

Manchester Academy

Special Educational Needs and Disabilities (SEND) Policy & Code of Practice

2026-2027

For office use: -		Review Period:	Annually
		Owner:	K Stead - SENCO - Assistant Vice Principal
Last review:	September 2025		
Date of next Academy review:	September 2027		
Type of policy:	United Learning Policy	Local Governing Body	Manchester LA
		Group Board:	

“The Special Education Needs and Disability (SEND) Policy follows the aims, objectives and key principles of the United Learning Special Needs and Inclusion Policy.”

‘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.’

Special Educational Needs Code of Practice 2015

The School in Context

Manchester Academy is an 11-16 Academy situated in the Moss Side area of Manchester.

The school has due regard to the Code of Practice in the *identification and assessment of Special Educational Needs (2015)* in relation to the Children and Families Act (2014).

Learning difficulties include those caused by Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health Difficulties and Physical/ Sensory Impairment.

Manchester Academy SEND Ethos

The SEND department is committed to ensuring that every pupil is known, valued and supported to achieve their full potential within an inclusive mainstream environment. We recognise that high-quality teaching, effective adaptive practice and a strong universal offer are the foundation of successful inclusion. Through early identification, collaboration with families and a graduated approach to support, we seek to remove barriers to learning, promote independence and ensure that all pupils can access, participate in and succeed within a broad, ambitious curriculum alongside their peers.

The school implements the 3 key principles for Inclusion at all levels of curriculum planning:

- Pupils with SEND and Disabilities are entitled to have suitable learning challenges set for them. This is achieved through school and support agency assessment; carefully planned learning programmes and developing a flexible curriculum that will enable pupils to be successful and make progress.
- The school ensures that action is taken to respond to diverse needs through the developing policies and practices that ensure equal opportunities for both girls and boys; pupils from a variety of different cultures, including travellers, refugees and asylum seekers.
- The school helps to overcome potential barriers to learning and assessment for individual and groups of children by providing early intervention of individual needs, appropriate planned interventions and clear monitoring and review procedures, for all pupils including those for whom English is an additional language.



1. School Arrangements

Definitions: As detailed in the *SEND Code of Practice (2015)*

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) *Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) *Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.*

At Manchester Academy we make sure that children are not regarded as having a learning difficulty solely because of their language skills or that the language spoken at their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

(See Section 312, Education Act 1996)

2. Objectives of the Policy

Manchester Academy is committed to providing an ambitious, inclusive education that enables all pupils, including those with SEND, to achieve well, participate fully in school life and prepare successfully for adulthood. We recognise that high-quality teaching is the first step in responding to pupils' needs and that effective inclusive practice benefits all learners. Through a strong universal offer, barriers to learning are identified and addressed early, reducing the need for additional intervention wherever possible.

This policy works alongside the school's Equal Opportunities Policy, Accessibility Plan and other policies that promote inclusion, equality and high aspirations for all.

Through this SEND Policy, Manchester Academy will:

- Ensure that all pupils have access to a broad, balanced and ambitious curriculum through high-quality teaching and inclusive classroom practice.
- Promote a strong universal offer in which adaptive teaching, effective scaffolding and evidence-informed strategies meet the needs of the majority of learners within the classroom.
- Identify SEND at the earliest opportunity using a graduated approach and provide timely, proportionate support that is responsive to individual need.



- Develop pupils' literacy, numeracy, communication and wider learning skills to maximise independence, participation and access to the curriculum.
- Enable pupils with SEND to participate fully in all aspects of school life, including enrichment activities, educational visits, leadership opportunities and post-16 preparation.
- Promote pupil voice and self-advocacy by ensuring that pupils are involved in decisions about their support, outcomes and aspirations.
- Work in partnership with parents/carers, recognising them as key partners in understanding and supporting their child's needs.
- Ensure that pupils with disabilities or additional needs can access the school environment, curriculum and wider opportunities through appropriate support and reasonable adjustments.
- Deploy SEND resources strategically and evaluate their impact to ensure that support is effective, evidence-informed and focused on improving outcomes.
- Work collaboratively with external agencies and professionals where appropriate to secure the best possible outcomes for pupils.
- Implement the SEND Code of Practice through a graduated approach of Assess, Plan, Do, Review, ensuring that provision is regularly monitored and adapted in response to need.
- Foster a culture of belonging, high expectations and inclusion, where pupils with SEND are valued members of the school community and are supported to thrive alongside their peers.

Manchester Academy Code of Practice

Responsibility for the co-ordination of Manchester Academies SEND provision

The Governing Body will:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the “responsible person” – the principal/designated person or the appropriate governor – has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs.
- Consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with special educational needs through the Governors' Annual Report to Parents.

(See Section 317, Education Act 1996)



- (vii) Have regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs

(See Section 313, Education Act 1996)

The Principal/Designated Person for SEND is Kate Stead (SENCO – Assistant Vice Principal)

- Ensure the existence and regular review of the SEND Policy.
- Have responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND.
- Ensure all members of the school community have knowledge of the policy.
- Contribute to the monitoring of effectiveness and impact of strategies used.
- Include updates on progress made by SEND students in the annual report.
- Ensure the policy is published to all staff, parents/carers and students once a year.

Teaching and non-teaching staff:

Are made aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs through the SEND Staff Handbook. The SEND register and other information is distributed by the SEND coordinator. All teachers have a responsibility to bring to the attention of the SEND coordinator any child whose needs they believe are not being met (see procedure below). It is incumbent upon teachers to be aware of the varying needs of pupils in their classes and to differentiate accordingly. All teachers are teachers of pupils with special educational needs.

The Special Educational Needs Co-ordinator is Kate Stead, who is responsible for the implementation of the SEND Policy, in particular:

The day-to-day operation of the school's SEND Policy and for co-ordinating provision for pupils with special educational needs, working closely with staff, parents/carers and other agencies

- (i) Actioning referrals.
- (ii) Liaising with and advising other members of school staff.
- (iii) Maintaining the school's SEND Register and overseeing the records of all pupils with special educational needs.
- (iv) Liaising with the parents of children with special educational needs.
- (v) Liaising with external agencies, including the educational psychology service, the health and social care services and voluntary bodies in consultation.
- (vi) Liaising with the Key Stage Teams who oversee the education, behaviour and development (SEMH) of pupils.
- (vii) Managing and deploying the school's Learning Support Assistants and Higher Level Teaching Assistants (HLTAs)
- (viii) The managing and co-ordination of the SEND Department.

Arrangements for co-ordinating SEND provision



The SEND Department comprises of the SENCO, 5 Learning Support Assistants and 3 Higher Level Teaching Assistants (HLTAs) who meet regularly to discuss updates and progress of children on the SEND register.

Provision of all SEND students is co-ordinated by the SENCO. All referrals, requests for support for classes or help for individual students should be brought to the attention of the SENCO or HLTAs. This should be directed through to the SENCO by SLT, CALs or the Key Stage Teams, this should be done by completing an online referral form.

Admission Arrangements

The school will admit, as a matter of course, all pupils in the catchment area, and all those out of catchment granted places by the LEA, who are able to benefit from the education on offer in the school.

New pupils who begin midyear are tested and interviewed. The school strives to obtain information from previous schools especially for those pupils identified with having SEND or EAL.

The school has a comprehensive transition system for Year 6 students. In addition, the SENCO and the Transition Co-ordinator visit all feeder primary schools to obtain information that is then shared via the SEND register.

The school has a HLTA dedicated to Transition who supports with in year admissions and Year 6 students.

Specialist SEND Provision

Special Facilities:

Autism Resourced Provision (ARC):

We have a specialist resourced provision for students with Autism Spectrum Disorder (ASD). For a child to be placed within the ARC resourced provision, parents must apply to the local authority and request that this provision be named on the EHC plan. If places are available within the base, then a full consultation will be given.

Facilities for vulnerable pupils, those with SEN or who are disabled

We work closely with parents and other agencies to ensure that we are meeting the needs of all vulnerable groups.

Our building is easily accessible by wheelchair and there are disabled facilities: a lift near the main entrance and a disabled toilet situated by the main office. There are additional disabled toilets situated in the PE department and on C floor.

All students are encouraged to participate fully in the academic, social and pastoral life of the school. The school has 2 Attendance Officers who monitors attendance and punctuality.

The school has 3 intervention rooms, one of which is used as a sensory calm space.

Allocation of resources for vulnerable pupils, those with SEN or who are disabled



The school deploys resources strategically to remove barriers to learning and ensure that pupils with SEND, disabilities and other vulnerabilities can access a broad, ambitious and inclusive curriculum alongside their peers. Allocation is based on identified need, reviewed through ongoing assessment and adapted where necessary to maximise impact.

Identification and review of pupil needs

Objectives

- To identify SEND at the earliest opportunity through effective transition, assessment, screening, observation and ongoing review.
- To use assessment information and professional judgement to inform provision, remove barriers to learning and improve outcomes.
- To ensure pupils with SEND have full access to a broad, ambitious and inclusive curriculum alongside their peers.
- To maintain accurate and up-to-date records so that staff have the information and resources required to meet individual needs effectively.
- To work in partnership with pupils, parents/carers, schools and external agencies to identify, review and respond to need.
- To regularly review the effectiveness of provision through the Assess, Plan, Do, Review cycle and adapt support where necessary.

Identification and Review Procedures

The school adopts a graduated approach to identifying and meeting SEND. Information is gathered through close liaison with primary schools, Annual Reviews, transition meetings, parents/carers, external professionals and previous educational records. The SENCO and Transition Coordinator attend Year 5 and Year 6 review meetings where appropriate to support effective transition and ensure that needs are understood prior to admission.

Information regarding pupils with SEND is shared with relevant staff to support planning, reasonable adjustments and curriculum access. The SEND register is reviewed and updated regularly to ensure that records accurately reflect pupils' current needs and provision.

On entry to the school, assessment information, including Key Stage 2 outcomes, reading assessments, MIDYIS testing and SEND screening, is used alongside teacher observations to establish a clear understanding of need. Identification of SEND is an ongoing process, and all teachers are responsible for monitoring progress, identifying potential barriers to learning and raising concerns with the SENCO.

Where further assessment is required, the school may seek advice from external specialists, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, School Nursing Services and other relevant professionals. Parents/carers and pupils are involved throughout this



process to ensure that decisions are made collaboratively and that provision is responsive to individual needs.

The SENCO is available to meet with parents/carers throughout the year, including at open evenings, parents' evenings and review meetings, to discuss progress, provision and any emerging concerns.

Identification of SEND

The school is committed to the early identification of Special Educational Needs and Disabilities (SEND) to ensure that pupils receive timely and appropriate support. Identification is an ongoing process and may draw upon a range of evidence, including:

- Classroom observations and assessment by teachers and support staff
- Standardised and diagnostic assessments
- Progress, attainment, attendance and behaviour information
- Discussions with pupils and their parents/carers
- Information from previous educational settings
- Advice and reports from external agencies and professionals, where appropriate and with parental consent
- Screening tools used to identify specific areas of need, including cognition and learning, communication and interaction, social, emotional and mental health needs, and sensory or physical needs

Where concerns are identified, the school will follow the graduated approach of Assess, Plan, Do, Review. Parents/carers and pupils will be actively involved throughout this process and their views will be central to decision-making.

A pupil will be placed on the SEND Register when evidence demonstrates that they require provision that is additional to or different from that which is ordinarily available through high-quality teaching and the school's universal offer. The SEND Register is reviewed regularly to ensure that support remains appropriate and responsive to need.

For pupils with a identified SEND support needs and/or an Education, Health and Care Plan (EHCP), outcomes and provision are documented in an individualised Pupil Passport which is shared with relevant staff and reviewed in partnership with parents/carers, the pupil and external professionals. The school seeks to remove barriers to learning, promote independence and ensure that all pupils can access a broad, ambitious and inclusive curriculum alongside their peers.

Provision for Pupils with Special Educational Needs The school is committed to providing an inclusive education in which high-quality teaching is the first response to meeting the needs of all learners. The provision offered to pupils is guided by the graduated approach of Assess,



Plan, Do, Review, ensuring that support is responsive, evidence-informed and proportionate to need. Our tiered model enables pupils to access the appropriate level of support while maintaining full participation in mainstream education wherever possible.

Pupils identified with SEND are recorded according to their primary area of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Universal (U)

The majority of pupils with additional needs are supported through the school's strong universal offer. High-quality, inclusive teaching is the responsibility of every teacher and forms the foundation of SEND provision across the school.

Universal provision includes:

- Adaptive teaching informed by the school's Excellent Teaching Model
- Access to pupil passports outlining individual strengths, barriers and effective classroom strategies
- Reasonable adjustments to remove barriers to learning and participation
- Access to appropriate resources, technology and curriculum adaptations where required
- Consistent use of evidence-informed strategies outlined within the SEND Area of Need Guide
- Support from curriculum leaders and the SEND team to ensure inclusive practice is embedded across all subjects

Through this approach, many pupils' needs can be successfully met within everyday classroom practice without the need for additional intervention. The effectiveness of universal provision is monitored through assessment, attendance, behaviour, engagement and teacher feedback.

Targeted (T)

Some pupils require support that is additional to, or different from, ordinarily available classroom provision. Pupils identified at the Targeted level receive carefully planned adaptations and interventions designed to address identified barriers to learning.

Support may include:

- Time-limited evidence-informed interventions
- Enhanced curriculum adaptations
- Targeted reasonable adjustments



- Increased monitoring and review by the SEND team
- Personalised Pupil Passports

Pupils at the Targeted level are reviewed regularly through the graduated approach. Parents/carers and pupils are involved in reviewing progress and identifying next steps. Where progress remains limited despite targeted support, further specialist advice may be sought.

Targeted Plus (T+)

Targeted Plus provision is for pupils with the most complex needs, including those with an Education, Health and Care Plan (EHCP), those undergoing statutory assessment, or those requiring significant multi-agency involvement.

Provision at this level may include:

- Personalised Pupil Passports
- Specialist intervention and advice from external agencies
- Multi-agency planning and review meetings
- Enhanced reasonable adjustments and bespoke support arrangements
- Preparation and evidence gathering for statutory assessment processes where appropriate
- Close collaboration between school, families, health services and external professionals

The aim of Targeted Plus provision is to ensure that pupils with complex needs are able to access an ambitious curriculum, achieve positive outcomes and participate fully in school life.

Identification and Review

Pupils may be identified through assessment information, teacher observation, parental concerns, attendance and behaviour information, transition arrangements, screening assessments, external agency involvement or outcomes from regular provision reviews.

Class teachers remain responsible and accountable for the progress and development of all pupils in their classes, including those receiving additional support. The SEND Register is reviewed regularly by the SENCO to ensure that provision accurately reflects pupils' current needs and that support remains effective.

The school works in partnership with pupils, parents/carers and external professionals to review provision and evaluate impact, ensuring that resources are deployed effectively and that support promotes independence, inclusion and long-term success.



Educational Health Care Plan (Code EHCP)

The school is committed to ensuring that pupils receive the level of support required to achieve positive educational, social and wider life outcomes. The majority of pupils' needs can be effectively met through high-quality inclusive teaching and the graduated approach. Where a pupil's needs are severe, complex and long-term, and evidence demonstrates that additional support is required beyond the resources ordinarily available through SEND Support, the school may consider requesting an Education, Health and Care (EHC) needs assessment.

Requesting an EHC Needs Assessment

- A request for an EHC needs assessment may be considered when:
- A pupil continues to experience significant barriers to learning, participation or independence despite sustained and evidence-informed support at the Targeted or Targeted Plus level.
- A graduated approach of Assess, Plan, Do, Review demonstrates that appropriate provision has been implemented, reviewed and adapted, but outcomes remain limited.
- Assessment information, professional advice and school evidence indicate that the pupil's needs are severe, complex and may require provision beyond that which is ordinarily available within mainstream school resources.
- Specialist assessments and involvement from relevant external agencies support the need for further statutory assessment.
- The decision to request an EHC needs assessment will be made collaboratively with parents/carers, the pupil (where appropriate), school staff and relevant professionals. The SENCO will coordinate the evidence required, including provision maps, pupil profiles, assessment information, review records and reports from external agencies.

During the EHC Assessment Process

- Where an EHC needs assessment is requested, the school will continue to provide appropriate support through its graduated response. Provision will not be delayed while statutory processes are underway. Multi-agency collaboration will remain central to planning, reviewing and refining support to ensure that pupils continue to access an ambitious and inclusive curriculum.

Pupils with an EHCP

- Where an Education, Health and Care Plan is issued, the school will:
- Deliver the provision specified within the EHCP.
- Ensure that reasonable adjustments are implemented to support access, participation and achievement.
- Maintain close partnership working with parents/carers, external agencies and the local authority.
- Review progress, provision and outcomes regularly through person-centred review processes.



- Hold an Annual Review in accordance with statutory requirements, with interim reviews taking place throughout the year where appropriate.
- The school is committed to ensuring that pupils with EHCPs remain fully included within mainstream school life and have equitable access to the curriculum, enrichment opportunities, pastoral support and preparation for adulthood.

Where an EHCP is Not Issued

- If an EHC needs assessment does not result in an EHCP being issued, the school will continue to meet needs through its graduated approach. Provision will be reviewed and adapted as required, and further specialist advice may be sought where appropriate to ensure that effective support remains in place.
- This approach reflects the school's commitment to inclusion, ensuring that support is determined by individual need and outcomes rather than solely by a pupil's stage within the SEND system.
-

It must be noted that if at any of the above points the SENCO believes that a referral to the Child Protection Officer, School Nurse or School Counsellor is needed then it will be done as part of the role through the correct procedures – see safeguarding policy.

Access to the curriculum, information and associated services

Manchester Academy is committed to ensuring that all pupils, including those with SEND, can access a broad, ambitious and knowledge-rich curriculum. We recognise that high-quality teaching and inclusive classroom practice are the foundation of successful inclusion. Through a strong universal offer, reasonable adjustments and adaptive teaching, the majority of pupils' needs can be met within the classroom, enabling them to learn, achieve and participate alongside their peers.

Access to the curriculum is supported through:

- High-quality, inclusive teaching that incorporates adaptive practice, appropriate scaffolding and evidence-informed strategies to remove barriers to learning
- A structured induction programme for pupils who are new to the country or new to English, ensuring equitable access to learning and school life
- Learning Support Assistant deployment that complements and enhances high-quality teaching, promoting independence rather than reliance on adult support
- Targeted interventions and short-term support programmes where assessment indicates that additional provision is required
- Access arrangements, reasonable adjustments and assistive technology where required to enable full participation in learning and assessment



- Partnership working with parents/carers, external agencies and specialist services to ensure provision is informed by a clear understanding of individual need
- Regular review of provision through the graduated approach of Assess, Plan, Do, Review to ensure support remains effective, proportionate and focused on improving outcomes
- Reading interventions where reading may be a barrier to accessing the curriculum

The school aims to meet pupils' needs through inclusive, ordinarily available provision wherever possible. Additional and specialist support is provided when required, but our priority is to ensure that all pupils experience success, belonging and high expectations within mainstream education.

Evaluating the Effectiveness of SEND Provision

The effectiveness of SEND provision is evaluated through a combination of academic progress, attendance, engagement, participation, wellbeing and wider outcomes. The school places a strong emphasis on high-quality inclusive teaching, recognising that the most effective SEND provision begins with a robust universal offer delivered consistently in every classroom. Support is reviewed regularly through the graduated approach of Assess, Plan, Do, Review to ensure that provision remains responsive, proportionate and effective.

Curriculum Area Leaders (CALs)

Curriculum Area Leaders are responsible for:

- Ensuring that inclusive classroom practice is embedded across their subject areas.
- Monitoring the progress, participation and achievement of pupils with SEND.
- Supporting teachers to implement strategies identified within pupil passports, learning plans and the SEND Area of Need Guide.
- Evaluating the effectiveness of adaptive teaching and subject-specific provision for pupils with SEND.
- Working collaboratively with the SENCO to identify areas for development and improve outcomes.

Class Teachers and Learning Support Assistants

Class teachers remain responsible and accountable for the progress and development of all pupils in their classes, including those receiving additional support.

Class teachers and Learning Support Assistants are responsible for:

- Implementing agreed strategies, reasonable adjustments and inclusive practices to meet individual needs.



- Using pupil passports and other SEND information to inform planning and teaching.
- Monitoring progress and providing feedback on the effectiveness of provision.
- Contributing to the review of targets, outcomes and support plans.
- Promoting independence, participation and successful access to the curriculum.

The SENCO

The SENCO is responsible for:

- Monitoring the progress, attainment, attendance and wider outcomes of pupils with SEND.
- Evaluating the effectiveness and impact of SEND provision across the school.
- Coordinating the graduated approach and ensuring that support is reviewed regularly.
- Monitoring the deployment and impact of Learning Support Assistants and other SEND resources.
- Supporting staff to develop inclusive practice through coaching, guidance and professional development.
- Reporting on SEND outcomes and priorities to senior leaders and governors.

Pupil and Parent/Carer Involvement

The school recognises that successful SEND provision is built on strong partnerships with pupils and their families.

- Pupils are actively involved in decisions about their support, targets and next steps, with their views valued and considered as part of the review process.
- Parents/carers are involved in planning, reviewing and evaluating provision, including review meetings and Annual Reviews where applicable.
- Feedback from pupils and parents/carers is used to inform ongoing improvements to SEND provision and practice.

Complaints Procedure

The school is committed to working positively and collaboratively with pupils and families to resolve concerns at the earliest opportunity.

- Any concerns relating to SEND provision should initially be discussed with the SENCO.
- Where concerns remain unresolved, they may be referred to the senior leader responsible for SEND.
- Formal complaints will be managed in accordance with the Trust's Complaints Procedure.
- Parents/carers will be provided with clear information about how concerns can be raised and escalated where necessary.



Professional Development and Training

The school maintains a comprehensive programme of professional development to ensure that all staff are equipped to meet the needs of pupils with SEND.

- SEND professional development is closely aligned to the school's Excellent Teaching Model and wider teaching and learning priorities.
- The SEND Area of Need Guide underpins an established programme of SEND training, providing staff with practical, evidence-informed strategies to support pupils across all areas of need.
- All staff receive regular training on inclusive classroom practice, adaptive teaching and reasonable adjustments.
- Learning Support Assistants receive specialist training to strengthen classroom practice and support the effective implementation of inclusive teaching approaches.
- Early Career Teachers and new members of staff receive SEND training as part of their induction and ongoing professional development.
- The impact of training is evaluated through quality assurance processes, staff feedback and pupil outcomes.

Working in Partnership with Parents and Carers

The school values parents and carers as key partners in supporting pupils with SEND and is committed to maintaining open, collaborative and respectful communication.

A range of opportunities are provided for parents/carers to engage with the SEND team, including review meetings, parents' evenings, telephone calls, email correspondence, coffee mornings and face-to-face appointments. Parents/carers are encouraged to share their views, contribute to planning and review processes, and provide feedback on the support their child receives.

The school celebrates pupils' achievements and works closely with families to ensure that support is coordinated, effective and centred around the needs and aspirations of the young person. The views of parents and carers are used to inform continuous improvement and strengthen the school's inclusive culture.

Links with other schools

Evaluating the Effectiveness of SEND Provision

The effectiveness of SEND provision is evaluated through a combination of academic progress, attendance, engagement, participation, wellbeing and wider outcomes. The school places a strong emphasis on high-quality inclusive teaching, recognising that the most effective SEND provision begins



with a robust universal offer delivered consistently in every classroom. Support is reviewed regularly through the graduated approach of Assess, Plan, Do, Review to ensure that provision remains responsive, proportionate and effective.

Curriculum Area Leaders (CALs)

Curriculum Area Leaders are responsible for:

- Ensuring that inclusive classroom practice is embedded across their subject areas.
- Monitoring the progress, participation and achievement of pupils with SEND.
- Supporting teachers to implement strategies identified within pupil passports, learning plans and the SEND Area of Need Guide.
- Evaluating the effectiveness of adaptive teaching and subject-specific provision for pupils with SEND.
- Working collaboratively with the SENCO to identify areas for development and improve outcomes.

Class Teachers and Learning Support Assistants

Class teachers remain responsible and accountable for the progress and development of all pupils in their classes, including those receiving additional support.

Class teachers and Learning Support Assistants are responsible for:

- Implementing agreed strategies, reasonable adjustments and inclusive practices to meet individual needs.
- Using pupil passports and other SEND information to inform planning and teaching.
- Monitoring progress and providing feedback on the effectiveness of provision.
- Contributing to the review of targets, outcomes and support plans.
- Promoting independence, participation and successful access to the curriculum.

The SENCO

The SENCO is responsible for:

- Monitoring the progress, attainment, attendance and wider outcomes of pupils with SEND.
- Evaluating the effectiveness and impact of SEND provision across the school.
- Coordinating the graduated approach and ensuring that support is reviewed regularly.
- Monitoring the deployment and impact of Learning Support Assistants and other SEND resources.
- Supporting staff to develop inclusive practice through coaching, guidance and professional development.



- Reporting on SEND outcomes and priorities to senior leaders and governors.

Pupil and Parent/Carer Involvement

The school recognises that successful SEND provision is built on strong partnerships with pupils and their families.

- Pupils are actively involved in decisions about their support, targets and next steps, with their views valued and considered as part of the review process.
- Parents/carers are involved in planning, reviewing and evaluating provision, including review meetings and Annual Reviews where applicable.
- Feedback from pupils and parents/carers is used to inform ongoing improvements to SEND provision and practice.

Complaints Procedure

The school is committed to working positively and collaboratively with pupils and families to resolve concerns at the earliest opportunity.

- Any concerns relating to SEND provision should initially be discussed with the SENCO.
- Where concerns remain unresolved, they may be referred to the senior leader responsible for SEND.
- Formal complaints will be managed in accordance with the Trust's Complaints Procedure.
- Parents/carers will be provided with clear information about how concerns can be raised and escalated where necessary.

Professional Development and Training

The school maintains a comprehensive programme of professional development to ensure that all staff are equipped to meet the needs of pupils with SEND.

- SEND professional development is closely aligned to the school's Excellent Teaching Model and wider teaching and learning priorities.
- The SEND Area of Need Guide underpins an established programme of SEND training, providing staff with practical, evidence-informed strategies to support pupils across all areas of need.
- All staff receive regular training on inclusive classroom practice, adaptive teaching and reasonable adjustments.
- Learning Support Assistants receive specialist training to strengthen classroom practice and support the effective implementation of inclusive teaching approaches.
- Early Career Teachers and new members of staff receive SEND training as part of their induction and ongoing professional development.



- The impact of training is evaluated through quality assurance processes, staff feedback and pupil outcomes.

Working in Partnership with Parents and Carers

The school values parents and carers as key partners in supporting pupils with SEND and is committed to maintaining open, collaborative and respectful communication.

A range of opportunities are provided for parents/carers to engage with the SEND team, including review meetings, parents' evenings, telephone calls, email correspondence, coffee mornings and face-to-face appointments. Parents/carers are encouraged to share their views, contribute to planning and review processes, and provide feedback on the support their child receives.

The school celebrates pupils' achievements and works closely with families to ensure that support is coordinated, effective and centred around the needs and aspirations of the young person. The views of parents and carers are used to inform continuous improvement and strengthen the school's inclusive culture.

[Grange School](#) and [Melland High School](#) have a specialist outreach worker who works with our SENCO and other teachers to deliver training and resources.

Links with other agencies and voluntary organisations

We work with any outside agencies appropriate for our students.

Version number:	7	Target Audience:	All staff / governors / parents and carers
UCST/ULT/Both:	N/A	Reason for version change:	Update for new academic year.
Date Authorised:		Name of owner/author:	Kate Stead, SENCO – Assistant Vice Principal
Date issued:	October 2019	Name of individual/department responsible:	Special Educational Needs Department
Date Reviewed:	Sept 2026		

