Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

SEND Policy

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Academy to implement without amendment (using appendix when required)	

Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
V1		R.Austwick	New Policy
V2	September 2026	M.Roberts	4.5 Trust Responsibilities 4.6 Principal Responsibilities 4.7 SENDCo Responsibilities 6.2 Adaptive teaching approaches 6.9 Adding a Pupil to the SEND Register 8.4 SEND Support Plans 8.5 Monitoring the SEND Register Section 9 – Exiting the SEND Register Section 13 – Monitoring and Quality Assurance

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1. Compliance

1.1 This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (Jan 2015) and has been written with reference to the following guidance and documents:

- The Equality Act 2010
- SEND Code of Practice 0 – 25 years (Jan 2015)
- SEND and Disability Regulations (Sept 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- Keeping Children Safe in Education (Sept 2026)
- Safeguarding Policy
- Accessibility Plan

And with reference to the recent DfE policy white paper, Every child achieving and thriving.

2. Vision, values and aims

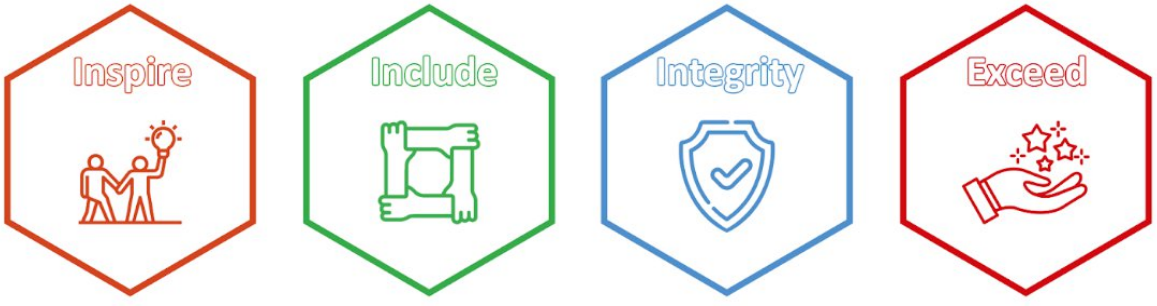
2.1 Our shared vision is:

'To equip young people with the knowledge, skills and mindset to thrive and then take on the world!'

For SEND, we strive to ensure that every learner:



2.2



Our SEND values link directly to each aspect of our Trust values. However this is mostly relevant for 'Include'. We are committed to achieving equitable, diverse and quality education for all pupils.

2.3 Our shared SEND aims are:

- We celebrate each pupil's strengths, interests and individuality.
- We have high expectations and aspirations for all children.

- The views, wishes and feelings of our children are central to all we do.
- We work positively and proactively with parents and others involved.
- All children are entitled to a broad and balanced education and to feel secure, safe and valued.
- All children are encouraged to participate in the life of our school.
- All our teachers are teachers of children with SEND.

2.4 Each academy within Exceed Learning Partnership shall ensure that:

- Pupils will not be labelled or disadvantaged by any policy or procedure operated within the Trust.
- It works in partnership with parents and appropriate external agencies to support pupils with special educational needs, and will use its best endeavours to ensure that appropriate provision is secured for any pupil with special educational needs in order to achieve agreed outcomes.
- It has a special educational needs coordinator (SENDCO). The SENDCO will maintain and regularly review the SEND register held in respect of an individual pupil and coordinate support; however, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENDCO, and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes.
- There will be a named member of the governing body or sub committee with specific oversight of the schools arrangements for SEN and Disability.
- Children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

2.5 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children and Families Act 2014, the SEND Regulations 2014, and the SEND Code of Practice: 0–25 years (2015).

3. Definitions

3.1 Under the Children and Families Act 2014, A child or young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

3.2 A child or young person will have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

3.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools.

4. Roles and Responsibilities

4.1 The implementation of this policy will be monitored by the governors of the academy and remain under constant review by the Principal or leader with responsibility for inclusion.

- Each academy will appoint a governor with responsibility for SEN. The SEND Governor will raise SEND issues at governing board meetings; monitor the quality and effectiveness of SEND provision within the academy and work with designated senior leaders to regularly review how expertise and resources can be used to build the quality of whole school provision as part of their approach to school improvement.
- The principal or senior leader with responsibility for SEND, will work with the SENDCO and SEND Governor to develop the SEND provision within the school. In primary academies, the principal has overall responsibility for the provision and progress of learners with SEND. However, within secondary academies this responsibility may be allocated to a senior leader.
- The SENDCO will co-ordinate the academy's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice: 0–25 years (2015).

- Class teachers are responsible for the progress and development of every pupil in their class and will work with the SENDCO (and if appropriate additional adults) to ensure the "Assess–Plan–Do–Review" cycle is appropriately implemented to support any pupil with SEND.

4.2 The academy will work in partnership with pupils, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

4.3 Parents of pupils will be able to discuss the needs of their child with an appropriate adult identified by the academy.

4.4 Across the Trust, we have developed seven SENDCO promises. This sets the vision for the work undertaken by our SENDCOs

1	We will oversee all of the SEND work at our school.
2	We will work with our leadership team and SEND Governor to plan improvements to our SEND work.
3	We will work in partnership - that includes listening to the concerns of staff and parents.
4	We will ensure staff and parents have the right information, guidance and training on SEND.
5	We will offer time, practical support and solutions to SEND issues.
6	We will work with nurseries, child minders, parents and other schools to help successful transfer into and out of our academy.
7	We will engage external SEND support services for children who have more severe needs.

4.5 Trust Responsibilities

The Trust Board is responsible for ensuring that all academies within Exceed Learning Partnership meet their statutory duties under the Children and Families Act 2014, the Equality Act 2010, the SEND Code of Practice (2015), Governance Guide (Nov 2025), CEO Content Framework and as inspected by Ofsted in the Leadership and Governance judgement area.

The Trust will:

- Provide strategic oversight of SEND provision across all academies.
- Monitor the quality and effectiveness of SEND provision and outcomes for pupils with SEND.
- Ensure that appropriate policies, procedures and quality assurance systems are in place.
- Support the professional development of SENDCos and academy staff.
- Promote consistency of SEND practice across the Trust.
- Ensure that sufficient resources are allocated to enable academies to meet their statutory responsibilities.
- Receive and review SEND performance information and challenge academy leaders where necessary.

4.6 Principal Responsibilities

The Principal has overall responsibility for SEND provision within the academy and will:

- Ensure that the requirements of the SEND Code of Practice are implemented effectively.
- Work in partnership with the SENDCo, SEND Governor and Trust leaders to develop SEND provision.
- Ensure that sufficient staffing, training and resources are available to meet identified needs.
- Monitor the quality and impact of SEND provision.
- Promote an inclusive culture in which all pupils can achieve and participate fully in academy life.
- Ensure that reasonable adjustments are made for disabled pupils.
- Report on SEND provision and outcomes to Governors and the Trust as required.

4.7 SENDCo Responsibilities

The SENDCo is responsible for coordinating the day-to-day operation of SEND provision and will:

- Oversee identification and assessment processes for pupils with SEND.
- Maintain and regularly review the SEND Register.
- Coordinate the Assess–Plan–Do–Review process.
- Support teachers in developing effective provision and reasonable adjustments.
- Coordinate ISPs and One Page Profiles and ensure they are reviewed regularly.
- Liaise with parents/carers and ensure that their views are considered in decision making.
- Coordinate referrals to external agencies and specialist services where appropriate.
- Support applications for additional funding and Education, Health and Care Needs Assessments.
- Coordinate annual reviews for pupils with EHCPs.
- Monitor the impact of interventions and provision.
- Support the professional development of staff in relation to SEND.
- Ensure SEND records are accurate, up to date and transferred appropriately when pupils move settings.

5. Identification and Assessment of SEND

5.1 The SEND Code of Practice: 0–25 years (2015) identifies four broad areas of need:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health difficulties;
- Sensory and/or Physical.

The purpose of identification is to work out what action the school needs to take and not to fit a pupil into a category. We believe that identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

5.2 A pupil has SEND when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. This means provision that goes beyond the adapted teaching and additional support approaches and learning arrangements normally provided as part of the school's universal quality first teaching.

5.3 Information about previous special educational needs will usually accompany pupils upon entry to the academy and this will be used by the SENDCO to make sure appropriate provision is continued.

5.4 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before pupils start at the academy.

5.5 Ongoing identification is also completed alongside the academy reporting process as data is collected and analysed in all subject areas. Assessments of attainment progress are made at regular intervals and those pupils making less than expected progress, given their age and individual circumstances, are identified. This can be characterised by progress which:

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

5.6 At this point, if greater adapted teaching and additional support approaches is not having enough impact, an appropriate member of staff will discuss provision with parents and/or carers. This may lead to a consultation and discussion around the proposed additional support for the pupil. Parents, and the pupil where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the pupil. If so, a support plan will be drawn up with copies shared with all staff concerned with the pupil's progress.

5.7 If a parent/carer refers their child to the academy as they believe their child has special educational needs they should contact the SENDCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress then internal support will be implemented in accordance with the paragraphs above.

5.8 In all cases, where internal support is not effective in supporting the pupil, a referral to a relevant specialist (e.g. educational psychologist) will be completed with the parents' knowledge and information and strategies for support shared with all staff. If there are no concerns regarding the pupils' academic progress then the academy will ensure appropriate adapted teaching and additional support approaches continue in the classroom and interventions are put in place if appropriate.

5.9 All staff teaching pupils on the SEND register will be made aware of the individual needs. Leaders will help teachers when required to develop techniques to support adapted teaching and additional support approaches and ensure that appropriate resources are available as part of the academy's Professional Development Programme.

6. A graduated approach

6.1 Teachers are responsible and accountable for the progress and development of the pupils in their classroom, including where pupils access support from Teaching Assistants or specialist staff. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

6.2 Teachers will use adaptive teaching approaches to ensure pupils with SEND can access the curriculum alongside their peers. Such approaches include the evidence-led inclusive teaching strategies recommended by the Education Endowment Foundation, scaffolded instruction, explicit vocabulary teaching, visual supports and evidence-informed strategies will form part of quality first teaching.

6.3 All teachers, supported by the Senior Leadership Team, assess the progress of all pupils. The Senior Leadership Team regularly and carefully reviews the quality of teaching for all pupils, considering the training needs and support of all staff to have a holistic view of a young person's needs to align with early identification of SEND and a graduated response. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

6.4 Where pupils are falling behind or making inadequate progress given their age and starting point they may be placed on a focused and carefully monitored targeted intervention programme. In deciding whether to make special educational provision, the SENDCo will consider all of the information gathered from within the school about the pupil's progress. Pupils are only identified as SEND if they "have a learning difficulty or disability which calls for special education provision to be made for him or her" and the Equality Act definition of learning difficulty or disability;

- "a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities".
- "Long-term" means the impairment should have lasted or be expected to last at least a year.
- Not all pupils with a disability have SEND and vice versa.

This information gathering will include an early discussion with the pupil, their parents/carers and teachers, developing a good understanding of the pupil's areas of strength and difficulty, the parents/carers' concerns, the agreed outcomes sought for the child and the next steps.

6.5 Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents/carers. This then helps determine the 'different from' or 'additional to' support / provision that is needed. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning.

6.6 When it is decided that a pupil does have SEND, the decision is recorded in the school's SEND register and the pupil's parents/carers are informed that special educational provision is being made:

6.7 SEND Support in schools is when a pupil is identified as having SEND, our aim is to remove their barriers to learning and put effective special educational provision in place, which is recorded on the child's SEND Support Plan. This SEND Support takes the form of a four-part cycle, known as the graduated approach, which supports the pupil in making good progress and securing good outcomes. This draws on more detailed approaches and more specialist expertise in successive cycles in order to match interventions to the SEND of the child. For some pupils, there may be associated behaviours related to their special educational need and or disability that require reasonable adjustments to be implemented. Where appropriate, we will make reasonable adjustments for pupils, whose specific needs mean that they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations, it means that some pupils need additional support to ensure that they meet the high expectations that we have for all of our pupils.

6.8 Assess, Plan, Do and Review:

- **Assess In identifying a pupil as needing SEND support**: The SENDCo, with assistance from other appropriate members of staff, such as the teacher and/or Inclusion staff, carries out a clear analysis of the pupil's needs in the form of a SEND Support Plan. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent and compare our own assessment and information on how the pupil is developing. This assessment is reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.
- **Plan:** All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on their SEND Support Plan. The support and intervention provided is selected to meet the outcomes identified for the pupil. Parents/carers will be made fully aware of the planned support and interventions.
- **Do:** The class teacher remains responsible for working with the pupil in class on a daily basis, even when the interventions involve group or one-to-one teaching. They work closely with support staff or specialist teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
- **Review**: The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed every term, along with the views of the pupil and their parents/carers. This then feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupils.

6.9 Adding a Pupil to the SEND Register - A pupil may be placed on the SEND Register where evidence demonstrates that they have a special educational need or disability and require provision that is additional to or different from that normally available through universal, high quality - first teaching.

Before a pupil is placed on the SEND Register, the academy will:

- Gather evidence from teachers, assessment information and relevant professionals.
- Consider the views of the pupil and their parents/carers.
- Review the impact of quality first teaching and any targeted interventions already provided.

- Undertake an Assess–Plan–Do–Review cycle where appropriate.

The decision to place a pupil on the SEND Register will be made by the SENDCo in consultation with relevant staff and parents/carers.

Parents/carers will be informed when their child is placed on the SEND Register and will receive information regarding the provision being implemented.

7. Referral for an Education, Health and Care Plan (EHC)

7.1 Where, despite the school having taken relevant and purposeful action, to identify, assess and meet the SEND of the pupil and the pupil has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment.

7.2 If we identify that additional funding and support are needed from the LA High Needs Block, we will then complete a funding request as per Local Authority procedures. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

7.3 The application for an Education, Health and Care Plan assessment will combine information from a variety of sources which could include: information from parents/carers, teachers, SENDCo, social care, health professionals, advisory services and Educational Psychologists. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

7.4 The Children and Families Act 2014 states that the Local Authority must document how to obtain an EHC needs assessment on the Local Offer. The decision will be made by an external panel which will include people from education, health and social care about whether or not the child is eligible for an EHC Plan to be issued.

7.5 Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan and the content of the plan if agreed to issue. Parents/carers also have the right to personally initiate an EHCP with their local authority if they wish to do so.

7.6 Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. The local authority can require schools to convene and hold annual review meetings on its behalf. The “assess / plan / do / review” cycle will still continue, and further agencies and professionals may get involved.

8. Managing pupil’s needs on the SEND register

8.1 The pupils who have been identified as having a SEND and are on the SEND register, either under the category of SEND Support or EHC plan, have their progress carefully monitored. This then highlights any areas of concern or underachievement, taking into the account the pupil’s difficulties, and action is taken. Alongside this, each pupil will have their own SEND Support Plan which identifies their barriers to learning, needs, clear outcomes and incorporates the assess/plan/do/review graduated approach set out by the SEND Code of Practice (Jan 2015). The class teacher is responsible for maintaining, updating and evidencing progress according to the outcomes described in the plan.

8.2 Alongside the SEND Support Plan, some pupils will have a personalised provision timetable, which shows when the child is receiving provision that is in addition to or different from their peers. These will both be reviewed as part of the ‘assess / plan / do / review’ process every term, involving a meeting with the parent and pupil. The SENDCo may also be in attendance.

8.3 If we identify that we are unable to fully meet the needs of a pupil through our own provision arrangements, we can then refer to external agencies and professionals. Pupils and parents/carers are involved at every part of the process, their considerations and views will be taken into account and termly review meetings will be arranged. The teacher, parent and pupil will be fully aware of their role in meeting the outcomes and helping the child overcome their barriers to learning.

8.4 SEND Support Plans - All pupils identified as SEND Support or with an Education, Health and Care Plan will have a SEND Support Plan.

The SEND Support Plan will include:

- The pupil's strengths and areas of need.
- Identified barriers to learning.
- Desired outcomes.
- Provision, interventions and reasonable adjustments.
- Roles and responsibilities of staff involved.
- Review arrangements and timescales.
- Pupil and parent/carer views.

SEND Support Plans will be reviewed at least termly as part of the Assess–Plan–Do–Review cycle.

8.5 Monitoring the SEND Register - The SENDCo will review the SEND Register at least termly to ensure that:

- Pupils continue to meet the criteria for SEND Support.
- Provision remains appropriate and effective.
- Progress towards agreed outcomes is monitored.
- Parents/carers and pupils remain involved in the review process.
- Any changes to provision or placement on the register are appropriately recorded.

9. Exiting the SEND register

9.1 The SEND Register is a fluid register and pupils may be removed when they no longer require provision that is additional to or different from that ordinarily available through high quality teaching.

9.2 A decision to remove a pupil from the SEND Register will only be made where:

- Evidence demonstrates sustained progress over time.
- Agreed outcomes have been achieved.
- The pupil is able to make appropriate progress through quality first teaching alone.
- Parents/carers and the pupil have been consulted.
- The decision has been reviewed and agreed by the SENDCo.

9.3 Prior to removal from the SEND Register, the academy will review assessment information, SEND Support Plan outcomes and any advice from external professionals.

9.4 Parents/carers will be informed formally of the decision and the reasons for removal from the SEND Register.

9.5 Following removal from the SEND Register, the pupil's progress will continue to be monitored through normal academy assessment and pastoral processes. Should concerns re-emerge, the graduated approach will be reinstated and the pupil may be reconsidered for SEND Support.

10. Supporting Pupils and Families

10.1 The ways in which pupils are encouraged to participate should reflect the pupils' evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practise making choices, will feel safe, secure and supported throughout their educational experience. Pupils with SEND will be actively involved in reviewing support, setting outcomes and contributing to decisions about their education.

10.2 At Exceed Learning Partnership Trust, we encourage pupils to participate in learning by:

- regular target setting in line with Academy policy
- participation in the Annual Review of EHC Plans

- participation in transition planning
- being involved in decision making
- pupil Voice activities

10.3 The schools SEND Information Report and the Local Authority Local Offer is available on our website for parents/carers to access. Schools have links with other agencies which support the family and their children.

10.4 Admission arrangements can be found in the Local Authority Admissions Policy. A transition process takes place for those pupils moving into academies, moving between classes and into secondary school and into Post 16 education. Arrangements are made for all pupils but additional arrangements are put in place for those pupils who have Special Educational Provision, these are adapted to the needs of the child. Local Authorities have a parent partnership service for the parents/carers of any pupil with SEND that provides advice and information about matters relating to those special educational needs and disabilities. Refer to the Local Authority's Local Offer information on their website for full information on Parent Partnership Services.

10.5 The Trust recognises that attendance difficulties may sometimes be linked to unmet special educational needs and/or disabilities, including emotionally based school avoidance (EBSA). Where concerns arise regarding attendance, the academy will work in partnership with pupils, families and relevant professionals to identify barriers and provide appropriate support.

10.6 Leaders must ensure that parents/carers have the opportunity to discuss their child's needs with full understanding. In some cases, it may be appropriate for families to have a support advocate to help discussions. However, the Trust reserves the right to decline parent/carer legal representation.

11. Supporting pupils with medical conditions

11.1 The academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

11.2 The Trust is fully committed to providing pupils with medical conditions the same opportunities as others at their Academy in line with the statutory guidance 'Supporting pupils with medical conditions' December 2015 and 'Children and Families Act 2014'. Some may also have special educational needs (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice: 0–25 years (Jan 2015) is followed.

11.3 Specific personalised arrangements are put in place in academies to support pupils with medical conditions.

12. Training and Resources

12.1 SEND support and interventions are funded through the school's budget. The impact of these interventions and support is carefully monitored.

12.2 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

12.3 The SENDCo is appropriately qualified and receives additional training to recognise the difference between an unmet need and behaviour that systematically, persistently or significantly threatens the safety and/or impedes the learning of others. This behaviour is never ignored and is regularly monitored to ensure unmet needs are addressed. The SENDCo will cascade necessary training and/or arrange for external professional training to deliver to academy staff where necessary. The Academy SENDCo attends development days in order to keep up to date with local and national updates in SEND

13. Monitoring and Quality Assurance

13.1 Exceed Learning Partnership is committed to ensuring that SEND provision is effective, inclusive and responsive to the needs of pupils and their families.

13.2 The quality of SEND provision will be monitored through a range of quality assurance activities, including:

- Review of pupil progress and attainment data.
- Monitoring of SEND Support Plans and provision records.
- Learning walks, classroom observations and provision reviews.
- Pupil voice and parent/carer feedback.
- Review of attendance, behaviour and exclusion data for pupils with SEND.
- Evaluation of interventions and their impact on pupil outcomes.
- Review of Education, Health and Care Plan annual review documentation.

13.3 The SENDCo will regularly evaluate the effectiveness of SEND provision within the academy and provide reports to senior leaders and governors as required.

13.4 The Principal will monitor the implementation of this policy and ensure that appropriate resources, staffing and training are available to meet the needs of pupils with SEND.

13.5 The SEND Governor will monitor SEND provision through discussions with academy leaders, review of relevant information and attendance at governor meetings. The SEND Governor will provide challenge and support to ensure statutory duties are fulfilled and that pupils with SEND achieve positive outcomes.

13.6 The Trust will monitor SEND provision across all academies through quality assurance activities, performance reviews, SEND network meetings and analysis of pupil outcomes. The Trust may undertake audits or reviews of SEND practice to ensure consistency, compliance and continuous improvement.

13.7 Findings from monitoring activities will be used to identify strengths, address areas for development and inform academy and Trust improvement planning.

13.8 This policy will be reviewed annually, or sooner where changes in legislation, guidance or local practice require amendment.

14. Policy Links

This policy should be read in conjunction with:

- SEND information report (updated annually).
- Equality, diversity and inclusion policy.
- Accessibility plan.
- Behaviour policy.
- Complaints Policy
- Inclusion Strategy