SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Date of Last Review – September 2025

Review Frequency – 1 Year

Next Review Date – September 2026

Person responsible for the Policy – Assistant Principal Inclusion/SENDCo

Ratified by Governors – October 2025

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Introduction

The School Context

Northampton Academy is a fully inclusive mainstream school serving the East District of Northampton. All pupils are valued equally, regardless of where their abilities lie, with the Academy being committed to developing 'the best in everyone'. As an Academy we focus on the core values of Respect, Determination and Ambition, Integrity and Tolerance.

All students are entitled to have access to a broad, balanced and relevant curriculum, which is adapted to meet individual needs. Northampton Academy is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning. All members of staff, in conjunction with the authorities, (Governing Body and Academy Trust) have a responsibility to ensure that every student has an equal opportunity to attain good outcomes with their maximum potential in all aspects of the curriculum.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE February 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014
- Guidance document on Supporting pupils with mental health and behaviour in schools March 2015
- Northampton Academy Safeguarding Policy
- Northampton Academy Accessibility Plan
- Teachers Standards 2012
- Northampton Academy SEND Information Report 2025-6
- Education Endowment Foundation Toolkit
- Education Endowment Foundation Making Best Use of Teaching Assistants

Aims

Students of all ages and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum in both content and style of delivery which allows them to make informed choices as they progress beyond the Academy.
- Be encouraged to achieve their full potential, whatever their abilities.

- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.
- Be taught by outstanding teachers in the belief that every teacher is a teacher of every pupil, including those with SEND.

Definition

The SEND Code of Practice 2014 (COP) states that pupils have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Pupils have a learning difficulty if they have a significantly greater difficulty in learning than the majority of pupils of the same age, or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. The Equality Act 2010 determines that a pupil is disabled if they have a physical or mental impairment that has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day to day activities.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to an adapted programme. Parents/carers and staff will be informed that the child has special educational needs and appropriate provision identified to meet the students individual need(s) will be made. Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a adapted curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or mental health difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent.

The Code of Practice describes 4 broad areas of need:

1) Communication and Interaction
2) Cognition and Learning
3) Social, Emotional and Mental Health difficulties
4) Sensory and/or Physical needs

At Northampton Academy we identify the needs of the pupil by considering the needs of the whole child and deciding which course of action to take to meet the needs.

Other aspects that may affect progress and attainment but are not SEND are: attendance and punctuality; health and welfare; EAL; being in receipt of Pupil Premium Grant; being a Looked After Child; being a child of a serviceman/woman.

Structural Arrangements

Who to contact

- Assistant Principal Inclusion/SENDCo: Mrs Louise Jones (National Award for SEN) l.jones@northampton-academy.org
- Assistant SENDCo: Mr Matt Sleight m.sleight@northampton-academy.org
- Assistant SENDCo: Miss Rhianne McDonald r.mcdonald@northampton-academy.org
- Inclusion Manager: Mrs Tina Buckley t.buckley@northampton-academy.org
- Inclusion Administrator: Mrs Marjorie Holtz m.holtz@northampton-academy.org
- School Governor with responsibility for SEND: Angela Watts
- Vice Principal: Mrs Jane Rigby j.smith@northampton-academy.org
- You can contact any member of staff by telephoning the main switchboard on 01604 210017.

Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with the Code of Practice (2014), Children's & Families Act, guidelines and school job descriptions.

Governing Body

- In partnership with the Principal, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Principal sets objectives and priorities in the school development plan, which includes suitable provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.
- Ensure that the members of staff responsible for special educational needs pass on all relevant information about such students to all those likely to teach them or have any dealings with them.
- Ensure that all teachers in the Academy are aware of the importance of identifying and providing for students who have special educational needs.
- Consult the Local Education Authority and the governing bodies of other schools in the area in order to coordinate the provision for students with special educational needs.

The Principal

- The Principal has responsibility for the day to day management of all aspects of the provision for students with special educational needs. The Principal may delegate this duty to a Vice Principal whilst retaining final responsibility and accountability.
- Setting objectives and priorities in the school development plan, which includes SEND.

- Setting a budget for supporting SEND students within the school's overall financial resources.

- Informing the Governing body.

SENDCo

- Is responsible to the Vice Principal for the management of SEND provision and the day-to-day operation of the policy.
- Disseminating information and raising awareness of SEND issues throughout the school.
- Managing and developing the roles of Learning Support Assistants, through training and PDR.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring Pupil Passports for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Recruiting and deploying the school's SEND team, which includes Learning Support Assistants, Inclusion Manager and Inclusion Administrator.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Principal and Business Manager responsibility for the allocation of funding.
- Liaising with parents and carers of students with SEND and ensuring effective co-operation.
- Liaising with and advising fellow teachers and support staff, including supply/cover teachers as required.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENDCo's as required.
- Liaising with outside agencies, including West Northamptonshire County Council.
- Contributing to CPD training as appropriate.
- Managing and supervising EP and SALT provision, including external service contracts.
- Liaising with parents/carers of SEND students (particularly those with EHCPs).
- Monitoring the progress of pupils with special educational needs, ensuring staff intervene to maintain progress and supporting colleagues in achieving this.
- Regularly meet with senior staff to coordinate and advise on appropriate support and provision throughout the Academy.
- Regularly meet with the Vice Principal to review Academy strategy and to coordinate and advise on appropriate support and provision throughout the Academy.
- Monitor, evaluate and review the effectiveness of the SEND Policy and advise the Principal, the Vice Principal and the LGB.
- Above all, the SENDCo will have a high profile within the mainstream school and mainstream classes, in supporting staff and in a consultative capacity to SLT and the LGB.

Assistant SENDCo

- Disseminating information and raising awareness of SEND issues throughout the school.
- Managing and developing the roles of Learning Support Assistants, through training and PDR.
- Monitoring and reviewing the quality of provision for KS3 students (KS3 Data)
- Supporting in the co-ordination of provision for students (particularly those with a laptop)

- Supporting the teaching and learning of students with SEND.

- Supporting in the keeping of accurate records of all students with SEND (provision mapping)
- Liaising with parents and carers of students with SEND and ensuring effective co-operation.
- Liaising with and advising fellow teachers and support staff, including supply/cover teachers as required.
- Liaising with schools including feeder primaries and specialist settings where necessary.

Subject Leaders/Heads of Department

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased as required.
- Raising awareness, of responsibilities towards SEND issues in the department.
- Attending, or identifying key staff for training, as required.
- Ensuring that pupils with SEND make good progress with good outcomes.

Teaching Staff

"All teachers are teachers of special needs".

- Devising strategies and identifying appropriate adapted methods of access to the curriculum, in conjunction with the Teaching and Learning team.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Pupil Passports are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to Subject Leaders, SENDCo and/or Inclusion Manager.
- Are responsible to Subject Leaders/Heads of Department.

Inclusion Manager

- Is responsible to the SENDCo for assisting with the management of SEND provision and the day-to-day operation of the policy.
- Manage a team of LSA's
- Coordinate provision including provision mapping, time tabling and CPD
- Coordinate home contact
- Manage day to day provision for students with a SEND.
- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Assist with drawing up individual plans for students and supporting Passport development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.
- Monitor students' progress, keep relevant records and support Inclusion staff in determining the effectiveness of the classroom and withdrawal support.

Inclusion Administrator

- Complete administrative tasks including Annual Review paperwork for those pupils with an EHCP, updating of provision map with intervention data etc.
- Minuting of meetings including the preparation for Inclusion and Intervention meetings.
- Supporting the SENDCo in day to day tasks.
- Regular updating and maintenance of SEND register.
- Collation and organisation of SEND files for those pupils with SEN needs.
- Assistance in the organisation of Exam Access Arrangement paperwork.
- Administrative tasks to ensure that provision mapping is complete for all interventions and provisions.

Learning Support Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes of intervention where appropriate.
- Assist with drawing up individual learning plans for students and supporting Passport development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.
- Monitor students' progress, keep relevant records and support Inclusion staff in determining the effectiveness of the classroom and withdrawal support.
- Act as a keyworker for a group of students with SEND

Directors of Key Stage

- In collaboration with Tutors and the SENDCo, Directors of Key Stage are responsible for ensuring that all students make at least good progress and secure positive outcomes.

Wellbeing Team

- Wellbeing Support Staff will support students with Social, Emotional and/or Mental Health difficulties. They will also endeavour to support pupils who have other barriers to learning, for example, students who are carers.
- They will similarly monitor students' progress, keep relevant records and support the role of the SENDCo.

Admissions

Northampton Academy shall ensure that pupils with SEND are admitted in accordance with its Admissions Policy. Where the LEA proposes to name Northampton Academy in an EHCP made in accordance with Section 324 of the Education Act 1996, Northampton Academy shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other pupils; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be compatible with the efficient education of other pupils, Northampton Academy shall have regard to the relevant guidance issued by the Secretary of State to maintained schools. In the event of a disagreement between the Academy and the LEA over the proposed naming of the Academy in a statement, the Academy may ask the Secretary of State to determine whether Northampton Academy should be named. The Secretary of State's determination shall be final.

Northampton Academy will, above all, base decisions on whether a pupil's needs can be met within the Academy after reasonable adjustments have been made, and whether the admittance of a pupil will compromise the effective education of other students. This shall be achieved so far, as is reasonably practical and compatible with the efficient use of resources.

Integration of Students with SEND within the Academy as a whole

All students are members of the Academy community and are entitled to take part in the full life of the school. If a pupil has a special educational need, the staff of the Academy will take as many steps as possible to address any difficulty, with advice and support from outside agencies where necessary.

The Academy ethos is committed to social inclusion. In supporting this commitment, the SEND Policy: Identifies those students with barriers to learning; provides a support structure, which will help remove those barriers; ensures that all pupils are able to access the curriculum and are enabled to become full and active participants in all aspects of Academy life and also ensures that pupils with disabilities are treated equally in relation to a) Admissions (in line with the Disability Discrimination Act) and b) Exclusions.

Identification, Assessment and Provision

(To be read in conjunction with the SEND Information Report and associated documents)

Identification and Assessment

The school uses the graduated response as outlined in The Code of Practice (2014). To help with this process a variety of screening procedures are used which are then disseminated to teaching staff.

New Intake Students in Year 7

a) Primary Liaison

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a special educational need is referred and contact is then made with the primary school. The LA notifies school about students who are transferring with EHCPs in the spring of their Year 6. Where practicable a member of staff attends the Annual Review to ensure a smooth transition is made. Relevant information is disseminated to teaching staff upon transfer.

b) Initial Screening

- KS2 tests
- NGRT
- Literacy and Numeracy Tests undertaken by the relevant subjects.
- Information from Primary SENDCo's and Year 6 teachers
- Direct contact with parents

Screening in Other Year Groups

Other screening tests are administered when required.

Individual Diagnostic Assessments

Individual diagnostic assessments are used for students who are not making expected progress, despite intervention. This is in addition to whole-school tests, for example NGRT, PASS etc. This results information is made available to members of staff as required and shared with parents/carers, depending upon the outcome.

Staff Observation

Members of staff consult with SEND staff if they notice students who may need specialist help during the school year. Evidence for that concern must be produced prior to any testing and / or additional intervention being undertaken. Additional diagnostic assessment may then be undertaken.

Referrals by Parents or Carers

A student's parent / carer may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon as quickly as possible.

SEND Register

Factors to consider if a pupil is included on the SEND register include if a pupil:

a) Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness

b) Shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas

c) Presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the Academy

d) Has sensory or physical problems, and continues to make little, or no progress despite the provision of specialist equipment

A pupil will be coded in one of 2 ways:

- If a pupil has an identified need, which requires provision that additional to or different from that which is ordinarily available for the majority of pupils, they will be classified as receiving SEND Support (Code K).
- If a pupil has an Education, Health and Care Plan, they will be coded E.

Provision

Teaching students with SEND is a whole school responsibility and high-quality teaching which is adapted to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something ***additional to*** and ***different from*** that which is ordinarily available for the majority of pupils. This is *special educational provision* and the pupils in receipt of this provision are classified as *SEN Support.*

Northampton Academy will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students (Assess-Plan-Do-Review, CoP, 2014). The majority of students at Northampton Academy learn and progress through these adapted arrangements.

<u>Curriculum Support [Provision] is achieved by:</u>

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of school staff.
3. High quality teaching in lessons
4. Providing an appropriate curriculum, taking into account
    - National Curriculum and examination syllabuses
    - Continuity and progression
    - Departmental development plans.
5. Delivering an appropriate curriculum, taking into account
    - Suitable teaching materials

- Effective, adapted teaching strategies
- A supportive learning environment
- Encouraging a positive self-image.

6. Providing learning support through
   - Curriculum development
   - Support teaching
   - Bespoke training
   - CPD.
7. Using outside agencies where necessary and appropriate.
8. Monitoring individual progress and making revisions where necessary.
9. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
10. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
11. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
12. Learning Support Assistants and teachers collaborate effectively.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo and SEND department but will be planned and delivered by teaching and support staff.

Graduated Response - Statutory Assessment / EHCPs

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory needs assessment. This may lead to the student being provided with an Education, Health & Care Plan.

Pupil Passports and Reviews

The strategies that will be employed at the additional support stage and for students with EHCPs are recorded on the Pupil Passport reflecting provision that is additional to, or different from, normal adapted provision. Not all students with SEND have a Passport but their progress is closely monitored.

Contents of the Passport include:

- Summary of needs
- Teaching strategies to be used
- Pupil voice – character and interests

The Passport is communicated to all staff who support the student's learning, and to the parents or carers and the student. It is also available for any staff member to access and utilise.

Passports are reviewed and updated by the Learning Support Assistants and through Pupil Passport Review afternoons.

Parents / carers and students have regular contact with key staff at school at least three times per year. This may take place during Parent's Evenings, Pupil Passport review afternoons and other whole-school events.

Supporting the needs of pupils with medical conditions

Northampton Academy recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including trips and PE. Some children may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. See separate policy.

Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by staff, screening tests and through procedures described in the School's Assessment Policy. This identification may come from tutors, subject teachers, and support colleagues, Directors of Key Stage, external agencies, parents/carers or the pupils themselves.

A pupil may be removed from the SEND register if they are making good progress, and their needs can be met by High Quality Teaching (i.e. they are no longer receiving provision that is different from and additional to that available to all students in a mainstream school).

Provision of an appropriate curriculum

Through their departmental development plans, the SEF and in conjunction with EHCPs, provision for students with SEND is regularly reviewed and revised. It is the responsibility of Subject Leaders/Heads of Department to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SEND department.

Provision of Curriculum Support

The SEND department can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. Inclusion staff can assist by:

- Advising on the planning of appropriate programmes of work.

- Preparation of relevant and adapted materials.

- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn for 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with Northampton Academy's inclusive ethos.

d) In-service Training

The SENDCo, Assistant SENCo and Inclusion Manager provide INSET for ECTs and other new staff at the school on Code of Practice procedures at Northampton Academy. Individual departments can ask for INSET Support as required, for specific purposes or generic training. Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium Grant.

Funding that is devolved for the provision for pupils with EHCPs will be spent on provision traceable to those students.

Capitation

The SEND department is allocated a departmental capitation each financial year. Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

Partnership

In school

School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated. Wave 3+ student action meetings also provide the opportunity to discuss students with significant needs at strategic level to identify pathways to secure positive outcomes.

Parents

Northampton Academy believes in the importance of working in partnership with parents/carers and actively seeks to work with them and values the contributions they make. It is in the interest of the student that there is a mutual sharing of information, agreement on the way forward and a shared commitment to support the pupil.

Parent views are recorded as part of the Annual Review procedures and other meetings, as required. Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers. Effective communication is achieved through regular contact with home either through letters, telephone calls or the Arbor App. Parent views will also be sought by Parent Voice meetings and Parent Surveys collected annually.

Northampton Academy's SEND Information Report can be found on the school website.

Students

Northampton Academy acknowledges the student's role as a partner in his/her/their own education. Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets. Student views are recorded as part of the review process and their views are valued and listened to. Students are actively involved in the creation of their Pupil Passports.

External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Northampton Academy include *(this is not an exhaustive list)*:

- The Educational Psychologist Service
- Speech and Language Therapy Service
- School Nurse
- The Virtual School
- Northampton County Council Early Help
- Occupational Therapy
- Physiotherapy Team
- VI Team
- HI Team

- VI Team

- CAMHS
- IASS (Parent Partnership Service)

For pupils with an EHCP it is expected that the Academy's SENDCo will work closely with external agencies so that the student will make a successful transition from the Academy to employment, further education, vocational or occupational training. Students with SEND but without an EHCP will also be given this support as appropriate to their needs.

A student's difficulty at school may be related to a medical condition or disability. This could be first identified by the GP, Health Visitor, Therapist, School Health Service, and Community Paediatrician or through observations by teachers or the parents/carers or the student themselves.

The Academy will liaise with the Child Health service to act in the best interests of a student. If the Academy identifies a problem, having the full consent of the parents/carers, it will seek professional advice.

The Academy will have regard to the Children's Act 1989 and promote an integrated approach to working with Social Services and Educational Welfare.

Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. Additional induction days are arranged as required for all students with SEND / vulnerability factors. The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last review is forwarded to Post 16 placements.

Arrangements for Considering Complaints

The aim of the Academy is to work in partnership with the parents/carers and the students to remove barriers to achievement. Any complaint should, in the first instance be discussed with the Complaints Officer, who is a Vice Principal. If issues are still outstanding, the matter should be brought to the attention of the Principal of the Academy.

Criteria for Evaluating the Success of the Academy's SEND Policy

The SENDCo will provide LGB with information about the success of the Special Educational Needs Policy annually. Indicators of success will include:

- Progress made by individuals and/or sets of pupils
- The degree of confidence felt by staff in respect of managing students with special educational needs
- Feedback from pupils and parents/carers
- Feedback from external agencies

Data Protection

All data and information about pupils is held in accordance with the school's Data Protection Policy

Equality Impact Assessment

Question	Response
1. Name of policy/funding activity/event being assessed	SEN Policy and SEN Information Report
2. Summary of aims and objectives of the policy/funding activity/event	To provide information for parents/carers on how they support children and young people with SEND.
3. What involvement and consultation has been done in relation to this policy? *(e.g. with relevant groups and stakeholders)*	SENCo consultation
4. Who is affected by the policy/funding activity/event?	SEN community (students/parent/carers)
5. What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event?	This is a school required policy that is monitored annually

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
Disability	Yes	Positive impact assessed using parent/carer survey, student survey and student attainment	

Gender reassignment	No		
Marriage or civil partnership	No		
Pregnancy and maternity	No		
Race	No		
Religion or belief	No		
Sexual orientation	No		
Sex (gender)	No		
Age	No		

Evaluation:

Question	**Explanation / justification**	
Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people?	No	
Final Decision:	**Tick the relevant box**	**Include any explanation / justification required**

1. No barriers identified, therefore activity will **proceed**.		
2. You can decide to **stop** the policy or practice at some point because the data shows bias towards one or more groups		
3. You can **adapt or change** the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to **proceed with caution** with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

Will this EIA be published* Yes/Not required	
Date completed:	
Review date (if applicable):	

Change log

Name	Date	Version	Change
	When published	1	