SUTTON GRAMMAR SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Reviewed by:	Board of Trustees
Policy Agreed date:	December 2025
Next review date:	December 2026

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1. ETHOS STATEMENT

At Sutton Grammar School, we strive to provide pupils with a broad range of opportunities to help raise their aspirations, confidence and self-esteem. We identify students with special educational needs or disabilities as soon as possible to ensure the provision of targeted support. We recognise that SEND support works best when it is run well by those who can support and coordinate the work of other staff - and when all staff share a common philosophy, commitment and approach to improvement, and all bear a joint responsibility for making it happen. We seek to engender a sense of community for all our pupils, including those with special educational needs or disabilities, working with others in partnership to break down any barriers to participation, inclusion and belonging.

2. AIMS

Sutton Grammar School's aims in relation to SEND are to:

- ensure that the needs of pupils with special educational needs are met
- ensure that the views of the child/young person and their families are listened to and that they are also involved in any decision making processes
- identify and assess formally and informally at an early stage, what and where the needs are and how best they can be met, based on an inclusive curriculum model
- act on admissions information relating to special educational needs
- foster good practice and to ensure that pupils with special educational needs have access to a broad, balanced and relevant education and curriculum, allowing all students to reach their full potential and enhance their self-esteem
- work in partnership with pupils, parents, external support services and agencies to ensure that pupils with special educational needs make good progress
- raise staff awareness of and expertise with SEND through INSET and briefings for existing staff and induction for new staff
- provide and maintain appropriate resources within a balanced and broadly-based curriculum in a way that supports children with SEND
- ensure records relating to SEND follow the child through the school and are clear, accurate and up to date
- ensure best value for SEND expenditure and to seek adequate external support and funding to meet the needs of pupils with special needs or disabilities

3. LEGISLATION AND GUIDANCE

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and and working together to improve school attendance.

The policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and

advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. INCLUSION AND EQUAL OPPORTUNITIES:

At Sutton Grammar School we strive to create an inclusive teaching environment that offers all pupils no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. For example, enhanced risk assessments implemented for practical activities, extra-curricular clubs, educational visits and residential trips to encourage safe participation and remove any potential barriers to their inclusion – these are usually designed by medical professionals working in collaboration with parents and school.

5. DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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.

6. THE 4 AREAS OF NEED

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 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.

Area of need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who have an autism diagnosis often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment • Working memory differences, for example pupils who have ADHD
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

7. ROLES AND RESPONSIBILITIES

(a) The SENDCO

The SENDCO at Sutton Grammar School is Ms Lucy Browne; the school's Assistant SENDCO is Mr James Tuck. They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- Supporting the running and have oversight of the Year 7 summer sports induction programme for those students with SEND; and ensuring a member of the Learning Support Team is present to monitor and support those with additional needs.
- Ensuring the Learning Support Team have an increased presence across Year 7 lessons during the first half-term to help students with adjusting to new routines and experiences at secondary school.
- Arranging the SEND Year 6 Induction Day, welcoming children and young people with special educational needs or disabilities.
- Ensuring for transition to Key Stages 4 and 5, where appropriate, SEND students are offered a careers appointment; and that further discussions take place to guide students on the SEN register when making decisions concerning GCSE subject choices and A Level subject choices.
- Post- 18, when appropriate, ensuring the SEND department add further information to UCAS applications concerning students' diagnosis, SEND and/or educational provision (with the consent of the student)

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN 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 SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, 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 SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

(b) The SEND governor

The current SEND governor at Sutton Grammar School is Ms Felicity Alexander. In this role, she will:

- Help to raise awareness of SEND issues at meetings of the Trust
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Trust on this
- Work with the Senior Leadership Team and SENDCO to determine the strategic development of the SEN policy and provision in the school

(c) The Headteacher

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO 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 SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

(d) Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any Learning Support Assistants (LSAs) 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 SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- SEND referral forms are completed if there are concerns about pupils' additional needs.

- Possessing knowledge of how to access the SEND information for pupils in their classes (and their IPM, if a pupil has one), the medical information for pupils in their classes

- Communicating with parents 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
    - Listen to the parents' concerns and agree their aspirations for the pupil

(e) The pupils

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible**.**

(f) Parents or carers:

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

8. THE SEN INFORMATION REPORT

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and published on the school website once any changes have been confirmed.

9. IDENTIFCATION OF STUDENTS WITH SEN AND ASSESSING THEIR NEEDS[1]

(a) In accordance with the SEND Code of Practice (2014) children and young people's SEN are thought of in the following broad areas of need and support:

[1] For further information, please also see the current SEND Information Report on the school website.

- Communication and interaction, for example, Autistic Spectrum Disorders (ASD), and Speech, Language and Communication Needs (SLCNs)
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, 'Attention, Deficit and Hyperactivity Disorder' (ADHD), anxiety or depression and Obsessive Compulsive Disorder (OCD)
- Sensory and physical needs, for example, visual and hearing impairments, and motor control issues

The school's aim is to identify students with SEN as soon as possible to engender the provision of targeted support. We assess each student's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all students and students will be identified whose progress:

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

This may include progress in areas other than attainment such as, communication and interaction, social, emotional and mental health, and sensory and physical.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When teachers identify a pupil who may have SEND, they report their concern to the SENDCO who then decides what the next steps are. Typically, the SENDCO will gather information from all of the pupil's teachers (including the expected progress and attainment) to assess the overall picture and identify any particular need/s. The SENDCO or Learning Support Assistant will then carry out a small number of Informal in-class observations, again with the aim of assessing the level of possible SEND identified by the teacher. Feedback from these observations are shared with the SENDCO who will ultimately decide the next steps. The information gathered from all of the above processes is used to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional is needed.

We will then have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the views of the pupil and their parents including any concerns they might parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

If the SENDCO feels no immediate action is required currently, the pupil will still be monitored closely and their progress reviewed periodically. Some pupils may require short-term adjustments or targeted intervention but do not meet the threshold for

placement on the SEN register. These pupils are recorded as Monitoring. This stage allows the school to respond early and prevent needs from escalating.

Notes of these early discussions will be added to the pupil's record and shared with their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support, this is when despite QFT and targeted intervention, progress remains significantly below expectations, or they present with clear and emerging long-term additional needs, or external professional involvement is recommended. Pupils may return to "No SEN" if difficulties resolve and progress is consistent. We willthen begin the process of involving the pupil and parents in designing a support plan – we used the Individual Provision Map (IPM) – which sets outs pupil strengths, summary of need, classroom advice, in-class tests/assessments arrangements, and the designing of outcomes and SMART targets tailored to their needs.

When a student is known to have a special educational need, the Headmaster, SENDCO, departmental and pastoral colleagues should:

- Use information from the pupil's primary school to provide starting points for any necessary adaptation to the curriculum for the student. This might include seating position, task differentiation, modifying of lesson materials/resources, LSA support in some lessons, and bespoke 1-2-1 or small group interventions outside of lessons.
- Identify and focus attention on the student's skills and highlight areas for early action to support the student within the class
- Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the student's achievements and experiences student's academic progress, progress specific to their special educational need, and celebrate their achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps in the student's learning
- Involve the student and parents in designing a support plan that includes planning, agreeing and reviewing targets to meet their needs
- Involve parents in developing and implementing a joint learning approach at home and in school
- Hold meetings concerning student progress between the SENDCO and members of the Senior Leadership Team
- Provide reports to parents/carers and governors

(b) Procedures

Procedures in place include:

- Liaison among the school's Registrar, SENDCO and Head of Year 7 in the summer term about information of the special educational needs of the new intake of Year 7 students after contact with the primary schools class teacher and/or SENDCO. Information is often collated from parents prior the beginning of the Year 7.
- Form tutors and other members of staff are briefed by SENDCO at the start of the academic year
- Students may also be identified by low academic attainment, school medical checks, and individual members of staff and/or students themselves

- Regular discussions within the Pastoral Board about the progress of pupils on the SEND Register
- Regular review and updates to the SEND Register
- Keeping records of meetings by SENDCO and senior management
- All departments identifying students who are experiencing difficulties in their subject; SENDCO collating this information at the start of the new academic year so that heads of departments and heads of year, with SENDCO, can identify and support those students needing help
- Autumn term meeting of SENDCO and the Examinations Officer to discuss arrangements for students needing special arrangements for examination entries; (Regular liaison with Examinations Officer throughout the Autumn and Spring terms)

10. CONSULTING AND INVOLVING PARENTS AND PUPILS

Sutton Grammar School will put the pupil and their parents at the heart of/and be involved in all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents to discuss the feedback from their child's teachers and informal observations from the Learning Support Team. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the views of the pupil and their parents including any concerns they might parents 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 share with their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision and be included on the SEN Register.

11. THE GRADUATED APPROACH TO SEND SUPPORT

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents 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 need. 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 and the pupil, the teacher and the SENCO 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. This information will be recorded on our management information system, SIMS, and will be made accessible to staff in an individual provision map.

Parents 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 1-to-1 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 SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in 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 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 SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

12. LEVELS OF SUPPORT

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

13. EVALUATING THE EFFECTIVENESS OF SEN PROVISION

We evaluate the effectiveness of provision for pupils with SEN by:

- Carrying out the review stage of the graduated approach in every cycle of SEN support which includes:

  1) Tracking pupils' progress towards their outcomes and targets by using their Individual Provision Maps (IPMs)

  2) Gathering the views of the pupil and their parents (including questionnaires) during each IPM review process at least three times a year

3) Gathering the views of teaching staff who work with the pupil

- Monitoring by the SENCO and Learning Support Team
- Holding annual reviews for pupils with EHC plans where their outcomes, targets and provision are all discussed and reviewed.
- Annual parent and pupil surveys – with results analysed and forms part of the department development plan for next academic year. The feedback is shared with staff.

14. ATTENDANCE

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our school's Attendance Policy.

15. SAFEGUARDING

We recognise that pupils with SEND can face additional safeguarding challenges. Children with SEND 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 SEND, and the support we provide to help pupils overcome any communication barriers they face, see our school's Safeguarding Policy.

16. ADMISSION AND ACCESSIBILITY ARRANGEMENTS

The school's standard admission number for year 7 is 150, to include any boys with Education, Health and Care Plans (EHCP) or statements of special educational needs who meet the school's admission standards and for whom Sutton Grammar is the named school on their EHCP or statement**.**

Boys with an EHCP are known to us from the point of application and so at the point of results being sent we are already aware of who will be eligible for our school should they submit Sutton Grammar as their named school on their EHC Plan or Statement.

The following process is then followed through: the local SEN and Disabilities Integrated Services will contact our school SEN department to ascertain whether the eligible child's access needs can be met at our school. The SENDCO and Admissions Officer check that all criteria for admissions has been met and all protocol for children with any SEN has been followed. If this is agreed upon, then the SENDCO will contact the EHC coordinator to confirm and we will send an official offer to the child before the end of the winter term.

We provide comprehensive access arrangements through the testing period; where parents have requested any special arrangements and primary schools have corroborated the request we then ensure that these needs are met. Thereby, we avoid unfairly disadvantaging prospective pupils with a disability or SEN. Our pass mark is chosen through our admissions committee and any child with an EHC Plan or Statement is then flagged as having first refusal of our 140 places. Only once these places are confirmed do we finalise the number of children that are offered on March 1st.

The school publishes an accessibility plan which can be found on the school website.

17. 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 such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- School counsellor
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

18. STAFF TRAINING AND DEVELOPMENT

All new staff and trainee teachers are briefed fully on SEN policies, procedures and practice, as part of their induction to the school.

The SENDCO is responsible for the planning and delivery of an on-going programme of INSET for staff to ensure that they have the necessary knowledge and skills to carry out their responsibilities as a classroom teacher regarding SEND. Teachers are briefed on where to access SEND information for their classes and the referral process. All staff are briefed on where to access the SEND Register and Individual Provision Maps for pupils with SEND.

Training needs are reviewed annually through whole school staff surveys, classroom observations, and SEND provision evaluations. This ensures that professional development remains responsive to pupil needs. Training places a strong emphasis on adaptive teaching strategies, use of reasonable adjustments, and effective differentiation to ensure that lessons are accessible to all pupils. Training covers adaptive teaching, reasonable adjustments, and inclusive pedagogy.

Staff in the learning support department also have access to a range of training opportunities provided through Cognus, ensuring they can access high-quality, up-to-date CPD in specialist areas of SEND. Each year, the school nominates a SEND Champion/Autism Champion who receives training from Cognus from qualified external professionals, enabling them to develop specialist knowledge and cascade key strategies to colleagues. In addition, as part of the SENDCO cluster meetings, the SENDCO benefits from regular training on a variety of SEND-related topics such as understanding and supporting ADHD in the classroom, the impact of trauma on pupils—including how this can contribute to EBSA—and other emerging needs. These sessions are often delivered by Educational Therapists and other external experts, ensuring that our practice remains research-informed and aligned with current guidance.

Discussions on concerns and strategies for SEND pupils are on the agenda for regular Learning Support Team meetings and a wide range of resources are available to all members of staff concerning specific SEN strategies. The SENDCO also offers drop-in sessions for staff regarding individual pupils with SEND (as and when appropriate) in which any concerns, support strategies and best practice are shared.

19. COMPLAINTS ABOUT SEND PROVISION

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school will be handled in line with the school's complaints policy which can be found on the school website.

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.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

20. MONITORING ARRANGEMENTS

We are constantly looking for ways to improve our SEND policy.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

This policy will be reviewed by the Deputy Head and SENDCO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Trust.

21. LINKS TO OTHER POLICIES AND DOCUMENTS

This policy links to:

- The school's contribution to the Sutton Local Offer
- SEN Information Report
- Accessibility Plan
- Behaviour, Rewards and Sanctions Policy
- Equality Statement and Objectives
- Policy for Supporting Students with Medical Needs
- Attendance Policy
- Safeguarding Policy
- Complaints Policy