SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

AREA:	THE CHALET SCHOOL
AUDIENCE:	ALL STAKEHOLDERS
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OWNED & REVIEWED BY:	HEAD OF PROVISION / BRUNEL EDCUATION TEAM
APPROVED BY:	CHAIR OF BAT BOARD OF TRUSTEES
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Brunel Academies Trust (BAT) is a company limited by guarantee with registration number 10074054 and registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN; BAT is the parent company and Sole Corporate Member of the subsidiary company, Brunel Education (BE) is a charitable company limited by guarantee with registration number 11991915, registered with the Charities Commission of England Wales (Charity Number 1214820) and with registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN

Tier 1 policies are centrally held policies relating to Education, Governance, People Services, Finance, ICT and Operations and are the direct responsibility of BAT. Tier 1 policies are created by the BAT Central Services Team but adopted and reviewed by the BAT Board.

We are committed to a sustainable future and to improving the social, economic, and environmental well-being of the community. We are dedicated to environmental improvements that foster a sustainable future and lead to social and economical improvements in the communities we operate within.

Amendments to policy		
Date	**Section**	**Amendment**

BRUNEL
ACADEMIES TRUST

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure the schools in our trust fully implement national legislation and guidance regarding pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

Brunel Trust SEND/Inclusion Principles	
1.	**Building Positive Relationships:** Employees take time to understand each child as an individual, offering tailored support to meet their unique needs.
2.	**Working in partnership:** Engaging families and professional agencies with the shared aim of ensuring the best outcomes for learners.
3.	**Ambitious, Accessible Curriculum:** Curriculums are designed to be both challenging and accessible, ensuring each learner can thrive.
4.	**Quality First Teaching:** Practitioners are skilled in delivering high-quality lessons, with a focus on adapting their teaching to support every learner's growth.
5.	**Targeted and Structured Support:** We offer evidence-based, personalised interventions to ensure every learner makes meaningful progress.
6.	**Encouraging Aspiration:** Every learner is encouraged to reach their full potential, with consistent support and encouragement to achieve their personal goals.
7.	**Celebrating Diverse Successes:** We recognise and celebrate a wide range of achievements, fostering pride in all forms of participation and progress.

2. Vision and values

Our Vision

Our vision is to be a creative education community opening doors, opening minds and realising potential.

Our Mission

Our mission is to ensure all our children and young people are given every opportunity to be engaged, inspired and empowered to enable them to flourish and lead safe and successful lives.

Our Values

The Vision and Mission are underpinned by our shared core **values**:



3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out schools' 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 those with a disability) and those who don't share it
- The academy trust governance guide which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

In our trust 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 pupils 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.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that calls for 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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All schools in our trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 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 not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
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
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.

6. Roles and responsibilities

6.1 The SENCO

The SENCO of each school in the trust will:

- Work with the headteacher and SEND Link 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
- 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 the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution, in a timely manner
- Work with the headteacher and governing board to make sure that 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

6.2 Governing Board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when their child's school is making special educational provision for the child
- Make sure that arrangements are in place in our schools to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date records of the provision made for pupils with SEND
- Publish information on each school's website about how the schools are implementing their SEND policy, in an SEN information report

- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and our schools' accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for each school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND Link Governor

The SEND Link Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within their school and update the board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in [each/their] school

6.4 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 SEND Link Governor 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 in the school, 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

6.5 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 teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the 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
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree with their aspirations for the pupil

6.6 Parents or carers

The Chalet School is committed to working in partnership with our families to help pupils achieve their aspirational outcomes, develop their independence, celebrate their individuality and prepare for next steps. We welcome families at the beginning of their child's journey and aim to develop and sustain relationships throughout their child's time in school. We offer families onsite visits planned around the curriculum for them to share in their child's achievements, parental workshops targeted to enable them to have better understanding of their child's learning and development and celebratory activities such as 'Carols Around the Tree'.

Parents or Carers are encouraged to come into school regularly for:

- Parent meetings
- Coffee mornings
- Assemblies and other curriculum events e.g. World Book Day
- Annual review meetings

The school has regular contact with parents/carers through:

- Home/School communication books
- Arbor App / phone calls and face to face conversations
- Newsletters
- School Website
- Regular parent meetings
- EHCP reviews

Parents/Carers are fully involved through the Annual EHCP Review process in which Annual learning goals are developed and monitored by the school, parents and pupils throughout the year. Parents/Carers are given the opportunity to share their concerns and, with school staff and agree their aspirations for the pupil. They are asked to provide information about the impact of support outside school and any changes in the pupil's needs. Teachers will listen to the and consider the views of the parents or carers in any decisions made about the pupil. The school staff will endeavour to involve pupils with their annual goals and targets. Targets are visually presented to pupils, and they are encouraged to talk about how they are performing wherever possible. This encourages pupils to have the skills and confidence to take a meaningful part in the learning process.

6.7 The pupil

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 pupils' views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

Every school in the trust 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 as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

All pupils admitted to The Chalet School have an EHCP and are admitted after referral and in discussion and agreement with the referring Local Authority.

The Chalet School has a strong community ethos, where building meaningful and trusting relationships, supported by a well-structured and organised curriculum, enables pupils to realise their own individual successes and celebrate their achievements.

Through our broad curriculum we support the pupils to further develop their own spiritual, moral, social and cultural identity and this is emphasised throughout everything we do. We intend for all our pupils to have a secure foundation in the core subjects so that they can access the world in a more meaningful way.

Pupils will access subject specific knowledge with a particular focus on our core subjects of Maths, Literacy and PSHE and RSE. In addition, we recognise that many of our pupils have a wide variety of interests, and we want to ensure that their knowledge is built upon in the areas that interest them.

By experiencing a range of subjects through interest-led topics we enable our pupils to gain new knowledge and skills so that they can broaden their interests and understanding of the curriculum.

Foundation subjects are taught through topic themes to ensure that the knowledge pupils acquire is individualised and that they have opportunities to practice and demonstrate their learning through structured lessons and less formal methods to support the pupils' understanding of the world around them.

The Chalet School curriculum is drawn from the National Curriculum, Early Years Foundation Stage and Birth to 5 Matters to ensure pupils are taught what they need to know in the correct sequence for knowledge acquisition and the correct stage of their development.

Total Communication is at the heart of our curriculum aiming to support the understanding and learning of autistic pupils so that they can form positive relationships with others. It is key to them developing their knowledge and understanding across the curriculum and develops areas within Personal Development such as social communication, social interaction, independence, learning, emotional understanding and sensory processing.

This is key to the development of the whole child and ensuring that they can thrive in the wider world and take an active role in their community, understanding their place in the local community and their wider responsibilities as a British citizen.

For those pupils who need any specific reasonable adjustments as identified in their EHCPs, we work with the appropriate professionals. This may be to arrange equipment to allow pupils access to their learning or their learning environment. Review of the EHCP outcomes takes place annually with parents unless pupils are in Reception, in which case these will be reviewed every 6 months. Class teachers will also hold parents' evenings 3 times a year to discuss pupil progress.

8.2 Consulting and involving pupils and parents/carers

Our schools will put the pupil and their parents/carers at the heart of 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/carers. These conversations will make sure that:

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

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

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

8.3 The graduated approach to SEN 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/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's 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/carers 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 Earwig, Arbor and the agreed school recording system, class folders and EHCP folders and will be made accessible to staff. Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 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 pupils' 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/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the 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/carers.

8.4 Levels of support

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.

8.5 Evaluating the effectiveness of SEN provision

We use the Plan, do, review approach to assess the impact of provision in supporting our SEND learners.

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

- Tracking pupils' progress, including by using provision tracking
- Carrying out the review stage of the graduated approach in every cycle of provision
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

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

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support, we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher/SLT and the SENCOs will continuously monitor to identify any staff in their school who have specific training needs and will incorporate this into the school's plan for continuous professional development. If there are any specific training identified in Section F we will source it.

12. Links with external professional agencies

The trust recognises that we won't be able to meet all the needs of every pupil. Whenever necessary, our schools will work with external support services such as:

- Speech and language therapists to set and monitor programmes for our pupils and work alongside teaching and support staff to implement
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists
- Child and adolescent mental health services (CAMHS)
- Support and guidance from a designated Education Welfare Officer
- Social services
- Swindon and Wiltshire SEND service
- Multi Agency Safeguarding Hub (MASH),
- Learning Disability nurse team

13. Admission and accessibility arrangements

The school admits pupils in line with Brunel's published Trust Admission Policy. All pupils admitted to The Chalet School have an EHCP and are admitted after referral and in discussion and agreement with the referring Local Authority. The school is aware of the statutory requirements of the Special Educational Needs and Disability Act and will meet the Act's requirements.

13.1 Admission arrangements

The school admits pupils in line with Brunel's published Trust Admission Policy. All pupils admitted to The Chalet School have an EHCP and are admitted after referral and in discussion and agreement with the referring Local Authority. The school is aware of the statutory requirements of the Special Educational Needs and Disability Act and will meet the Act's requirements.

• The school will use their transition meetings to work closely with parents to ascertain the level of support their child will require on entry and ensure that a plan of support is in place when they enter school

13.2 Accessibility arrangements

To ensure access for pupils or parents the school has an Equality Policy (See Brunel's Equality, Diversity and Inclusion Policy and The Chalet's Accessibility Plan)

14. Complaints about SEND provision

Where parents/carers have concerns about the SEND provision at a school in our trust, they should first raise their concerns informally with the class teacher/SENCO/headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in any of our schools should be made to the SENCO/headteacher in the first instance. They will be handled in line with the Brunel Academies Trust's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice. To find out about disagreement resolution and mediation services in our local area, parents can also contact the Swindon SEND Information, Advice and Support Service (SIAS) email: SIAS@swindon.gov.uk, call: 01793 466515 for support in this process.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether we are meeting our objectives set out in section 1.

The policy is reviewed annually considering evidence provided by the Head Teacher to governors throughout the previous year. This included evidence related to pupil progress against EHCP targets, reports from agencies procured to address pupils' individual needs, evidence from governor learning walks, conversations with staff and other stakeholders and reports from external consultants related to compliance with statutory requirements as set out in the Education Act 2006 and the Code of Practice 2015.

Regular monitoring of curriculum, teaching and support staff, and resources deployed to meet pupil's needs. Regular monitoring and assessment of pupil's progress towards academic and independent, social and emotional outcomes. Providing regular opportunities for parents/carers to be involved in reviewing and adapting the provision of their children and gaining parent/carer feedback regarding the accessibility of this policy. The school has its own robust cycle of monitoring in place which is reported on regularly to the governing body and through working with an external consultant. The self-evaluation procedures enable leaders to identify what is working well and action the next steps to take to further develop the quality of provision for all pupils. Brunel Academies Trust, along with external consultant's support leaders in the quality assurance process.

The school's wider evaluation process focuses on the areas identified by the last OFSTED report with respects to the Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management. respects to the Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management.

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' existing and emerging needs are identified

• Pupils' progress and attainment

• Whether pupils with SEND feel safe, valued and included in the school community

• Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the 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 SEND Inclusion Lead for the Trust.

The policy is reviewed annually considering evidence provided by the Head Teacher to governors throughout the previous year. This included evidence related to pupil progress against EHCP targets, reports from agencies procured to address pupils' individual needs, evidence from governor learning walks, conversations with staff and other stakeholders and reports from external consultants related to compliance with statutory requirements as set out in the Education Act 2006 and the Code of Practice 2015. Regular monitoring of curriculum, teaching and support staff, and resources deployed to meet pupil's needs. Regular monitoring and assessment of pupil's progress towards academic and independent, social and emotional outcomes. Providing regular opportunities for parents/carers to be involved in reviewing and adapting the provision of their children and gaining parent/carer feedback regarding the accessibility of this policy.

The school has its own robust cycle of monitoring in place which is reported on regularly to the governing body and through working with an external consultant. The self-evaluation procedures enable leaders to identify what is working well and action the next steps to take to further develop the quality of provision for all pupils. Brunel Academies Trust, along with external consultant's support leaders in the quality assurance process. The school's wider evaluation process focuses on the areas identified by the last OFSTED report with respects to the Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management.

16. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Admissions policy
- Behaviour policy
- Equality information and objectives
- Teaching and Learning policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

This policy is adopted by the BAT Board of Trustees and will be reviewed every year or earlier if change to legislation.

Signed:  CEO

Signed:  Chairman of BAT Board of Trustees

Date: 9th December 2025

This policy is adopted by The Chalet School (part of the Brunel Academies Trust) and will be reviewed every year or earlier if change to legislation.

Signed: Headteacher/Manager

Signed:  SEND Inclusion Lead

Date: 6.11.26