



KERR MACKIE PRIMARY SCHOOL

INCLUSION POLICY 2025-2026

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1. Vision and values

At Kerr Mackie Primary School, we are committed to the inclusion of all pupils into our school community, and to ensuring that all pupils are appropriately challenged to maximise their potential through a well-structured, broad and balanced curriculum. We recognise that inclusion extends beyond pupils with identified special educational needs and disabilities and acknowledge that some pupils may experience barriers to learning and participation at different points in their school life and may therefore be considered vulnerable.

We are committed to:

- The inclusion of all children whilst meeting their individual needs, recognising that children can be vulnerable for a range of reasons
- Providing a safe and enriching learning environment for all learners where adapted learning opportunities and appropriate resources for all children allow them to thrive
- Making every effort to narrow the gap in attainment between vulnerable groups of learners and others, using appropriate assessment tools for all learners
- Recognising that progress may look different for some of our vulnerable learners and continuing to have high aspirations for all learners
- Understanding that some vulnerable learners will have special educational needs and ensuring that they receive learning, support and provision specifically designed to support their needs in order to thrive
- Supporting all pupils to feel a strong sense of belonging within the school community, where they are valued, listened to and empowered to share their voice and contribute to school life

We recognise that vulnerability is not fixed and may change over time. Our approach is to identify need early and provide timely, appropriate support through high quality teaching, strong relationships and targeted provision where required.

2. Aims and objectives

At Kerr Mackie Primary School, we are committed to creating an inclusive environment where every child feels a strong sense of belonging and is supported to thrive. We recognise that each child is unique, and we respond to this through high-quality teaching, strong relationships and carefully planned provision. Our approach ensures that all pupils are valued, supported and empowered to achieve their best, both academically and personally.

The aims of our inclusion policy and practice in this school are:

- To ensure all pupils can access a broad, balanced and ambitious curriculum
- To support high levels of engagement, participation and achievement for all pupils
- To respond to individual needs through a flexible and well-matched range of support and provision
- To work in close partnership with pupils, parents and carers, ensuring everyone feels valued, heard and involved
- To carefully plan, map and review provision for vulnerable learners so that support is effective, purposeful and leads to positive outcomes.
- To develop and maintain high levels of staff expertise through targeted professional development and shared practice
- To work collaboratively with the Local Authority and external agencies to provide a coordinated and holistic approach to supporting pupils

- To ensure all members of our school community understand their role and responsibility in supporting inclusion, recognising that every teacher is a teacher of SEND and every adult plays a key part in enabling all pupils to thrive
- To ensure all pupils are supported to share their views, feel heard and valued, and develop the confidence and aspiration to succeed both in school and beyond

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
- 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
- The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND
- 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. Definitions

4.1 Special educational needs

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for additional educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

(SEND Code of Practice 2015)

Disability has been defined by the Equality Act, 2010 as follows:

"A person has a disability if:

- The person has a physical or mental impairment, and;
- The impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."

Long-term disability is defined as:

- “It has lasted for at least 12 months;
- It is likely to last for at least 12 months, or;
- It is likely to last for the rest of the life of the person affected.”
- Substantial disability is defined as “more than minor or trivial.”

(Equality Act, Chapter 15, 2010)

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.

4.2 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 one area, and their needs may change over time.

Support and provision will be put in place that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
Cognition and learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>

AREA OF NEED	
Social, emotional and mental health	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or physical	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

We recognise that inclusion extends beyond pupils with identified special educational needs and disabilities and acknowledge that, whilst not classed as a SEN, some pupils may experience barriers to learning and participation at different points in their school life and may therefore be considered vulnerable.

Other vulnerable learners who may need additional support include, but are not limited to:

- pupils who have a social worker or are known to children’s social care
- pupils who are looked after or previously looked after
- pupils who have experienced trauma or adverse childhood experiences
- pupils who are eligible for free school meals/pupil premium funding
- pupils with English as an additional language
- pupils who are young carers
- pupils who may be at risk of underachievement for a range of reasons

From the moment a child begins their school journey with us, we aim to ensure that key information sharing is in place between parents and carers, previous schools or nurseries (where applicable). This enables us to establish a good understanding of a child’s starting point and allows us, through the cyclical process of assess, plan, do, review, to ensure that support is responsive, personalised and continually adapted to meet the needs of each pupil.

Our graduated approach is underpinned by our relational and restorative ethos. We place a strong emphasis on understanding the underlying needs of each child, including recognising that behaviour is a form of communication. Support is carefully planned and reviewed in collaboration with pupils, parents/carers and, where appropriate, external professionals.

6. Roles and responsibilities

The SENCO works in close partnership with the SEND governor, Headteacher and other senior leaders to lead and develop inclusive practice across the school. The SENCO is responsible for the strategic and operational implementation of this policy, working collaboratively with staff to ensure that provision is effective, responsive and aligned with the needs of all pupils. Through regular communication, monitoring and professional support, the SENCO ensures that staff are confident in their responsibilities and that all pupils, particularly those with SEND and other vulnerabilities, are supported to engage, thrive and succeed.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

6.1 The SENCO

The SENCO team at our school is:

Mrs Kate Davies – Assistant Headteacher (SENCO) and Mrs Ali Garlick – Assistant SENCO.

The SENCO team works in close partnership with the Headteacher and senior leaders to lead and develop inclusive practice across the school. They are responsible for both the strategic direction and day-to-day implementation of the SEND policy, ensuring that provision is effective, responsive and aligned with the needs of all pupils.

They will:

- Work collaboratively with staff to ensure that parents and carers are informed, involved and supported
- Oversee and work collaboratively with staff to ensure that accurate records and provision mapping are in place
- Monitor the impact of support and provision and work with staff to regularly review and adapt provision to ensure positive outcomes for pupils.
- Coordinate provision for pupils with SEND and vulnerable learners, working closely with teachers to support high quality teaching and a graduated approach to support
- Provide professional guidance to staff, support the effective deployment of resources and contribute to ongoing staff development
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Ensure that statutory processes, including Education, Health and Care Plans and annual reviews, are carried out in line with guidance
- Liaise with external agencies, the Local Authority and the SEND Governor to ensure a coordinated and multi-agency approach
- Support effective transition for pupils
- Liaise with the SEND governor, ensuring key information and data are shared in a timely fashion to support the governing board's understanding of the school's approach to inclusion

6.2 Class teachers

Class teachers have a central role in ensuring high-quality inclusive practice and are responsible for the progress and development of every pupil in their class.

Key Responsibilities

- Identify and assess need
 - Identify pupils who may be vulnerable, underachieving or have SEND through ongoing assessment and monitoring
 - Recognise early indicators of need and act promptly to remove barriers to learning
- Deliver high-quality adaptive teaching
 - Provide high-quality, inclusive teaching that is adapted to meet the needs of all learners
 - Ensure pupils access an ambitious, well-sequenced curriculum with appropriate challenge
 - Implement reasonable adjustments and inclusive strategies as a first response
- Plan and implement a graduated approach
 - Plan, deliver and review provision using the *assess-plan-do-review* cycle
 - Ensure additional provision is targeted, evidence-based and linked to classroom learning
- Monitor progress and impact
 - Track pupil progress regularly and identify those making less than expected progress
 - Evaluate the impact of teaching, interventions and support, adapting provision as needed
- Work collaboratively with staff
 - Work closely with the SENCO team and senior leaders to review progress and refine provision
 - Deploy teaching assistants effectively and ensure support is purposeful and impactful
 - Liaise with external professionals where appropriate
- Engage with parents and carers
 - Communicate regularly with parents/carers to share progress, outcomes and support strategies
 - Involve parents in setting targets and understanding how they can support learning at home
 - Listen to and act upon parental views and aspirations
- Ensure accountability and consistency
 - Take responsibility for all pupils in their class, including those receiving additional support
 - Follow the school's SEND and Inclusion policies and procedures
 - Plan in line with SEND Support Plans, IBPs and EHCPs where applicable

7 Working in partnership

7.1 Parents and carers

We recognise that parents and carers are key partners in their child's education and are committed to working collaboratively to support all pupils, particularly those who are vulnerable or have SEND.

Key Principles

- Strong partnership working
 - Build positive, respectful relationships where parents feel welcomed, valued and listened to
 - Work collaboratively with families and other agencies to support the child holistically
- Open communication
 - Encourage parents/carers to share any concerns about their child's progress, development or wellbeing
 - Ensure parents feel confident that concerns will be heard and acted upon

- Active involvement in decision-making
 - Involve parents/carers in discussions about their child's needs, provision and outcomes
 - Take account of parental views, aspirations and insights when planning support
- Regular review and shared understanding
 - Invite parents of pupils with SEND to termly review meetings to discuss progress and provision
 - Share clear information about targets, strategies and next steps
 - Provide updates on progress through regular communication and annual reports
- Collaborative target setting
 - Work with parents/carers and pupils to agree meaningful outcomes and next steps
 - Support parents to understand how they can contribute to their child's progress at home
- Accessible and inclusive communication
 - Provide information in an accessible format, including translation where needed (e.g. for EAL families)
 - Ensure all parents can engage fully in school life and decision-making
- Focus on the whole child
 - Share a balanced view of the child, recognising strengths as well as areas of need
 - Support parents during assessment processes and key decision points

7.2 Pupils

We recognise that all pupils have the right to be involved in decisions about their learning and are committed to ensuring their voice is heard and valued.

Key Principles

- Pupil Voice and Participation
 - Provide regular opportunities for pupils to share their views through classroom dialogue, check-ins and restorative conversations
 - Ensure pupils feel listened to, respected and involved in decisions that affect them
- Involvement in Learning and Progress
 - Support pupils to understand their strengths, needs and next steps in learning
 - Involve pupils in setting and reviewing their own targets and monitoring their progress
- Participation in their Support
 - Involve pupils with SEND in decisions about their support, including contributing to targets, reviews and feedback on interventions
 - Use adapted approaches (e.g. visual supports, one-page profiles) to ensure all pupils can participate

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We are committed to early identification of need to ensure that all pupils receive timely and effective support.

Pupils are identified through:

- ongoing teacher assessment and classroom observation
- analysis of progress, attainment, attendance and behaviour data
- concerns raised by parents/carers, staff or external agencies
- information from previous settings and professionals

We recognise that not all pupils who are underachieving have SEND and ensure careful assessment to identify the underlying need.

Where a pupil may have SEND, a clear analysis of need is carried out by the class teacher and SENCO team, drawing on:

- prior attainment and progress over time
- teacher knowledge and assessment
- pupil voice and parental views
- advice from external professionals where appropriate

Additional assessment tools (e.g. B-Squared, SENIT development journal, Autism Assessment framework etc) may be used for pupils working significantly below age-related expectations

Pupils are placed on the SEND register when it is clear that they require provision that is additional to or different from the high-quality teaching and well adapted teaching and learning that takes place in the classroom. This will be done in collaboration with parents and carers.

8.2 The Graduated Approach to SEND support

Once a pupil is identified as having SEND, 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.

Assess

- A detailed assessment of the pupil's needs is undertaken by the class teacher and SENCO team
- This includes analysis of:
 - attainment and progress data
 - classroom practice and response to previous support
 - pupil and parent views
 - advice from external agencies where appropriate
- Assessment is ongoing and regularly reviewed to ensure provision remains closely matched to need

Plan

- The class teacher and SENCO team agree:
 - the adjustments, interventions, provision and support to be put in place
 - clear, measurable outcomes
 - a date for review

- Provision is recorded and shared with all staff working with the pupil to ensure consistency through:
 - Pupil provision passports
 - Individual education plans or support plans
 - Individual behaviour plans, de-escalation plans, individual risk assessments (as appropriate)
- Support is carefully planned to:
 - remove barriers to learning
 - build on strengths
 - be closely linked to classroom teaching

Do

- The class teacher retains overall responsibility for the pupil's progress
- High-quality teaching remains the first response, with additional support used to complement this
- Teachers:
 - deploy teaching assistants effectively
 - ensure interventions are purposeful and linked to learning
 - monitor how well the pupil is responding to support
- The SENCO team provides guidance, supports problem-solving and liaises with external professionals where needed

Review

- Provision is reviewed at least termly in line with the assess–plan–do–review cycle
- Reviews consider:
 - progress towards outcomes
 - the effectiveness of support and interventions
 - the views of the pupil, parents and staff
- Support is then adapted, refined or escalated as needed
- Where a pupil continues to have significant and sustained needs, the school may seek additional support from external agencies or consider an Education, Health and Care Plan (EHCP)

8.3 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.

8.5 Evaluating the effectiveness of SEN provision

We are committed to ensuring that SEND provision has a clear and measurable impact on pupils' outcomes. Evaluation takes place at both an individual and whole-school level to ensure that provision is effective, targeted and represents good value for money.

Whole-school monitoring and evaluation

A whole-school provision map is maintained and reviewed termly, identifying all vulnerable learners, including those with SEND, and the support they receive

The provision map is used to:

- track interventions and support across the school
- evaluate how well provision matches need
- identify gaps, overlaps or ineffective use of resources
- ensure strategic deployment of staff and funding
- Senior leaders and the SENCO team analyse:
 - attainment and progress data
 - attendance and behaviour information
 - patterns and trends across groups of pupils

Monitoring the impact of provision

The effectiveness of SEND provision is evaluated through:

- regular pupil progress meetings involving teachers, SENCO team and senior leaders
- termly review of SEND Support Plans as part of the graduated approach
- monitoring of interventions and their impact on outcomes
- book scrutiny, learning walks and classroom observations
- analysis of assessment data, including use of specialised assessment tools where appropriate

The SENCO team and senior leaders regularly monitor:

- quality of teaching and adaptive practice
- implementation of support and interventions
- consistency of provision across classes

Pupil and parent voice

The views of pupils and parents/carers are central to evaluation and are gathered through:

- review meetings and ongoing communication
- pupil voice activities and discussions
- feedback on the effectiveness of support and interventions

This information is used to adapt provision and improve practice

Reviewing provision for pupils with EHCPs

Pupils with Education, Health and Care Plans have a formal Annual Review

These reviews evaluate:

- progress towards outcomes
- the effectiveness of provision, support, equipment and resources
- any changes required to meet the pupil's needs

Continuous improvement

Evaluation findings are used to:

- refine and adapt provision for individual pupils
- inform staff training and development
- guide strategic planning and resource allocation
- ensure the school continues to meet its duties under the SEND Code of Practice

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 inclusion support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our Safeguarding and Child Protection policy.

11. Expertise and training of staff

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. This will be through a combination of coaching and mentoring, in-house CPD delivery and the use of external expertise where appropriate

12. Links with external professional agencies

The school makes good use of outside agencies, seeking support and advice to maintain high standards of provision, seeking support for training and professional development where this cannot be accessed through our internal practitioners.

Links and partnerships are developed with the Local Education Authority and other outside agencies to provide support and advice to enable the school to meet pupil needs effectively. These services include:

- Inclusion Advisory Teams (Leeds City Council)
- CAMHS (Child and Adolescent Mental Health)
- Area Inclusion Partnership
- Special Educational Needs Support Team (SENSAP)
- DAHIT (Deaf and Hearing Impaired Teaching team)
- Physiotherapy team
- School nursing team, including the Feeding Support team and Diabetic Nursing Support
- Educational Psychology team
- ARM Cluster Support team (Pupil counselling, Family support)
- Physiotherapy team
- Occupational Therapy team
- NHS Traded Speech and Language Therapist
- Children's Social Work Services

We work collaboratively with other agencies and organisations in the city to put the pupil and their parents at the centre of our work.

13. Leeds Local Offer

The Leeds Local Offer provides information for children and young people with special educational needs and disabilities (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.

The Leeds Local Offer is about providing families with information to make informed choices about services they chose to use.

The Leeds Local Offer website is run by Leeds City Council, however the information included comes from a range of organisations and partners working with children, young people and their families, not just the Council. With any activity, we would suggest that parents and carers do checks on the environment, quality and staff delivering the activities to make their own judgement as to whether this is suitable and safe for their individual child's needs.

<https://leedslocaloffer.org.uk/>

13. Admission and accessibility arrangements

13.1 Admission arrangements

No child will be refused admission to school on the basis of their special educational need, ethnicity or language need. Where the school is named in an Education and Health Care Plan, the school will work closely with the SENSAP caseworker to understand how the school can best meet the individual needs of the pupil.

Further details can be found within our Admissions policy.

13.2 Accessibility arrangements

The school is committed to ensuring that disabled pupils are not treated less favourably than others and that they are able to access all aspects of school life. We comply with our duties under the Equality Act 2010, including the requirement to make reasonable adjustments, and the SEND Code of Practice (2015).

We take a proactive approach to removing barriers to learning by:

- providing high-quality adaptive teaching and making reasonable adjustments to ensure full access to the curriculum
- using appropriate auxiliary aids, equipment and support to meet individual needs
- ensuring staff are aware of pupils' needs and implement inclusive practices consistently

Our school environment is designed to be accessible. The building is all on one level and includes:

- ramped access from playground areas
- a disabled hygiene suite with hoist and shower facilities
- a sensory room (with hoist provision, subject to appropriate checks prior to use)

- We have an Accessibility Plan in place which sets out how we will:
- increase the extent to which disabled pupils can participate fully in the curriculum
- improve the physical environment to enable greater access to education and facilities
- improve the availability of accessible information for pupils and families

The Accessibility Plan is available upon request and is reviewed regularly to ensure continued compliance and improvement.

14. Complaints about SEND provision

We are committed to working in close partnership with parents and carers and encourage any concerns about SEND provision to be shared as early as possible so they can be addressed collaboratively.

In the first instance, concerns should be discussed with the class teacher, who knows the child best, followed by a member of the SENCO team where needed.

In most cases, we aim to resolve concerns informally through open dialogue and shared understanding. If concerns remain, parents/carers are able to follow the school's formal complaints procedure, which is available on our website.

We also recognise that independent advice can be helpful, and parents/carers may wish to contact SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service), which provides free, impartial and confidential support for families of children with SEND.

Further information about this service can be found on the SENDIASS website <https://sendiass.leeds.gov.uk/>, by contacting them via the contact form on their website <https://forms.leeds.gov.uk/SENDIASSGetInTouch> or by telephone on 0113 378 5020.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are committed to continually reviewing and improving our SEND provision to ensure that all pupils achieve positive outcomes and feel fully included in school life. The effectiveness of this policy is evaluated through ongoing monitoring and review by the SENCO team, senior leaders and governors.

We evaluate the impact of our SEND provision by considering:

- how effectively pupils with SEND are identified, including the timeliness of identification
- the progress and attainment of pupils with SEND from their starting points
- the extent to which pupils with SEND feel safe, valued and included within the school community
- the quality and consistency of inclusive teaching and provision across the school
- feedback from pupils and their parents/carers

The SENCO team maintains oversight of provision across the school, including monitoring the movement of pupils on the SEND register and the effectiveness of support in place. Regular meetings take place between the SENCO, headteacher and governors to review provision, evaluate impact and identify priorities for development.

Findings from this evaluation are used to:

- inform staff training and professional development
- refine provision and intervention approaches
- support strategic planning and resource allocation
- ensure the school continues to meet its statutory duties

This policy is reviewed annually, or sooner if required, to reflect changes in practice, legislation or the needs of our pupils.

16. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility policy and plan
- Good relationships and positive behaviour policy
- Equality policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding and child protection policy
- Complaints policy
- Attendance policy
- Admissions policy