

ETON ACADEMY

Special Educational Needs and Disabilities (SEND) Policy

Version 3

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1. Aims and objectives

- 1.1. Our special educational needs and disabilities (SEND) policy aims to:
- 1.2. Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- 1.3. Make sure the SEND policy is set out how our school will:
 - 1.3.1. Support and make provision for pupils with special educational needs and disabilities
 - 1.3.2. Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - 1.3.3. Help pupils with SEND fulfill their aspirations and achieve their best
 - 1.3.4. Help pupils with SEND become confident individuals living fulfilling lives
 - 1.3.5. Help pupils with SEND make a successful transition into adulthood
- 1.4. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- 1.5. Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- 1.6. Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

- 2.1. At our school we will provide all pupils with access to a broad and balanced curriculum.
- 2.2. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.
- 2.3. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

- 3.1. This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- 3.2. Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND

- 3.3. The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- 3.4. The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- 3.5. The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- 3.6. The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

4.1. Our Commitment to Inclusive Education

- 4.1.1. At our school, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfill their aspirations.
- 4.1.2. We will achieve this by making reasonable adjustments to teaching, the curriculum, and the school environment to make sure that pupils with SEND are included in all aspects of school life.
- 4.1.3. Eton Academy is dedicated to providing a fully inclusive, learner-centered online educational environment. We uphold the principles set out in the SEND Code of Practice (2015) and the Children and Families Act (2014). Our commitment to inclusivity ensures that every learner, regardless of ability or background, is supported to access a high-quality, flexible education tailored to their individual needs.
- 4.1.4. We actively promote a culture of equity, respect, and accessibility. Our inclusive approach is embedded across all areas of our provision, from curriculum planning and teaching strategies to staff development and safeguarding.

4.2. Provision for Post-16 Learners

- 4.2.1. Eton Academy provides SEND support for both secondary and post-16 learners, including young adults, in accordance with our capacity as an inclusive online education provider. Learners are supported based on their individual needs rather than their age alone and may include:
- 4.2.2. Are re-engaging with A-level studies after a break in education

- 4.2.3. Have disengaged or dropped out of traditional schooling and are returning to complete their qualifications
- 4.2.4. Are following non-traditional academic pathways requiring flexible, adaptive approaches
- 4.2.5. Are at-risk young people with disabilities, learning difficulties, or complex needs requiring tailored support
- 4.2.6. We recognise that online education can offer a lifeline for many SEND learners, especially those who have experienced barriers in conventional school environments. As such, our SEND support is rooted in:
- 4.2.7. Individualised learning plans based on a clear assessment of strengths and needs
- 4.2.8. Targeted support for learners with Education, Health and Care Plans (EHCPs)
- 4.2.9. Implementation of the graduated approach (assess, plan, do, review)
- 4.2.10. Use of differentiated teaching methods and appropriate reasonable adjustments
- 4.2.11. Monitoring of academic progress, engagement, and emotional wellbeing
- 4.2.12. This provision reflects our belief that inclusive education is a right, not a privilege, and we work closely with families, commissioners and support services to ensure that every young person achieves meaningful outcomes.

4.3. Meeting Individual Needs and Personalisation

- 4.3.1. Eton Academy's inclusive practice is built on the understanding that each learner is unique. We apply a personalised approach to support that ensures:
- 4.3.2. Barriers to learning are identified early and addressed proactively
- 4.3.3. Curriculum delivery is adaptable and responsive to student needs
- 4.3.4. Pastoral care is integrated with academic support
- 4.3.5. Student voice is considered in planning and progress reviews
- 4.3.6. This personalised model supports not only academic achievement, but also self-confidence, motivation, and preparation for life beyond school.

4.4. Staff Guidance and Support in Inclusive Settings

We recognise that staff working in SEND and inclusive education settings may face emotional, behavioural, or safeguarding challenges in their daily work. Eton Academy is committed to supporting the wellbeing, resilience, and ongoing development of our staff so they can deliver the highest standards of care and teaching.

To that end, we provide the following structured support framework:

- 4.4.1. Regular Training and CPD
- 4.4.2. Mandatory safeguarding training in line with *Keeping Children Safe in Education (KCSIE)*, updated annually
- 4.4.3. CPD in trauma-informed teaching, de-escalation, digital safeguarding, and supporting neurodiverse learners
- 4.4.4. Comprehensive induction training for all new staff focused on SEND, safeguarding, and inclusive pedagogy
- 4.4.5. Supervision and Emotional Support
- 4.4.6. Scheduled pastoral or professional supervision sessions for staff engaging with high-needs learners
- 4.4.7. Termly reflective coaching sessions to build resilience and share strategies
- 4.4.8. Peer learning forums for emotional support and practice-sharing
- 4.4.9. Monitoring and Leadership Oversight
- 4.4.10. Regular one-to-one check-ins with senior leaders to discuss workload, concerns, and emotional wellbeing
- 4.4.11. Open-door policy for escalation of safeguarding or emotional health matters
- 4.4.12. Proactive monitoring of workload to avoid burnout or isolation
- 4.4.13. Clear Reporting and Safeguarding Channels
- 4.4.14. Transparent internal processes for reporting concerns, including direct access to the Designated Safeguarding Lead (DSL)
- 4.4.15. Availability of confidential or anonymous routes for escalation
- 4.4.16. A Culture of Care and Shared Responsibility
- 4.4.17. A school-wide ethos that promotes mutual respect, mental health awareness, and community care
- 4.4.18. Wellbeing initiatives throughout the year
- 4.4.19. Encouragement of work-life balance and ongoing staff reflection

5. Definitions

5.1. Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

5.2. Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities so that they are not at a substantial disadvantage compared with their peers.

5.3. The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs 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	
Communication and interaction	<p>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.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <p>Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</p> <p>Moderate learning difficulties</p> <p>Severe learning difficulties</p> <p>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</p>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <p>Mental health difficulties such as anxiety, depression or an eating disorder</p> <p>Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</p> <p>Suffered adverse childhood experiences</p> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <p>A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</p> <p>A physical impairment</p> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1. The SENCO

The SENCO at our school is Soha Tarek (soha.tarek@eton-academy.net)

They will:

- 6.1.1. Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- 6.1.2. Work with the principal and SEN governor to determine the strategic development of the SEND policy and provision in the school
- 6.1.3. Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- 6.1.4. Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- 6.1.5. Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- 6.1.6. Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- 6.1.7. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 6.1.8. Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- 6.1.9. Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- 6.1.10. When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- 6.1.11. Work with the principal and school leaders to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- 6.1.12. Make sure the school keeps its records of all pupils with SEND up to date and accurate
- 6.1.13. With the principal, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- 6.1.14. With the principal, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- 6.1.15. Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

- 6.1.16. With the principal and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- 6.1.17. Collaborate with the Wellbeing Officer to jointly support pupils with SEND, particularly those with emotional or mental health needs. This includes coordinating twice-monthly wellbeing check-ins for pupils with IEPs or ongoing SEN support, contributing to joint parent engagement activities, and co-delivering staff training on inclusive and trauma-informed practice

6.2. The principal

The principal will:

- 6.2.1. Work with the SENCO to determine the strategic development of the SEND policy and provision within the school
- 6.2.2. Work with the SENCO to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- 6.2.3. Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- 6.2.4. Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- 6.2.5. Make sure that the SENCO has enough time to carry out their duties
- 6.2.6. Have an overview of the needs of the current cohort of pupils on the SEND register
- 6.2.7. Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- 6.2.8. With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- 6.2.9. With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- 6.2.10. With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- 6.2.11. Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report

6.3. Class teachers

Each class teacher is responsible for:

- 6.3.1. Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 6.3.2. The progress and development of every pupil in their class
- 6.3.3. Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- 6.3.4. Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- 6.3.5. Ensuring they follow this SEND policy and the SEN information report
- 6.3.6. Communicating with parents regularly to:
 - 6.3.6.1. Set clear outcomes and review progress towards them
 - 6.3.6.2. Discuss the activities and support that will help achieve the set outcomes
 - 6.3.6.3. Identify the responsibilities of the parent, the pupil and the school
 - 6.3.6.4. Listen to the parents' concerns and agree their aspirations for the pupil

6.4. Parents or carers

- 6.4.1. Parents or carers should inform the school if they have any concerns about their child's progress or development.
- 6.4.2. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
- 6.4.3. Invited to termly meetings to review the provision that is in place for their child
- 6.4.4. Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- 6.4.5. Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- 6.4.6. Given an annual report on the pupil's progress
- 6.4.7. The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.5. The pupil

- 6.5.1. Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:
 - 6.5.1.1. Explaining what their strengths and difficulties are
 - 6.5.1.2. Contributing to setting targets or outcomes
 - 6.5.1.3. Attending review meetings
 - 6.5.1.4. Giving feedback on the effectiveness of interventions
 - 6.5.1.5. The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. Our approach to SEND support

- 7.1. Identifying pupils with SEND and assessing their needs
- 7.2. We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.
- 7.3. Class teachers will regularly assess the progress of all pupils and identify any whose progress:
 - 7.4. Is significantly slower than that of their peers starting from the same baseline
 - 7.5. Fails to match or better their previous rate of progress
 - 7.6. Fails to close the attainment gap between them and their peers
 - 7.7. Widens the attainment gap
 - 7.8. This may include progress in areas other than attainment, for example, wider development or social needs.
 - 7.9. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.
- 7.10. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

- 7.11. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.
- 7.12. When deciding whether the pupil needs special educational provision, 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.
- 7.13. If a pupil is joining the school, and:
- 7.14. Their previous setting has already identified that they have SEN
- 7.15. They are known to external agencies
- 7.16. They have an education, health and care plan (EHCP)
- 7.17. then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8. Consulting and involving pupils and parents

- 8.1. The school will put the pupil and their parents at the heart of all decisions made about special educational provision.
- 8.2. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:
- 8.3. Everyone develops a good understanding of the pupil's areas of strength and difficulty
- 8.4. We take into account any concerns the parents have
- 8.5. Everyone understands the agreed outcomes sought for the child
- 8.6. Everyone is clear on what the next steps are
- 8.7. Notes of these early discussions will be added to the pupil's record and given to their parents.
- 8.8. We will formally notify parents if it is decided that a pupil will receive special educational provision.

9. The graduated approach to SEN support

- 9.1. Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.
- 9.2. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

9.3. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Classe365, and will be made accessible to staff in an individual education plan (IEP).

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

9.4. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

9.5. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- 9.6. The views of the parents and pupils
- 9.7. The level of progress the pupil has made towards their outcomes
- 9.8. The views of teaching staff who work with the pupil

- 9.9. The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

10. Levels of support

10.1. School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

10.2. Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

10.3. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- 10.4. Tracking pupils' progress, including by using provision maps
- 10.5. Carrying out the review stage of the graduated approach in every cycle of SEN support
- 10.6. Using pupil questionnaires
- 10.7. Monitoring by the SENCO
- 10.8. Holding annual reviews for pupils with EHC plans
- 10.9. Getting feedback from the pupil and their parents

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The principal and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- 12.1.1. Speech and language therapists
- 12.1.2. Specialist teachers or support services
- 12.1.3. Educational psychologists
- 12.1.4. Occupational therapists, speech and language therapists or physiotherapists
- 12.1.5. General practitioners or paediatricians
- 12.1.6. Child and adolescent mental health services (CAMHS)
- 12.1.7. Education welfare officers
- 12.1.8. Social services

13. Admission and accessibility arrangements

13.1. Admission arrangements

- 13.1.1. Please see our admission policy for full details on our admission arrangements.
- 13.1.2. In ensuring fair admission processes, our school prioritises students identified in Education, Health, and Care (EHC) plans. This means that if a student's EHC plan specifies our school, they will be admitted before we consider any other applications. It's about honouring commitments to support those with special educational needs and providing them with the necessary accommodations.
- 13.1.3. We ask parents to inform us of any known disability or special educational need that may affect their child's ability to participate in the admissions process and fully engage with our online education offerings. This information should be provided at the time of registration or before accepting an offer of a place. Eton Academy will issue a Disability Assessment Form for parents to complete to learn more about the child and may request a follow up meeting to discuss.
- 13.1.4. Having this knowledge allows Eton Academy to assess the child's needs and discuss with parents the possible adjustments that can be made to facilitate the child's successful participation in our programs. We also request copies of previous school reports, IEPs etc where possible.
- 13.1.5. All new applicants will undertake a baseline assessment in English and Maths (as a minimum) during the application process. Where requested reasonable adjustments can be made to accommodate any special education needs or disabilities.
- 13.1.6. During induction week, senior leaders, teachers and the SEND officer will evaluate where the student is in their learning journey and include discussions to understand the child's interests, attitude towards school, adaptability to an online education environment, personal attributes,

and ability to contribute to the school community. We also consider the support available at home and any relevant connections with the school. Students who enrol midway through the year will be assessed over a three week period during their usual classes to ascertain the same information.

13.2. Oversubscription and unfair disadvantage

- 13.2.1. Our oversubscription criteria are transparently communicated to all applicants and are in line with relevant legislation and guidance. This clarity helps ensure that families understand how places are allocated and that no discrimination occurs based on disability or SEN.
- 13.2.2. We prioritise admissions for vulnerable groups, including students with disabilities or SEN, in accordance with legal requirements. This ensures that these students are not unfairly disadvantaged in the admissions process.
- 13.2.3. We take into account the individual needs of students with disabilities or SEN when assessing oversubscription criteria. This may involve considering the availability of support services or specialised facilities that are essential for their education.
- 13.2.4. Our oversubscription criteria are periodically reviewed to ensure they remain fair and equitable for all students, including those with disabilities or SEN. Any necessary adjustments are made to address emerging needs or changes in legislation.
- 13.2.5. We provide an appeals process that allows families to challenge admissions decisions if they believe their child's disability or SEN was not adequately considered. This ensures that any oversights or misunderstandings are addressed promptly and fairly.

13.3. Accessibility arrangements

- 13.3.1. We can provide some accessibility arrangements where required, these may include;
- 13.3.2. Personalized Learning Plans for each SEND student, outlining their specific learning needs, accommodations, and goals. These plans should be regularly reviewed and updated in collaboration with parents/carers, teachers, and support staff.
- 13.3.3. Learning materials in alternative formats such as audio recordings, digital text-to-speech tools for students with visual impairments or reading difficulties.
- 13.3.4. Identify and provide assistive technology tools and software that can support students with disabilities, such as speech-to-text software, word prediction tools, or communication apps for non-verbal students.
- 13.3.5. Offer extended time for completing assignments and assessments to accommodate students who may require additional time due to their learning needs or disabilities.

14. Complaints about SEND provision

- 14.1. Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.
- 14.2. Formal complaints about SEND provision in our school should be made to the principal in the first instance. They will be handled in line with the school's complaints policy.

15. Monitoring and evaluation arrangement

- 15.1. Evaluating the effectiveness of the policy
 - 15.1.1. 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 set out in section 1.
 - 15.1.2. We will evaluate how effective our SEND provision is with regards to:
 - 15.1.3. All staff's awareness of pupils with SEND at the start of the autumn term
 - 15.1.4. How early pupils are identified as having SEND
 - 15.1.5. Pupils' progress and attainment once they have been identified as having SEND
 - 15.1.6. Whether pupils with SEND feel safe, valued and included in the school community
 - 15.1.7. Comments and feedback from pupils and their parents

16. Monitoring the policy

- 16.1. This policy will be reviewed by the leadership team **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

17. Links with other policies and documents

- 17.1. This policy links to the following documents:
- 17.2. Behaviour policy
- 17.3. Equality and Diversity policy
- 17.4. Attendance policy
- 17.5. Safeguarding / child protection policy
- 17.6. Complaints policy