



HERITAGE ACADEMY

Special Educational Needs and Disability (SEND) Policy

" Verily, We established him in the earth, and We gave him the means of everything,"
(Quran 18:84)

Written/ updated: 1 September 2026	Next Review: 1 September 2027 (or sooner if required)
Person Responsible	Headteacher

This policy should be read in conjunction with our:

The local offer
Accessibility plan
Behaviour policy
Equality Policy
Supporting pupils with medical conditions policy
Attendance policy
Safeguarding / child protection policy
Complaints policy

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school is fully inclusive
- Fully implement national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - 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
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Heritage Academy, we will ensure that all students have equal access to a broad, balanced curriculum which meets individual needs and abilities. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

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

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- ISSR 32(1)(j) accessibility planning.
- <https://www.localofferbirmingham.co.uk/>

4. Inclusion and equal opportunities

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 fulfil their aspirations.

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.

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.

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	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 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 aspects 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
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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
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.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Shakeel Akhtar, who is also the headteacher.

He will work with staff and parents to:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the SEN proprietor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- 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
- Advise on the graduated approach to providing SEN support and teaching methods appropriate for individual pupils
- Advise on the deployment of the school's budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- 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
- Work with the headteacher and school proprietors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate

- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- 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 <https://www.localofferbirmingham.co.uk/>
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- 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 The proprietor body

The proprietor board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum for all SEND learners
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 7 until year 11 are provided with independent careers advice

6.3 The SEND link proprietor

The SEND link proprietor is Sahdia Akhtar, who will:

- Help to raise awareness of SEND issues at proprietor body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the proprietor body on this
- Work with the SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

At Heritage Academy, the headteacher is the SENCO. However, if the roles become separated, the headteacher will:

- Work with the SENCO and SEND link proprietor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school proprietors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- 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
- 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

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- 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
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

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:

- Invited to termly meetings to review the provision that is in place for their child

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a report at least annually on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

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:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

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

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.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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.

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/carers. 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN and
- they are known to external agencies and
- they have an education, health and care plan (EHCP)

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.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

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/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

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.

1. Assess

Teachers through their regular interactions with pupils will look for any additional needs and will inform the SENCO. The pupil's class teachers and the SENCO will liaise to assess the pupil's needs. At Heritage Academy, we use Additional Needs – Internal Assessment and Monitoring Form -see Appendix 1 . If this assessment highlights any concerns, the views of the pupil and their parents/carers 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 teaching and intervention.

2. Plan

In consultation with the parents/carers 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.

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

3. 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.

4. 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:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

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/carers.

8.4 Levels of support

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.

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.

The provision for these pupils will be funded from parent fees, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

Particulars of the educational and welfare provision for pupils with EHC plans

Our commitment to pupils with EHC plans

Heritage Academy is committed to providing high-quality educational and welfare provision for all pupils with Education, Health and Care (EHC) plans. We ensure that all reasonable adjustments and adaptations are made to support each child's needs as outlined in their plan.

Coordination and oversight

The SENCO, who is also the Headteacher at Heritage Academy, is responsible for:

- **Monitoring provision** - Working with the relevant staff to ensure all provision outlined in the EHC plan is delivered effectively
- **Staff awareness** - Ensuring all staff understand each child's strengths, difficulties, and the implications for curriculum delivery
- **Coordinating support** - Overseeing the child's learning activities and ensuring staff are aware of programmes to be followed
- **Curriculum adaptation** - Supporting staff through differentiation, modification and adaptation of teaching materials and methods
- **Resource management** - Allocating resources appropriately to meet individual needs
- **Progress monitoring** - Tracking and recording the child's progress in liaison with learning support assistants where relevant
- **Annual Reviews** - Ensuring statutory Annual Reviews take place within required timescales, incorporating input from the school, child, parents/carers, local authority and relevant agencies
- **Multi-agency liaison** - Maintaining effective communication between school, parents/carers, the child, the local authority and external professionals

Educational provision

We provide a balanced approach to supporting children with EHC plans, which may include:

- One-to-one teaching
- Small group interventions
- In-class support
- Specialist teaching programmes
- Adaptive curriculum delivery
- Use of specialist resources and technology

All provision is tailored to meet the specific outcomes and needs outlined in Section F of each child's EHC plan.

Multi-agency working

We work collaboratively with a range of external professionals to ensure holistic support for pupils with EHC plans, including:

- Educational psychologists
- Occupational therapists
- Speech and language therapists
- Physiotherapists

- ASD specialists and coaches
- Counsellors and mental health professionals
- Medical professionals (GPs and consultants)
- Social care professionals
- Other specialists as identified in the EHC plan

Monitoring and review

We ensure that:

- All provision outlined in Section F of the EHC plan is delivered as specified
- Progress towards outcomes is regularly monitored and recorded
- Annual Reviews are conducted within statutory timescales (12 months from the issue of the plan, and every 12 months thereafter)
- Reviews are brought forward if there are serious concerns about progress or significant changes in needs
- Parents/carers and the child are fully involved in all reviews and decision-making
- The local authority is kept informed of the child's progress and any concerns

Admissions

Our Admissions Policy ensures that pupils with EHC plans are fully included in the admissions process at any age. Where an EHC plan names Heritage Academy, we will admit the child and work with the local authority and parents/carers to ensure appropriate provision is in place before the child starts.

We currently do not have any students on an EHC Plan 12/09/2026

Inclusion and equality

We value the diversity of all pupils and do not discriminate on the grounds of race, religion, disability or special educational needs. Every child is given the opportunity to achieve their full potential through high-quality, personalised support.

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher 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:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

Heritage Academy welcomes applications from all pupils, including those with special educational needs and/or disabilities (SEND). We are committed to ensuring that our admissions process is fair, transparent and accessible to all families. As part of our admissions process, we:

- Welcome discussions with parents/carers about their child's needs before admission
- Encourage parents/carers to share any existing assessments, reports or professional advice about their child's SEND
- Will arrange a pre-admission meeting where appropriate to discuss how we can best support the child
- May request to observe the child in their current setting (with parental consent) to better understand their needs
- Will work with parents/carers and any external professionals to plan appropriate support from the start

Our commitment

We will make reasonable adjustments to our admissions process to ensure it is accessible to all applicants. This may include:

- Providing information in alternative formats (large print, audio, etc.)
- Offering additional time or support during any entrance assessments
- Making physical adjustments to accommodate visits to the school
- Arranging meetings at times and in locations that work for families

We will not refuse admission solely on the basis that a child has SEND. However, we will have honest conversations with families about whether we can meet a child's needs with the resources and expertise available to us.

Accessibility arrangements

Our accessibility plan

Heritage Academy is committed to increasing accessibility for pupils, staff, parents/carers and visitors with disabilities. Our accessibility plan sets out how we will:

- Improve access to the physical environment of the school
- Increase access to the curriculum for pupils with disabilities
- Improve the delivery of information to pupils, staff and parents/carers with disabilities

See our full accessibility plan.

Physical accessibility

Our school site includes:

- Portable wheelchair ramp to make entrances and exits more accessible
- Accessible toilet facilities
- Most teaching spaces on ground floor
- Visual fire alarm system in the toilet

We regularly review our premises to identify and address any barriers to accessibility.

Curriculum accessibility

We ensure the curriculum is accessible to all pupils by:

- Scaffolding teaching and learning to meet individual needs
- Providing specialist equipment and resources where needed
- Using a range of teaching methods and materials
- Adapting the physical environment of classrooms as required
- Providing additional adult support where appropriate
- Working with external specialists to adapt curriculum delivery

Information accessibility

We make information accessible by:

- Providing documents in alternative formats on request (large print, audio, easy read, etc.)
- Using clear, accessible language in all communications
- Ensuring our website meets accessibility standards
- Using visual supports and symbols where appropriate
- Providing translation services for families whose first language is not English

- Offering face-to-face meetings as an alternative to written communication

Reasonable adjustments

Under the Equality Act 2010, we have a duty to make reasonable adjustments for pupils with disabilities. This means we will:

- Remove or minimise disadvantages suffered by pupils due to their disabilities
- Take steps to meet the needs of pupils with disabilities, even if this requires more favourable treatment
- Provide auxiliary aids and services for pupils with disabilities where reasonable to do so

Examples of reasonable adjustments we have made include:

- Providing additional time for assessments
- Allowing use of assistive technology
- Adapting PE activities
- Providing movement breaks
- Creating quiet spaces for pupils who need them

Monitoring and review

We regularly review our accessibility arrangements through:

- Annual review of our accessibility plan
- Feedback from pupils, parents/carers and staff
- Accessibility audits of our premises
- Monitoring of outcomes for pupils with SEND and disabilities

We do not discriminate against prospective pupils on the grounds of disability or special educational needs. All applications are considered on their individual merits in line with our admissions policy.

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the headteacher. 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.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint to the chair of the proprietor body: Sahdia Akhtar. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please see: <https://www.localofferbirmingham.co.uk/> You can request mediation by contacting <https://www.localofferbirmingham.co.uk/education-health-and-care-plan/senar/>

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

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.

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

- All staff's awareness of pupils with SEND at the start of the autumn term by assessing staff during CPD
- 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/carers

15.2 Monitoring the policy

This policy will be reviewed by Shakel Akhtar every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full proprietor body.

Appendix 1

Appendix 1 Additional Needs – Internal Assessment and Monitoring Form

Date:

Student			
Subject		Teacher	

		Please use X to indicate answer.			
		No concerns	Requires occasional support	Requires continuous support	Not applicable
Concentration: Staying on task, ignoring distractions, focusing on the teacher, remembering instructions etc.					
Organisational Skills: Physical organisation of self and equipment, planning ahead with work, thinking about consequences before actions etc.					
Speech and Language: Understanding their first spoken language, acquiring new vocabulary, ability to express themselves clearly in sentences etc.					
English / Literacy	Reading: Ability to read a paragraph or more with ease and fluency.				
	Spelling: Ability to consistently spell common words and make a good attempt at unfamiliar words.				
	Extended Writing: Ability to write a correctly punctuated paragraph or more with ease and fluency.				
	Handwriting: Ability to write legibly, with ease and at a pace equivalent to peers.				
English as Additional Language: Understanding English as a second language, acquiring new vocab etc.					
Numeracy/Maths: Demonstrating a basic grasp of number, algebra, data, shape / space and measure etc.					
Physical/Hearing/Visual: Ability to access all activities despite physical, hearing or visual difficulty etc.					
Social: Forming and maintaining positive relationships, conforming to social norms etc.					
Emotional: Showing awareness of own feelings and that of others, managing feelings, confidence etc.					
Homework/Coursework: Ability to study independently, to produce work to deadlines etc.					
Exams: Ability to prepare for and sit an exam without close adult support.					