



Special Educational Needs and Disabilities and Inclusion Policy for Mulberry School for Girls

Approval Body:	Local Governing Body Mulberry School for Girls
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Implementation Date:	March 2025
Review Date:	March 2025
Policy Version:	7

Version Control

Version	Reviewed	Changes since last version
1	existing	
2	Jan 2019	The Policy for Including Pupils with Special Educational Needs and Disabilities was merged with the Inclusion Policy. In this process, both policies were brought into line with the most recent DfE guidance and current school roles, structures and practice.
3	Mar 2020	The Policy remains largely the same. The Policy has had section 24-26 updated to reflect the changing intervention support offered at the school. Section 46-50 has also been updated to reflect the updated offer for parents. Some roles have changed due to staffing changes.
4	Mar 2021	The Policy remains largely the same. In section 20 the reference to choosing Key Stage 4 options in Year 8 has been removed to reflect a curriculum change. Section 24 to 26 has been updated to specify where documents are stored and the use of Microsoft Teams.
5	January 2022	The Policy remains largely the same. Section 24 to 26 has been updated to delete School Nurse and School Social Worker
6	March 2023	The Policy remains largely the same. Section 15 - equality of opportunity within mainstream lessons Section 16 - added STEPS to success has been created and implemented by class teachers to further support students with SEND students within the classroom context. Section 17 - added Teachers are expected to identify SEND students on their seating plans and highlight strategies to help support students within all subject areas. Section 23 ~~deleted sharing specialist expertise with parents/carers through our 'Parents' booklet.~~ Section 24 - targeted access to our VLE (Mulberry Learn powered by Microsoft Teams) and online learning platforms such as 'Hegarty Maths' changed to Sparx Maths - Added Place2Be counsellor

		Section 36 - the Director of Pastoral Provision and YLC changed to the Safeguarding Team including the YLC Section 50 - Parental Advice Centre (PAC) changed to Tower Hamlets SEND Information, Advice and Support Service (SENDIASS) Section 54 - 70 - the Director of Pastoral Provision changed to the Safeguarding Team
7	March 2025	The Policy remains largely the same Section 26 - Includes the SEMH provision that is offered by the SEND department Section 34 - includes the observational period that Sfl have at the start of the academic term for year 7 Section 43 - addition that SENDCO is DSL trained Section 44 - addition of Arrangements for supporting children who are looked after by the local authority and have SEN. Section 49 - Includes the SEMH provision that is provided by external agencies Section 66 - Change that all pupils on the SEND register now have a key member of staff
8	Feb 2026	No changes made

This policy has been adopted by the Mulberry Schools Trust and will be applied to Mulberry School for Girls. All schools within the Trust are required to have their own Special Educational Needs and Disabilities and Inclusion Policy.

Introduction

1. Mulberry School for Girls is committed to providing a broad and balanced curriculum for all pupils. All pupils are entitled to a full, rich educational experience regardless of need. We recognise that the needs of individuals and groups of pupils are many and varied and that careful planning can provide opportunities for all pupils to be challenged and included. For these reasons, we have developed systems for early intervention at the first sign that pupils might be experiencing barriers to learning and participation and we ensure that there is ongoing appropriate support.
2. The school is committed to including pupils with special educational needs and disabilities. We aim to facilitate partial or full integration of children with a physical disability or learning difficulties when we are able to meet their needs. The school has successfully included pupils with physical or sensory impairments, those with difficulties around communication and interaction or cognitive delay and children with significant social, emotional and mental health difficulties. The school building is wheelchair accessible. The school subscribes to the social model of disability and seeks to make adjustments to the school and classroom environment to reduce or remove the impact of any impairment, whether it is physical, sensory or cognitive.
3. All forms of inclusion are valued and supported throughout the school wherever, or with whoever, pupils are working. Inclusion in practice means that children with additional needs are not excluded from learning with their peers. The staff of Mulberry School believe that learning is not limited to any prescribed curriculum, and that learning takes place all the time in many forms. As a result of this belief, children are enabled to learn with their peers in a mainstream setting as far as possible.

Aim

4. Mulberry School for Girls believes that education is a life-chance for its pupils. All pupils are entitled to a rich, educational experience in which they are fully included. Through this policy, the school makes sure that teachers and support staff are aware of the principles of inclusion and know how to meet them in practice. This policy also ensures that the school's aims and policies include and apply to pupils with special educational needs and disabilities and that the school meets their educational, personal and social needs.
5. Mulberry School for Girls expects staff to modify programmes of study and systems as appropriate to allow each pupil to achieve as high a standard as possible. The school aims to ensure that its provision will:
 - set suitable learning challenges;
 - respond to pupils' diverse learning needs;
 - overcome potential barriers to learning.

Context

6. This policy should be read in conjunction with the following school policies and DfE guidance:
 - MSfG SEND Provision Report
 - MSfG Equality Policy
 - MSfG Learning and Teaching Policy

- MSfG Curriculum Policy
- MSfG Behaviour Management Policy
- MSfG Confidentiality Policy
- MST Exclusion Policy and Guidance

7. It adheres to:

- Education Act 1981
- Equality Act 2010
- School Admissions Code 2014
- SEND Code of Practice 2015

Definitions

Inclusion

8. Inclusive education describes the process by which a school attempts to respond to all pupils as individuals by reconsidering its curricular organisation and provision and allocating resources to enhance equality of opportunity. Through this process the school builds its capacity to accept all pupils from the local community who wish to attend and, in doing so, reduces the need to exclude pupils.
9. Inclusive education is concerned with the quest for equity, social justice, participation and the realisation of citizenship. It is about the removal of barriers, discrimination and oppression and it is about the wellbeing of all pupils, including those with disabilities. It is based on a positive view of difference, with a strong emphasis on the importance of learning to live with one another and recognise our common humanity.

Special Educational Needs and Disabilities (SEND)

10. As defined by the Education Act of 1981 and re-asserted in the SEND Code of Practice 2015: "A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. He or she has learning difficulty if he or she has a significantly greater difficulty than the majority of children of his or her age or has a disability which prevents or hinders him or her from making use of educational facilities generally provided in schools within the area."
11. Children and young people who have SEN may have a disability under the Equality Act 2010, that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.
12. In the SEND Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.
13. Mulberry School for Girls recognises that around 20% of children will have special needs at some point in their school career, but not all these needs are permanent and some may change. Included in this 20% are the 2% of pupils with an Education, Health and Care Plan (EHC Plan). The difficulties experienced fall into four broad categories:
- communication and interaction;
 - cognition and learning;
 - social, emotional and mental health;
 - sensory and physical impairments.

Implementation

Meeting pupils' educational, personal and social needs

14. Mulberry School for Girls takes the following approaches to including all pupils, particularly those with SEND:
- recognising and respecting everyone's differences;
 - recognising pupils' strengths and celebrating their achievements;
 - raising expectations and enabling all pupils to have the highest possible achievement and accreditation;
 - identifying and assessing pupils' needs in a timely way;
 - monitoring the progress of all pupils and adapting provision, support or intervention where necessary;
 - supporting the development of appropriate teaching and learning skills within the mixed ability classroom;
 - ensuring all pupils have access to the National Curriculum and to the school's wider curriculum;
 - raising pupils' confidence and self-esteem;
 - developing pupils' literacy, language, communication, numeracy and learning skills;
 - preparing all pupils for the world of work and life after school;
 - involving pupils, parents/carers and outside agencies where appropriate in planning and evaluating support.

Inclusion strategies in the classroom

15. All teachers are expected to adopt the following strategies in the classroom. They are supported through the faculty structure in sharing best practice and are given ongoing appropriate CPD.

Set suitable learning challenges

- Teach knowledge, skills and understanding in ways that suit pupils' abilities
- Plan flexible differentiated lessons to accommodate all learning needs
- Give pupils a range of opportunities to show what they can achieve

Respond to pupils' diverse learning needs

- Be aware of the learning needs and possible barriers to learning of **all** their pupils
- Be aware of the diverse experiences, interest and strengths that their pupils bring to school which will affect their learning

Take account of pupils' different needs and learning styles

- Engage in planning with Teaching Assistants and support staff on a regular basis
- Create supportive and effective learning environments
- Ensure all pupils are motivated and attentive
- Use a range of teaching styles to ensure equality of opportunity within mainstream lessons
- Use assessment strategies that promote individual pupils' progress;
- Set targets for learning.

Overcome potential barriers to learning

- Access all information regarding pupils' needs that are provided by the Support for Learning Department, Year Learning Coordinators (YLCs) and the Extended Inclusion Services Team, including advice on learning styles and classroom management, SEND profiles and Individual Behaviour for Learning Plans
- Follow the Behaviour Management Policy to help pupils manage their behaviour and emotions
- Plan and direct appropriate classroom support with relevant staff

- Make referrals to the YLC or SENDCO as appropriate if concerned that, despite these strategies, a pupil is in danger of not being fully included
16. An 'Inclusive Teaching and Learning SEND Reference Booklet' has been published to help teachers to identify strategies that might help pupils with specific SEND diagnoses. An 'Inclusive Teaching and Learning SEND Reference Booklet' has been published to help teachers to identify strategies that might help pupils with specific SEND diagnoses.
- STEPS to success has been created and implemented by class teachers to further support students with SEND students within the classroom context.
17. Teachers are expected to identify SEND students on their seating plans and highlight strategies to help support students within all subject areas.
18. Where support is provided in the mainstream classroom by SfL Teachers and Teaching Assistants in order to allow continued access to the full curriculum, pupils on the SEND register are known to all members of staff in the classroom. SfL teachers and TAs are not allocated to one specific child; they support all children as directed by the teacher. Schemes of learning are saved in shared areas so that support staff can access the curriculum in advance where necessary. All TAs have time allocated to planning so that they can prepare for lessons.
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Curriculum for students with SEND

20. As far as possible the school aims to include pupils in the mainstream curriculum.
21. At Key Stage 3 a graduated approach is taken. All children are expected to be included in the mainstream for all subjects. Where children would benefit from interventions to support their full inclusion at a later stage, a programme of tailored teaching is devised to meet their needs. A decision to include a child in a different curriculum offer is evidence based, considering available progress and achievement information, reports from parents and carers, reports from teachers and other relevant staff, advice from additional educational services (such as Educational Psychologists or Speech and Language therapists), and any other relevant stakeholders. Any offer of curriculum intervention is bespoke, and there is no set pathway, or set group, for children with Special Educational Needs and Disabilities. High expectations of pupils prevail, and all children are entitled to a broad and balanced curriculum.
22. At Key Stage 4 a very small number of pupils with special educational needs will require a mixed pathway of GCSEs and other curriculum options. All pupils are entitled to learn a broad range of curriculum content, and be working towards achieving GCSEs in English and Maths. Pupils may not achieve these qualifications at the same chronological age as their peers, but they will learn skills and content that build towards this. Choices will be offered to all pupils at Mulberry School for Girls in year 9, and the parents/carers of children with SEND will be consulted on the curriculum offer. Any additional curriculum offer will mirror the balance of the main stream curriculum, allowing access to English, Maths, Science, Humanities, Arts and other curriculum options. A range of academic and

applied options are available across the Trust and parents/carers will be consulted at every stage.

23. At Key Stage 5, Mulberry Schools Trust offers a range of courses at Levels 2 and 3 with published entry requirements. Pathways are considered for pupils during their Year 10 Annual Review and children and families are consulted. Partnerships with other institutions across Tower Hamlets are developed so that post-16 options are secured early when the level of course required is not available within the school.

Working with pupils with SEND in small groups

24. The SfL Team can offer pupils intensive teaching and attention, in a small group, to enable development of their skills to facilitate access to the mainstream curriculum. Group work should allow pupils to learn at a pace appropriate to their starting points and foster self-confidence and independence. If it is deemed relevant for a pupil to be withdrawn from whole-class teaching for such an intervention, the intervention is planned and prepared in advance, with a scheme of learning and a timescale. This is discussed and arranged in advance with the Head of Faculty and the SENDCO. In most instances, the pupil will remain on the class register.

25. The intervention may include:

- oral work;
- sequencing, prediction and self-correction exercises;
- specific work on listening and communication skills;
- specific work on social skills and emotional literacy;
- specific work on numeracy;
- use of specially designed computer programmes;
- keeping a spelling book, first draft book and writing folder;
- specific weekly homework, set individually;
- printing, typing, binding books of pupils' own work;
- provision of a wide range of carefully chosen books, including bi-lingual books, for pupils to read at home;

Additional support

26. There is a range of additional support available to pupils who would benefit from it, including:
- in-class support from a Support for Learning teacher or Teaching Assistant as above
 - tailored independent learning activities
 - targeted access to our VLE (Mulberry Learn powered by Microsoft Teams) and online learning platforms such as 'Sparx Maths'
 - intervention withdrawal groups as above
 - A targeted enrichment offer
 - Learning Mentors, including Individual Behaviour for Learning Plans
 - Targeted support in accessing Out-of-School-Hours Learning
 - Place2Be counsellor
 - Emotional Wellbeing Practitioners
 - Speech and Language therapy groups
 - Educational Psychologist
 - Phoneix Outreach ASD
 - School Police Liaison Officer
 - School Social Worker
 - Attendance and Welfare Advisers
 - Key SEMH intervention, such as Lego therapy, ASD mentoring and Step into Dance

27. Not all pupils with SEND or other inclusion needs require access to all of these provisions. Sometimes the support provided is not as visible as this, as it may be in staff training, curriculum development, or other forms of preparatory support.
28. Pupils receiving additional support to meet their SEND have a SEND Profile that explains their needs and recommended strategies to allow full access to the curriculum. Pupils and families are encouraged to contribute to these strategies. Their input is gathered through learning surveys, regular home communication, and parents evening appointments. These are saved and available both on SIMS and Mulberry Learn in a confidential area to be accessed by staff only.

Identifying and assessing pupils' needs

29. The school aims to identify pupils with special needs and to assess their individual needs at an early stage of their school career. The school has regard to the procedures laid down in the Special Educational Needs Code of Practice (2015).

Identification at primary/secondary transfer

30. The Support for Learning (SfL) team and the Year 7 team, led by an Assistant Headteacher, screen all new entrants by interviewing them with their parents/carers, visiting their primary schools and collating information from their primary records.
31. All pupils who have been identified as having special educational needs and disabilities at primary school are transferred to MSfG's SEND register, which is reviewed throughout Year 7 to ensure that this is an accurate reflection of their current need.
32. All pupils who have received other inclusion support at primary school are listed by the YLC for discussion at the first SIPS Panel meeting. The school ensures early intervention with pupils who have challenges with behaviour to remove risk of exclusion.
33. At the beginning of the Autumn term, Key Stage 2 entry data is interrogated to identify pupils who have lower scores in reading or numeracy than their average score suggests. These pupils are highlighted to teaching staff and YLCs and placed on the SEND register as 'monitoring'. From this information, decisions are made about additional in-school support or referrals to specialist services if necessary.
34. The school recognises the need to consider separately the needs of pupils who are at an early stage of English language learning. They may be referred to the SfL department at any time after a settling-in period which could be up to two terms long. The SfL Department will carry out a reading assessment to establish the learning needs of pupils when appropriate.

Identification during a pupil's school career or for a mid-phase entrant

35. The progress of all pupils is monitored through the data collections to check that they are making expected progress and meeting their target levels/grades. Heads of Faculty, Heads of Department, subject teachers, YLCs and form tutors highlight and discuss any pupils not making progress.
36. Pupils can be referred by any teacher or tutor to the SENDCO if any aspect of their learning is causing concern. After consultation with the YLC and other relevant staff, the SENDCO may decide that further assessment is required. The SENDCO arranges this assessment through the Educational Psychology Service or Speech and Language Therapy Service.
37. Pupils can be referred by any teacher or tutor to the YLC if they require specific support to ensure that they are fully included. The YLC, with the SENDCO, decides whether further support or referral is needed.
38. Accurate, informed communication is essential and appropriate confidentiality is important. Therefore, the Safeguarding Team including the YLC oversee all referrals for Inclusion Support other than those whose provision is directly supervised by the Support

for Learning Department, when the YLC will liaise with the SENDCO and appropriate staff.

The SEND register

39. The SENDCO compiles and maintains the SEND Register. The register includes pupils identified for Additional Support or with EHCPs. SEND Profiles and EHCPs are uploaded to SIMS and strategies for supporting each pupil are presented on teachers' mark sheets. The SENDCO ensures the information on SIMS is kept up to date.
40. Pupils receiving Additional Support who make accelerated progress, are invited to a meeting with their parents/carers to celebrate their achievement and discuss the need for continuing support. They may move into the "monitoring" category on the SEND Register.

Education and Health Care Plans

41. An education, health and care (EHC) plan is for children and young people who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out additional support to meet those needs. The assessment for an EHC Plan is conducted by the Local Authority. The school can make a referral for this assessment when they think it necessary. If appropriate, the Local Authority will draw up an EHC Plan which is then monitored and reviewed. A pupil with an EHC Plan will be allocated a Key Worker who will work alongside subject teachers in meeting the needs of the pupil.

Safeguarding

42. The school recognises that children with special educational needs and disabilities can face additional safeguarding challenges, as a result our SENDCO is trained to the safeguarding level of a DSL. Furthermore, The Sfl team's additional pastoral support for pupils with SEND helps overcome these and, in their regular safeguarding training, staff are made aware that additional barriers can exist when recognising abuse and neglect in this group of children, including:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - being more prone to peer group isolation than other children;
 - the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.

Links with outside agencies

43. The school uses outside agencies to support its work and offers specialised help to those pupils who are assessed as needing it.

Peripatetic Hearing and Vision Teachers

44. Specialist teachers for the hearing and visually impaired pupils come into school on a regular basis to assess the hearing and vision of pupils. They refer pupils on to receive further treatment and give advice to pupils and staff about ways of coping with hearing or vision impairments in the classroom.

Educational Psychologist

45. The Educational Psychologist (EP) comes into school to attend agreed meetings with the SFL Team and to review the progress of pupils who already receive support but are causing concern. The EP is particularly involved in the assessment and review of pupils who have an EHC Plan. She also advises and works with the SFL Department for other Additionally Supported Pupils causing concern.

Speech Therapy

46. The Speech Therapy Service, which is focused on younger pupils, provides therapy for pupils where the need is stated in the EHC Plan. They also provide training and programmes for teachers and TAs to use in their work.

Occupational Therapy Service and the Physiotherapy Service

47. The Occupational Therapy and Physiotherapy Services work with pupils who have certain physical impairments and/or those who have difficulties in carrying out everyday tasks. They provide a programme for guide teachers and TAs in how to work with them.

Communication with parents/carers

48. The school values the support and involvement of parents/carers. It is our policy to ensure that all parties with responsibility for a pupil's progress are kept updated and informed. Parents/carers receive Pupil Profiles and there are the following opportunities for discussing pupils' progress.
- Discussions/meetings with YLC or SENDCO
 - Parents Afternoons and Evenings
 - Regular phone calls home
 - Open Days
 - Primary School pupil and parent visits
 - Case Conferences
 - Visits from Home/School liaison teacher
 - SEND Annual Reviews
49. Parents/carers of pupils with SEND or Inclusion Support are invited to discuss their child's progress. If a referral leads to identification of a special need, parents/carers will be consulted.
50. The involvement of a pupil's family is essential to meeting wider inclusion needs. The Extended Inclusion Services Team always engage with the families of pupils they work with.
51. Any parents/carers who are concerned about the special needs or inclusion of their child can make an appointment to discuss their concerns with the SENDCO and YLC. If necessary we aim to provide an interpreter where possible.
52. The Tower Hamlets SEND Information, Advice and Support Service (SENDIASS) is an advice centre for parents/carers of pupils with Special Needs and Disabilities who also provide interpreters.

Training and professional development

53. The school's academic calendar allocates directed time to allow for network meetings about pupils who have specific learning needs, including training by inclusion specialists from Tower Hamlets Support for Learning Service where appropriate.
54. TA briefings include CPD to ensure that TAs are trained to meet the needs of pupils on the SEND register.
55. The SfL department contributes to whole-staff CPD and gives advice and guidance on how to include children in the mainstream curriculum.
56. The SENDCO, YLCs and the Safeguarding Team access specialist training as agreed with their line managers.

Responsibilities

57. It is the responsibility of all staff to implement this policy in classrooms and in all aspects of school life.
58. The governing body of Mulberry School for Girls will use their best endeavours to secure the necessary provision for pupils with special educational needs. They will support the implementation of this policy and the Code of Practice through the necessary resources and training. A representative on the governing body has specific responsibility for overseeing this policy.
59. The Headteacher is responsible for the full implementation of this policy and for ensuring all staff have the necessary resource and training to meet their responsibilities.
60. A member of the senior team line manages the SENDCO and Support for Learning Faculty; another member of the senior team line manages the Safeguarding Team; and the Senior Leadership Team are jointly responsible for inclusion.
61. The Year Learning Co-ordinator, form tutors, subject teachers and leaders and the SFL support staff team, work together to meet the needs of pupils with special needs.
62. Responsibility for co-ordinating special needs support lies with the SENDCO. The SENDCO maintains the SEND Register and ensures all processes required by the SEND Code of Practice (2015) are fully implemented. The SENDCO plans, staffs and monitors the support provided for pupils with SEND and analyses available data to assess the impact of the provision. The SENDCO works closely with YLCs and the Safeguarding Team to ensure coherent, efficient and effective support. The SENDCO line manages the SFL team.
63. The Safeguarding Team:
 - takes responsibility for all aspects of support for inclusion and line manages the inclusion work of YLCs and the Extended Inclusion Services Team;
 - leads the Social Inclusion : Pupil Support Panel (SI:PS) and ensures that SI:PS data is updated regularly and contains accurate information about pupils receiving support for inclusion;
 - ensures that communication systems are effective and that all parties are updated as appropriate, in liaison with the YLC;
 - maintains records of interventions and support pupils are receiving, or have received, from the Extended Inclusion Services Team or external agencies, including Social Care, and ensures that there are not too many professionals working with a pupil or their family at any one time;
 - is a Deputy Safeguarding Lead and the member of staff with responsibility for the inclusion of 'Looked After Children'.
 - is actively involved in the process of exclusions and internal exclusions in liaison with the Headteacher and YLC as appropriate and ensures that records are kept accurately.
 - is responsible for maintaining records of racist incidents.
64. SEND support is provided by a range of SFL Teachers and specially trained teaching assistants in the department with experience and qualifications in a wide range of special needs. Each member of the department is a Key Worker for every pupil on the SEND register. They contribute to annual review processes and provide additional support to children with SEND either in their curriculum or more widely, acting as an advocate where necessary.
65. Inclusion Support is provided by the Extended Inclusion Services team. The systems of support for inclusion is in Appendix A.
66. The SI:PS Panel, a multi-agency group, meets once a half term for each year group to

consider the needs of each pupil who has been highlighted by the YLC as a cause for concern regarding inclusion. Such causes of concern may be emotional, behavioural, general welfare and well-being, Child Protection concerns, truancy, attendance or punctuality issues, bullying issues

Admission Arrangements

67. The School Admissions Code (2014) requires children and young people with SEND to be treated fairly. This has been taken into consideration in Mulberry School for Girls Admissions Policy. Mulberry School for Girls:

- engages fully with the secondary transfer process of Tower Hamlets Borough, considering applications from all children with Education Health and Care Plans carefully and reporting to the SEND panel the adjustments that would need to be made to meet a child's needs. This process is separate to the general admissions process;
- considers applications from parents/carers of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures;
- never refuses to admit a child on the grounds that they do not have an EHC plan but have Special Educational Needs or Disabilities.

Monitoring, evaluation and policy review

68. The SENDCO, YLCs, the Safeguarding Team and Heads of Faculty and YLCs monitor the effectiveness of this policy by:

- checking achievement data of all pupils receiving SEND and/or Inclusion Support;
- checking achievement data of pupils who have previously had additional SEND support and no longer need that support
- conducting lesson observations, learning walks, work scrutiny and pupil voice activities according to the SEF cycle
- analysing profiles, available pupil data, exam results and data analysis
- receiving feedback from students, parents/carers, teachers tutors and support staff
- reviewing records from the SI:PS Panel

69. Their monitoring reports will be discussed with their senior line managers. In the light of monitoring information, they will adjust provision for individuals or groups and if necessary review procedures.

70. Pupils with SEND are analysed as a separate group in all school reports on achievement or other pupil data, and their progress is reviewed by SLT, the Headteacher and the Governing Body.

71. This policy is kept under continual review and staff are updated by the SENDCO on developments regarding this policy and the SEND Code of Practice through INSET and the School Leadership Forum meetings.

72. The policy is fully evaluated annually in the light of monitoring information and changes to national guidance. The SENDCO, the Safeguarding Team and their line managers recommend any changes to the policy which is then presented to the Local Governing Body for approval. The revised policy is made available to all staff at the start of each academic year and staff must sign that they have read it.

Policy availability

73. This policy is available to all staff, students and parents/carers on the school's website. It is highlighted to all staff at the beginning of each academic year. Parents and carers are informed of this policy and where to find it during Year 7/12 induction meetings held by the

Year Learning Co-ordinator and at other mid-year induction meetings.