the Education or One Plan/EHCP tab.

<http://www.essexlocaloffer.org.uk/>



Who do you complain to about SEND provision?

As part of our 'open door' policy, parents or pupils are requested to initially direct their concerns to the class teacher who will liaise with other staff including Mrs Reardon and the Headteacher as necessary.

Our 'Complaints Policy' is available upon request or can be downloaded from our website.

Parents of pupils 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 pupils. 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

Monitoring arrangements

This Policy and Information Report will be reviewed by our Headteacher, Mr Hancock and SENDCO, Mrs Reardon. It will also be updated if any changes to the information are made during the year.

Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Behaviour
- Complaints
- Attendance
- Admissions
- Child Protection
- Data protection GDPR
- Equality and Diversity
- Intimate Care
- Medical
- Pupil premium
- E-safety

Approved by: CEO, Mr Ceri Jones

Date: February 2024

SEND Trustees: Amanda Dove & Matthew Fuller

Next review due by: SENDCO, Mrs Suzanne Reardon

Date: June 2026