



ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

*"Faithfully following in the footsteps of Jesus,
we serve, love and learn together,
inspiring each other to excellence."*

Associated documents:

SEND Information Report
Accessibility Policy
First Aid Policy

SEND Policy

March 1

2026

Intimate Care Policy
Hospital Protocol
Safeguarding Policy
Remote Learning Policy

This policy will be reviewed every three years by the Governing Body

Signed..... Date.....

Mr. T. O'Malley

Chair of Governors

Review date: March 2027

This policy is a working document that is fit for purpose, represents the school ethos and enables consistency and quality across the school. It complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 2014 and has been written in relation to the following legislation:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 2014
- Data Protection Act 2018
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability (Local Offer) Regulations 2014
- Schools SEND Information Report Regulations 2014
- Children Act 1989
- Education Act 2011
- School Standards and Framework Act 1998
- Children and Families Act 2014

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work with and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Working Together to Safeguard Children (2013) (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

1 Introduction

Every teacher is a teacher of every child including those with Special Educational Needs and Disability (SEND). Teachers have high expectations of all pupils and strive to enable all children to have high expectations of themselves. Within each class, children have a range of talents and approach learning in different ways. Class teachers are committed to using a variety of teaching styles to ensure that children of all abilities enjoy learning and are able to make progress. All children access a broad and balanced curriculum designed to inspire a thirst for learning within a wide range of subjects.

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Quality First Teaching in all classes ensures that every child can access and enjoy learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We provide high quality teaching that is differentiated and personalised and that meets the needs of children and young people. We have high ambitions, set challenging targets, and track the progress of all pupils. As a school, we ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom.

Children may have special educational needs either throughout or at any time during their school journey. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEND provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

2 Aims and Objectives

The aims and objectives of this policy are:

- To show due regards for the Special Educational Needs and Disability Code of Practice.
- To identify pupils with special educational needs and disabilities as early as possible.
- To create an environment that meets the special educational needs of each child.
- To provide all our children with a broad and balanced curriculum that is adapted to the needs and ability of the child.
- To have high expectations for pupils with special educational needs and disabilities, ensuring all children realise their full potential.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, local authority and outside agencies.
- To create and maintain a school environment of positivity where all children are taught to embrace and value difference.
- To protect children from the risk of radicalisation and extremism.
- To work with other schools and the Local Authority to share good practice in order to improve this policy.

3 Educational Inclusion and Equality

In our school, we aim to offer excellence and choice to all our children. We have high expectations. We aim to achieve this through the removal of barriers to learning and participation. All children are a valued part of our school community. Through appropriate provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to the needs of all learners through:

- Employing high quality teaching strategies.
- Planning to develop children's understanding through the use of all their senses.
- Ensuring full participation in learning, physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping children to manage their emotions, particularly trauma or stress, and to take part in learning.
- Working closely with parents to ensure they feel that their views are valued and there is consistency in home and school approaches,

4 Special Educational Needs and Disability

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children have a learning difficulty or disability if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

For information about the identification of special educational needs in our school see below.

Children may have additional needs in one or more of the four areas as outlined in the SEND Code of Practice, 2014:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Pupils can have needs that cut across more than one area, and their level of need may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	EXPLANATION
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the Autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspect of learning, such as: Dyslexia, Dyscalculia and Dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

AREA OF NEED	EXPLANATION
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder • Suffered adverse childhood experiences (ACES) These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5 Identification of Special Educational Needs

All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Class teachers are responsible and accountable for the progress and development of children in their class, including where they access support from teaching assistants and/or specialist staff. High quality teaching, with effective adaptation specific groups and individual children is key to children making progress. This is the first step in responding to the needs of children who have or may have SEND. Within school, the quality of teaching of all children is regularly monitored and reviewed by the Head teacher and members of the Senior Leadership Team (SLT).

The progress of all children is tracked rigorously throughout the year on a termly basis. If parents or teachers have concerns about a child's academic progress or their social and emotional health and wellbeing they can meet to share these concerns. Together, parents and teachers decide upon desired outcomes for a child and the actions to be put in place. There can be a range of factors to consider that impact children's progress, so parents and teachers working in collaboration is vital.

However, if following targeted classroom support, a child is still not making progress and continues to experience difficulties, they may have a more specific educational need. This may require additional strategies that are different to other children of the same age group.

The class teacher will work closely with parents and the SENCo, Mrs Farley, to discuss interventions and strategies that are different from or additional to those provided as part of the school's usual working practices. Parents are welcome to involve their child by including them in meetings if they feel this would be beneficial. Staff members welcome children's views and recognise the importance of children feeling involved in decisions about their learning.

6 Graduated Approach to SEND support

All staff follow a graduated approach when supporting with SEND. This is in line with Sefton's 'Local Offer'.

The steps within this graduated approach are:

Assess, Plan, Do, Review.

Following discussions between parents, teachers and the SENCo, desired outcomes and additional provision that has been agreed will be recorded on a SEND support plan. A date to review outcomes will be arranged between class teachers and parents. If, before this date, parents or teachers feel that the additional provision put in place is not working they will meet and discuss any adjustments that they feel are necessary. We also encourage the child to attend review meetings as we strongly consider pupil voice.

Class teachers are responsible for evidencing progress of children according to the outcomes described in the SEND support plan. Class teachers work closely with teaching assistants who are supporting children with SEND and discuss on a regular basis (at least once a week) the impact of the support strategies in place. Children give feedback each lesson about their learning and are encouraged to reflect honestly on their work. The SENCo has regular meetings with teachers regarding the progress of children who are accessing additional support and ensures that SEND records are up to date.

If a child achieves the outcomes agreed on their SEND support plan, and can make progress through Quality First Teaching without additional support, parents and/or teachers may feel that they no longer need additional provision. If children stop accessing additional provision the SENCo would continue to closely monitor their progress over the next two terms and discuss this with class teachers during progress meetings. The number of children receiving additional SEND provision is determined by need at any particular time and some children may receive SEND support for a shorter period of time than others.

Parents, teachers and the SENCo may need to seek advice from external support services in order to get a specific assessment of a child's learning needs. This assessment would then inform parents and teachers of additional strategies to be put in place within the classroom or through specific intervention programmes. Advice from external services is used to help create outcomes on a child's SEND support plan. The plan would continue to be regularly reviewed, usually on a termly basis.

For more complex educational need, parents and staff involved may feel that they need additional funding in order to supplement the support provided within school to enable them to meet specific outcomes and make progress. On these occasions the SENCo would meet with the school's generic Inclusion Consultant to complete a triage form, analysing the current Quality First provision that is in place. Once the triage process has been completed, it will be decided whether school can access additional support, or, whether school need to submit a request for an Educational Health Care Plan (EHCP). This is an assessment that would lead to a specific plan being created to meet a child's educational, health and social care needs. An EHC Plan is usually put together to enable a higher level of additional provision to be put in place within school. Funding from an EHC plan may be provided for specific resources and/or additional adult support. An EHC plan may lead to some families deciding to access a more specialist provision for their child. For more information about Sefton's Local Offer and support available within the authority please visit <https://www.seftondirectory.com/localoffer>.

7 Roles and Responsibilities

In our school the SENCo must;

- have the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience;
- ensure the detailed implementation of support for children with SEND;
- ensure the implementation of this policy;
- ensure all school personnel understand their responsibilities to children with SEND;

- work with the Headteacher to oversee the day-to-day provision for pupils with SEND within the school including those with education, health and care plans (EHCP);
- ask the Local Authority, if necessary, to conduct an education, health and care needs assessment for a child with the parent's permission;
- identify the barriers to learning and what special educational needs provision that a pupil requires;
- provide advice and teaching strategies to teachers and support staff;
- inform parents of their child's special educational needs;
- arrange meetings for parents with the school nurse, external agencies, support teachers or the educational psychologist;
- organise and monitor in-house and external support for a pupil with SEND;
- keep parents up to date with the special educational needs provision for their child;
- ensure pupils with SEND have full access to the curriculum;
- ensure pupils with SEND are included in all school activities and events;
- ensure pupils with SEND take part in extra-curricular activities;
- arrange for staff to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have;
- lead the development of SEND throughout the school;
- undertake book and planning monitoring each half term;
- ensure adaptive teaching methods are being used;
- track the progress of children with SEND;
- maintain records of all children with SEND;
- use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
- keep up to date with new developments and resources;
- make effective use of relevant research and information to improve this policy;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools before a child moves into another setting to plan and prepare for transition;
- provide information for the SEND Information Report;
- review and monitor;
- annually report to the Governing Body on the success and development of SEND.

In our school the governing body:

- has due regard to the 2014 SEND Code of Practice and its reforms when carrying out its duties toward all pupils with special educational needs.
- is committed to securing the necessary provision for any pupil identified as having special educational needs.
- ensures that all teachers are aware of the importance of providing for children with SEND.
- cooperates with the LA and other schools, when appropriate, and reports annually to parents and carers on the success of the school's policy for children with special educational needs.
- ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.
- has a responsibility for ensuring funding is in place to support this policy;
- has a responsibility for ensuring this policy and all policies are maintained and updated regularly;
- has a responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The 'responsible person' in this school is the head teacher.

In our school the Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- work closely with the SENCo, governors and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
- ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with SEND;
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;
- monitor the quality of teaching for pupils with SEND;
- monitor the progress made by pupils with SEND;
- agree with the Local Authority the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
- publish SEN information report on the school's website updating stakeholders of how the school's offer is administered;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff.

In our school the class teachers must:

- be responsible and accountable for the progress and development of the pupils they teach;
- have high expectations of pupils with SEND;
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- work closely with the SENCo;
- be well informed of the special needs, medical conditions and the Education, Health and Care needs of the pupils that they teach;
- implement any advice and teaching strategies given by the SENCo;
- provide high quality teaching for all pupils;
- deliver the individual programme for each SEND pupil;
- include pupils with SEND in all class activities;
- ensure their planning includes differentiation;
- set challenging targets;
- track and monitor the progress of all pupils;
- inform the SENCo of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- undertake appropriate training on induction;
- identify any additional training needs they require.

In our school the Teaching Assistants will:

- work closely with the SENCo and class teachers;
- provide support for individual or groups of pupils with SEND;
- assist in the delivery of lessons;
- monitor pupils' progress;
- provide feedback to teachers and the SENCo;
- attend appropriate training;
- suggest training needs.

In our school external support agencies may provide support teachers who will:

- be line managed by the SENCo;
- work closely with the SENCo, class teachers and TAs;
- work with High Needs Funded or Educational Health Care plan pupils to meet the objectives of their plans;
- develop planning for teachers and TAs;
- undertake continuous pupil assessment;
- keep up to date pupil records;
- develop support materials;
- provide in-house training on specific topics;
- meet regularly with the SENCo, teaching staff and parents.

The SENCo will also seek the advice and support from the following external specialists if a pupil continues to make less than expected progress:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- hearing impairment
- vision impairment
- multi-sensory impairment
- speech and language therapists
- occupational therapists
- physiotherapists

8 Allocation of Resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCo meet annually to agree on how to use funds directly related to EHC plans.

9 Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning intentions; we differentiate or adapt work appropriately and provide additional resources to support learning and encourage independence. We use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We recognise the importance of children working with their peers, in their classrooms, and use additional adults and resources to facilitate this as much as possible. We also recognise that, at times, it can be beneficial for some children to work in small groups, or in a one-to-one situation outside the classroom, in order to maximise learning outcomes.

10 Partnership with Parents and Carers

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue. Contributions are welcomed from parents and carers and decisions made part of a collaborative process.

We have meetings to share the progress of children with SEND support plans. We work collaboratively with parents to support children during points of transition to ensure that moves between classes, key stages and between schools are as smooth as possible. (For more information, please refer to the SEND Information Report.)

11 Supporting pupils at school with medical conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. St Patrick's recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, we will comply with our duties under the Equality Act 2010.

Some children may also have special educational needs and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision. We will work closely with all parties to comply with the SEND Code of Practice (2014). The arrangements to support pupils with medical conditions is detailed in the First Aid, Intimate Care Policy and Medical Needs Policy.

For those children who don't have an EHCP but require bespoke care for their medical needs, an individual health care plan is completed by Mrs Farley (SENCo) and/or Mrs Halsall (Headteacher) with the support of the parents/carers. Staff members receive training from the school nurse or specialist nurses, as appropriate, to ensure they have a secure understanding of children's needs and how to support them effectively. (See Policy for Administering Medicines.)

12 Accessibility

St Patrick's is an inclusive school and we encourage children to access all activities and school trips. Adaptations are made where possible to ensure children with SEND are given equal opportunities and feel an integral part of school life. We are happy to discuss access arrangements and meet with parents to ensure children are supported in the school building and when involved in excursions and extra-curricular activities. (For further information see Disability Policy and Accessibility Plan.)

13 Pupil Participation

We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Children are actively encouraged to use and discuss educational and personal targets in order to help them take some ownership in their educational journey.

Children are involved at every level in setting targets. Children are encouraged to make judgements about their own performance and celebrate the achievements. All children are encouraged to participate in a wide variety of activities including school visits and extracurricular activities. Provision is made to ensure that children with specific needs are able to access the same opportunities as their peers.

14 Accommodation

As an inclusive school we try to keep interventions and support in class. However, on occasions when more specific programmes are being used, children may be withdrawn. The school does not contain a particular room designated as a SEND area. In cases where children are withdrawn, this is usually a small group room: The Rainbow Room, Library or Resource Area.

15 Bullying and Prevent

We endorse the Equality Act 2010 and the School Admissions Code of Practice by ensuring that all applications to this school from parents of children who have SEND will be considered and treated fairly and in line with current guidance. We aim to ensure that we meet the standards that are outlined in the Preventing and Tackling Bullying Guidance of October 2014. Our methodology is to promote positive behaviour throughout the school using a variety of innovative approaches to enable us to develop children's understanding of what bullying is and how we can prevent it.

We work hard to create and maintain a school environment of positivity where all children are taught to embrace and value difference. We recognise school personnel need to be made aware of what constitutes bullying, how to detect bullying behaviour and to have a greater knowledge of pupils with SEND.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

16 Monitoring SEND Provision

The SENCo is involved in supporting teachers and parents in creating SEND Support Plans for children. The SENCo and the Headteacher hold regular meetings to review the work of the school in this area. The SENCo and the named governor with responsibility for special needs also hold meetings.

In school there are a range of strategies used to monitor and evaluate the quality of provision for children with SEND in addition to tracking academic progress. These include:

- Regular scrutiny of SEND support plans, lesson planning and children's books
- Observations of lessons
- Discussions with teaching and support staff
- Meetings with parents / parental questionnaires
- Child questionnaires and pupil interviews

SEND provision is formally reviewed termly by the SENCo in order to evaluate its effectiveness and any amendments are made and communicated accordingly. The SENCo monitors the movement of children within the SEND system in school and meets with the senior leadership team to review the work of the school in this area.

17 Linked Policies to SEND Provision

Please see the following linked policies on the school website:

- Admissions
- Assessment

- Complaints Procedure
- Curriculum
- Disability Equality Scheme and Disability Accessibility Plan for Pupils
- Looked After Children
- Pupil Behaviour and Discipline
- Safeguarding and Child Protection
- Teaching and Learning

18 Staff Training

Staff training on a regular basis ensures staff members are delivering a high -quality education to children with SEND. Training delivered depends upon the strengths and needs of children within school and the effectiveness of SEND provision. Where monitoring has identified gaps in SEND provision, specific and tailored training is implemented to support staff as needed.

Training is provided to new members of staff by the SENCo to ensure SEND requirements are clear and provision is consistent.

19 Data Protection

The principal aim of the General Data Protection Regulations (GDPR) is to strengthen and unify the safety and security of all data held within an organisation. (Please see our Data Protection policy on the school website.)

20 Remote Learning

We recognise the importance of all children being able to access a broad and balanced curriculum in the remote environment and are committed to providing them with opportunities to do so. We that everyone's circumstances at home will be different due to a range of factors e.g. number of devices available for use, number of people sharing devices, some parents working at home whilst also home schooling etc, so are keen to provide flexibility within our approach.

We are aware that very young children and some pupils with Special Educational Needs and Disabilities (SEND) may find it challenging to access a full programme of remote, online learning and may benefit from a combination of online activities and physical resources e.g. reading books. We will endeavour to work with families to ensure children can access learning in circumstances that require remote learning. For further information please refer to our 'Remote Learning' policy.

21 Evaluating the effectiveness of the policy.

The governing body reviews this policy annually and considers any amendments in light of the annual review findings. We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives as outlined in section 2.

We will evaluate how effective our SEND provision is with regards to:

- Staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued, and included in the school community
- Comments and feedback from pupils and their parents

Signed: J Farley

Date: March 2026