



# Special Educational Needs and Disabilities Policy

**Issued:** December, 2025  
**Next review due:** December, 2026

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## Aims and Objectives

This policy aims to:

- Ensure the school fulfils all statutory duties for pupils with special educational needs and disabilities.
- Set out how St. George's will identify, assess and support pupils with additional needs.
- Provide pupils with special educational needs access to all aspects of school life so that they are included, valued and able to thrive.
- Help pupils with additional needs achieve well, develop confidence and live life to the full.
- Ensure pupils and parents are involved in all decisions about provision.
- Make expectations clear so staff understand their responsibilities.
- Ensure provision is consistent, high quality and closely monitored.

Our approach reflects the belief that every child is a unique gift from God, deserving of dignity, fairness and opportunity.

### Policy development

This policy was developed by the Special Educational Needs Coordinator working with school staff, parents and governors. Draft versions were reviewed by the Local Academy Board before approval. The policy is shared with all staff and forms part of the school's core documents relating to inclusion, safeguarding and high-quality teaching.

## Vision and values

Our school mission is to provide an excellent education within a Christian framework, enabling every child to grow in knowledge, wisdom and character. Our vision is inspired by Jesus' words in John 10:10: *"I have come that they may have life, and have it to the full."* We believe every child can flourish when they are known, valued and supported to achieve their best.

At St. George's, we aim to be like the Good Shepherd who guides with care and purpose. We want all pupils to feel safe, develop confidence and discover their gifts. This includes children with additional learning needs or disabilities, who may require adapted approaches so they can participate fully and make strong progress.

Our Christian vision shapes our approach in three ways:

### High-quality education rooted in Christian principles

We give every child access to a rich, ambitious curriculum that builds knowledge and nurtures character. Staff model kindness, courage, forgiveness, justice and integrity. For pupils with additional needs, we adapt teaching so they experience success, enjoy learning and develop the skills and habits needed to thrive.

### Serving our community

We believe all people carry dignity and worth. We work closely with families, remove barriers to learning and act with fairness and compassion. Pupils with additional needs benefit from early identification, clear communication and well-planned support that strengthens their wellbeing and achievement.

### **Building each other up**

We want St. George's to be a place where every person is encouraged, supported and able to grow. Our values of empathy, forgiveness, honesty, justice and kindness guide daily life. These values are rooted in Christian teaching but accessible to all. They shape the way we relate to one another and help pupils develop a strong sense of belonging.

### **What this means for our provision for pupils with additional needs**

- All pupils have access to a broad, balanced and ambitious curriculum.
- We are committed to helping every child flourish, whatever their needs, and to supporting them to meet their full potential.
- We strive to create an inclusive environment where support is tailored to the strengths, needs and abilities of each pupil.
- We work proactively with families and external partners so that pupils receive timely and effective support.
- Every child is encouraged to participate in the wider life of the school and to contribute to our community.

This vision ensures that children with additional needs are not only included but are supported to flourish, grow in confidence and enjoy life to the full.

## **Legislation and guidance**

This policy is based on:

- The Special Educational Needs and Disability Code of Practice.
- The Children and Families Act.
- The Special Educational Needs and Disability Regulations, including duties regarding education, health and care plans.
- The Equality Act, including the duty to make reasonable adjustments.
- The Public Sector Equality Duty.
- National guidance on safeguarding and attendance.
- The School Admissions Code.

The school complies fully with all statutory requirements relating to pupils with special educational needs and disabilities.

## Inclusion and equal opportunities

St. George's is an inclusive school. We provide a broad and challenging curriculum for every pupil, regardless of need or background. We:

- Make reasonable adjustments to teaching, the environment and routines.
- Ensure all children participate in trips, clubs, worship, performances and wider school life.
- Promote a culture of empathy, respect and fairness.
- Recognise that high-quality, adaptive teaching is the foundation of effective support.

## Definitions

### Special educational needs

A pupil has special educational needs if they have a learning difficulty or disability requiring special educational provision that is different from or additional to what is normally available.

A pupil has a learning difficulty if they:

- Have significantly greater difficulty in learning than their peers, or
- Have a disability preventing or hindering use of facilities provided for others of the same age.

### 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.

### Four areas of need

The needs of pupils with special educational needs and disabilities 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.

#### 1. Communication and Interaction

Pupils whose needs fall within this area often experience challenges when communicating with others. This may involve difficulty in understanding spoken language, issues with expressing themselves clearly, or problems recognising and using the social conventions required for effective communication. Notably, pupils on the autism spectrum frequently have needs associated with this category.

## **Cognition and Learning**

Pupils with cognition and learning needs typically progress at a slower rate compared to their peers. The range of needs within this area is broad and includes:

- Specific learning difficulties, which affect one or more particular areas of learning, such as dyslexia, dyscalculia, and dyspraxia.
- Moderate learning difficulties.
- Severe learning difficulties.
- Profound and multiple learning difficulties, where pupils often have severe and complex learning needs alongside a physical disability or sensory impairment.

## **Social, Emotional and Mental Health**

This area encompasses a wide variety of underlying issues or disorders. Pupils may experience mental health difficulties such as anxiety, depression, or eating disorders, as well as attention deficit disorder, attention deficit hyperactive disorder, or attachment disorder. Some pupils may have endured adverse childhood experiences. These needs can present themselves in different ways, for example, through challenging, disruptive, or disturbing behaviour, or by the pupil becoming withdrawn or isolated from others.

## **Sensory and/or Physical**

Pupils with sensory and/or physical needs have a disability that restricts their access to the educational facilities typically available to others. These needs may arise from:

- A sensory impairment, including vision impairment, hearing impairment, or multi-sensory impairment.
- A physical impairment.

Such pupils may require ongoing additional support and specialised equipment to ensure they can access the same opportunities as their peers.

## **Roles and responsibilities**

### **Special Educational Needs Coordinator**

**Mrs V. Doyle**

**Telephone:** 0121 464 2789

**Email:** office@stgeorgesb16.bdmat.org.uk

The coordinator will:

- Inform any parents that their child may have special educational needs and disabilities and then liaise with them about the pupil's needs and any provision made

- Work with the headteacher and special educational needs and disabilities governor to determine the strategic development of the special educational needs and disabilities policy and provision in the school
- Have day-to-day responsibility for the operation of this special educational needs and disabilities policy and the co-ordination of specific provision made to support individual pupils with special educational needs and disabilities, including those who have Education, Health and Care plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with special educational needs and disabilities receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing special educational needs and disabilities support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (Local Authority) 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 special educational needs and disabilities and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors 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 special educational needs and disabilities up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding special educational needs and disabilities, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the special educational needs and disabilities support the school offers or can access, and co-operate with the Local Authority in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's special educational needs and disabilities information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of special educational needs and disabilities, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## Governing board

The governing 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 Local Authority in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with special educational needs and disabilities gets the support they need
- Make sure that pupils with special educational needs and disabilities engage in the activities of the school alongside pupils who don't have special educational needs and disabilities
- 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
- Have a clear approach to identifying and responding to special educational needs and disabilities
- 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 special educational needs and disabilities
- Publish information on the school website about how the school is implementing its special educational needs and disabilities policy, in an special educational needs and disabilities information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as Special Educational Needs Coordinator 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 special educational needs and disabilities

## Link governor for special educational needs

Mrs L. Graham is the link governor for special educational needs.

The special educational needs and disabilities governor will:

- Help to raise awareness of special educational needs and disabilities issues at governing board meetings
- Monitor the quality and effectiveness of special educational needs and disabilities provision within the school and update the governing board on this

- Work with the headteacher and Special Educational Needs Coordinator to determine the strategic development of the special educational needs and disabilities policy and provision in the school

## Headteacher

The headteacher will:

- Work with the Special Educational Needs Coordinator and special educational needs and disabilities link governor to determine the strategic development of the special educational needs and disabilities policy and provision within the school
- Work with the Special Educational Needs Coordinator and school governors 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 special educational needs and disabilities, and their progress
- Have responsibility for monitoring the school's notional special educational needs and disabilities budget and any additional funding allocated by the Local Authority to support individual pupils
- Make sure that the Special Educational Needs Coordinator has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the special educational needs and disabilities register
- Advise the Local Authority when a pupil needs an Education, Health and Care needs assessment, or when an Education, Health and Care plan needs an early review
- With the Special Educational Needs Coordinator, monitor to identify any staff who have specific training needs regarding special educational needs and disabilities, and incorporate this into the school's plan for continuous professional development
- With the Special Educational Needs Coordinator, regularly review and evaluate the breadth and impact of the special educational needs and disabilities support the school offers or can access, and co-operate with the Local Authority in reviewing the provision that is available locally and in developing the local offer
- With the Special Educational Needs Coordinator and teaching staff, identify any patterns in the school's identification of special educational needs and disabilities, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Promote a whole-school culture where inclusive, high-quality teaching is the foundation of support for all pupils with additional needs.
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## Class teachers

Class teachers are responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- This includes the use of adaptive teaching so that pupils with additional needs can take part in the full curriculum and make strong progress within the classroom.
- 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 Special Educational Needs Coordinator to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this special educational needs and disabilities policy and the special educational needs and disabilities 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

## **Our approach to special educational needs and disabilities support**

### **Identifying pupils with special educational needs and disabilities 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 Special Educational Needs Coordinator 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 special educational needs.

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 special educational needs 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 wishes of the pupil and their parents or 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 special educational needs
- they are known to external agencies
- they have an Education, Health and Care Plan

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.

### **Consulting and involving pupils and parents or carers**

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

When we are aiming to identify whether a pupil needs special educational provision, we will have an early discussion with the pupil and their parents or 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 or 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 or carers.

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

### **The graduated approach to special educational needs and disabilities support**

Once a pupil has been identified as having special educational needs, 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 four-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the Special Educational Needs Coordinator will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents or 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 needs. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents or carers and the pupil, the teacher and the Special Educational Needs Coordinator 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 or 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 one-to-one 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 Special Educational Needs Coordinator will support the teacher in further assessing the pupil's particular strengths and weaknesses, 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 or 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 Special Educational Needs Coordinator will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents or carers.

The views of pupils play an important role in shaping their support. Wherever possible, pupils help to evaluate what is working well and help to shape future outcomes and next steps.

## Levels of support

### School-based special educational needs provision

Pupils receiving special educational needs provision will be placed on the school's register for pupils with special educational needs. 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.

The provision for these pupils is funded through the school's notional special educational needs budget.

### Education, Health and Care Plans

Pupils who need more support than is available through the school's school-based provision may be entitled to an Education, Health and Care Plan. The plan describes the needs of the pupil, the provision required and the outcomes sought.

### Evaluating the effectiveness of special educational needs provision

We evaluate the effectiveness of provision for pupils with special educational needs by:

- tracking pupils' progress, including using provision maps
- carrying out the review stage of the graduated approach in every cycle
- using pupil questionnaires
- monitoring by the Special Educational Needs Coordinator
- holding annual reviews for pupils with Education, Health and Care Plans
- getting feedback from pupils and their parents or carers

### Special educational needs information report

The school publishes an annual information report detailing how this policy is implemented. It is updated each year and whenever provision changes. It can be found at:

<https://stgeorgesb16.bdmat.org.uk/policies/>

The information report explains how this policy is put into practice each year and sets out the school's current provision for pupils with additional needs.

## Attendance

Many pupils with special educational needs and disabilities 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. We work closely with families to understand and reduce any barriers to attendance for pupils with additional needs, making sure that support is timely, coordinated and tailored to the child.

Our approach to supporting pupils who are absent from school due to their special educational needs and disabilities is set out in our attendance policy: <https://stgeorgesb16.bdmat.org.uk/policies/>

## Safeguarding

We recognise that pupils with special educational needs and disabilities 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 special educational needs and disabilities, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy: <https://stgeorgesb16.bdmat.org.uk/policies/>

## Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the Special Educational Needs Coordinator 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.

Training includes:

- Inclusive teaching strategies
- Communication and language development
- Autism support approaches
- Use of structured workstations
- De-escalation
- Mental health support
- Medical needs
- Advice from specialist teams

Teachers and teaching assistants receive regular professional development. Staff expertise is drawn from external specialists such as speech and language therapists and autism specialists.

## 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. We work with a wide range of professionals, including:

- Educational psychology
- Pupil and School Support
- Speech and language therapy
- Communication and Autism Team
- Mental Health Support Teams
- Beacon behaviour support
- The School Nurse
- Physiotherapy and occupational therapy services
- Barnardo's and other family support providers

## Admission and accessibility arrangements

St. George's welcomes applications from all children, including those with special educational needs or disabilities. We do not discriminate during the admissions process, and we make reasonable adjustments to ensure children can access school life safely and successfully.

### **Admission of prospective pupils with special educational needs or a disability**

Children with special educational needs or disabilities apply through the same Local Authority coordinated process as all other children. Where a child has identified needs, or is known to external agencies, we work with families and professionals to understand their needs and plan any adjustments required before admission. This may include meetings, sharing reports and identifying adaptations to teaching, routines or the environment.

### **Pupils whose Education, Health and Care Plan names the school**

In line with our Admissions Policy, children with an Education, Health and Care Plan that names St. George's are offered a place first.

This takes place before any other places are allocated and may reduce the number of places available to other applicants. We then work with the Local Authority and the family to ensure provision is prepared for the child's start.

### **Oversubscription arrangements and fairness for pupils with special educational needs and disabilities**

When applications exceed places available, St. George's follows its published oversubscription criteria.

These criteria:

- do not disadvantage pupils with special educational needs or disabilities,
- relate only to factors such as looked-after status, sibling links, church attendance and distance,
- do not require children to meet any conditions that pupils with special educational needs would find harder to meet, and
- treat all children equally in distance measurements and tie-break processes.

### **In-year admissions and Fair Access Protocol**

For in-year applications, parents apply directly to the school, and we respond within 15 school days. St. George's also participates in the Local Authority Fair Access Protocol, ensuring children with significant needs are placed quickly and appropriately.

## **Accessibility**

### **Accessibility for Disabled Pupils**

St. George's is firmly committed to promoting equality and fostering an inclusive environment for all pupils. We proactively ensure that disabled pupils are not treated less favourably than their peers, in accordance with legal obligations and best practice. Staff receive training to recognise and address barriers faced by disabled pupils, and reasonable adjustments are made to facilitate their full participation in school life. Admission arrangements, classroom practices and extracurricular activities are reviewed regularly to prevent discrimination and uphold equal opportunities.

### **Facilities, Auxiliary Aids, and Services**

To support disabled pupils' access to the school, we offer a range of facilities and services, including:

- Full wheelchair access throughout key areas of the school
- An accessible toilet located in St Michael's Hall
- Adapted seating and workspaces tailored to individual needs
- Assistive technology, such as speech-to-text software, visual aids, and communication devices
- A sensory room equipped with calming resources and soft lighting, designed to support pupils with sensory processing needs

In addition, staff collaborate with external professionals to identify and implement further auxiliary aids or services required to enable disabled pupils' participation and achievement.

### **Accessibility Plan**

Our Accessibility Plan, available at: <https://stgeorgesb16.bdmat.org.uk/policies/>, sets out our ongoing strategy to improve access for disabled pupils. The plan outlines clear objectives to:

- Increase disabled pupils' involvement in all aspects of the curriculum, including enrichment and extracurricular activities
- Enhance the physical environment by removing barriers and making continuous improvements to facilities
- Provide information in accessible formats, ensuring that communication is clear and available to all pupils and families

We invite parents, carers, inspectors, and staff to review the Accessibility Plan to understand our commitment and planned actions for further progress.

## Complaints about special educational needs provision

Where parents or carers have concerns about our school's special educational needs provision, they should first raise their concerns informally. We will always try to resolve concerns quickly and respectfully at the earliest stage. If this does not resolve the concern, parents or carers may submit a formal complaint. Please refer to the school's complaints procedures available at: <https://stgeorgesb16.bdmat.org.uk/policies/>

Formal complaints about special educational needs provision in our school should be made in the first instance to the appropriate member of staff, and 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. In some circumstances this right also applies to the pupil themselves.

The Special Educational Needs and Disability Code of Practice (pages 246–247) sets out the full system of complaint routes available to families and pupils.

Families can also access independent disagreement resolution and mediation services provided by the local authority. These services help resolve disagreements about assessments, provision or Education, Health and Care Plans.

## Monitoring and evaluation arrangements

### Evaluating the effectiveness of this policy

We are constantly looking for ways to improve our special educational needs and disabilities policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We evaluate the policy by monitoring:

- Staff understanding of pupils with additional needs
- Early identification patterns
- Progress and attainment across subjects
- Pupil wellbeing and sense of belonging
- Parent feedback

- Quality of teaching and provision
- External review feedback

### **Monitoring the policy**

This policy will be reviewed every year by the Local Academy Board. It will also be updated during the year if any new legislation, requirements or procedural changes arise.

The policy will be approved by the Local Academy Board.

### **Links with other policies and documents**

This policy links to the following documents:

- Special educational needs information report
- Local offer
- Accessibility plan
- Behaviour policy
- Safeguarding and child protection policy
- Attendance policy
- Complaints policy
- Supporting pupils with medical conditions policy
- Equality information and objectives