

# Special educational needs and disabilities (SEND) policy

## The Gateway School



|                     |                       |              |
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## Contents

|                                                     |    |
|-----------------------------------------------------|----|
| 1. Aims and objectives .....                        | 3  |
| 2. Vision and values .....                          | 3  |
| 3. Legislation and guidance.....                    | 3  |
| 4. Inclusion and equal opportunities .....          | 4  |
| 5. Definitions .....                                | 4  |
| 6. Roles and responsibilities.....                  | 6  |
| 7. SEN information report.....                      | 9  |
| 8. Our approach to SEND support .....               | 9  |
| 9. Expertise and training of staff.....             | 12 |
| 10. Links with external professional agencies ..... | 12 |
| 11. Admission and accessibility arrangements .....  | 12 |
| 12. Complaints about SEND provision .....           | 13 |
| 13. Monitoring and evaluation arrangements .....    | 14 |
| 14. Links with other policies and documents .....   | 14 |

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## 1. Aims and objectives

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

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Help pupils with SEND make a successful transition into adulthood
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values

At The Gateway School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high-quality education that will maximise their life chances.

All pupils are entitled to an education that enables them to:

- achieve their best
- develop their skills in line with the school's six core values: resilience, communication, going beyond your borders, communication, reflection and balance.
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

## 3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and 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' 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

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

## 4. Inclusion and equal opportunities

At our 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 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 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.

### 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 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.

### 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.

The Gateway School accepts pupils with an Education and Health Care Plan (EHCP) which shows Social, Emotional and Mental Health (SEMH) needs as their primary area of need. This does not include pupils with a diagnosis of Autism Spectrum Disorder (ASD) within this primary area of need, as this should be reclassified by the designated Local Education Authority as a Communication and Interaction need, not SEMH.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

| AREA OF NEED                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>                                                                   |
| Communication and interaction       | <p>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.</p> <p>Pupils who are on the autism spectrum fall in this category.</p>                                                                                                                                                                                                                                                                                                    |
| Cognition and learning              | <p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• 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</li> </ul> |
| Sensory and/or physical             | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>                                                                                                                                                  |

## 6. Roles and responsibilities

### 6.1 The SENCO

The SENCO at our school is Mrs Bridgette Gilkes ([bridgettegilkes@thegatewayschool.co.uk](mailto:bridgettegilkes@thegatewayschool.co.uk)).

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
- 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

### 6.2 The 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 when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum

- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a 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 the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

### 6.3 The SEND link governor

The SEND link governor is Isabel Smyth (isabelsmyth@thegatewayschool.co.uk)

The SEND governor will:

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

## 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 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

## 6.6 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 a report on the pupil's progress twice a year

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

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

## 7. 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 as soon as possible after any changes to the information it contains.

[Latest SEN Information Report](#)

## 8. Our approach to SEND support

### 8.1 Consulting and involving pupils and parents

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

Pupils are enabled and encouraged to participate in all decision-making processes in education. They need to be part of the process, to know that they are listened to and that their views are valued.

We will have regular discussions with the pupil and their parents when identifying the special educational provisions required. These consultations will include:

- Direct discussion with the pupil, group work sessions and 1:1 work
- Setting of learning targets
- Contributions towards personal plans and assessments of need
- Choice of schools
- Transition meetings
- Reintegration meetings

These discussions will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- 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 a copy offered to their parents.

In addition, to allow senior leaders to hear the voice of the students and act accordingly, pupils complete the following:

- School views questionnaire
- Contribution towards the School Council

All parents and carers of pupils at The Gateway School are considered to be our partners. They will be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated

- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective, school staff will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the pupil's strengths as well as their areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures. Are aware of how to access support in preparing their contributions, and are given documents to be discussed in advance of meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs which parents themselves may have, such as a disability or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings

It is vital for the school to maintain positive and clear communication with parents throughout the school year so as to make sure students feel fully supported. Form tutors and/or personal tutors inform parents of the pupil's school life and experiences, both positive and negative, regularly.

Meetings are offered in-person, online via Teams or Zoom, or by telephone.

The Family Support Worker works very closely with parents to ensure they are fully involved in their child's education, whether this be about accessing school trips, attending meetings, completing forms or links to other agencies.

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. 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 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.

## 8.2 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 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, Arbor, and will be made accessible to staff in a pupil profile of needs statement.

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.

## **8.3 Levels of support**

### **Education, health and care (EHC) plan**

All pupils at the school have an EHC plan showing the primary area of need to be SEMH. 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 designated Local Authority's top-up funding.

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

## **8.4 Evaluating the effectiveness of SEN provision**

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual EHCP reviews for pupils
- Getting feedback from the pupil and their parents

## 9. Expertise and training of staff

All staff working at The Gateway School are required to complete induction training, including behaviour management, paediatric first aid and Team Teach, a de-escalation and physical intervention accreditation. We have an accredited Team Teach tutor in school who can deliver training and guidance.

All staff have a School Handbook which outlines all professional expectations and school systems and processes and receive performance management reviews twice a year.

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

A year-long programme of training is in place to ensure all staff are up to date with legislative requirements and good practice in safeguarding, equality and discrimination, SEN and exam access arrangements and invigilation.

Teachers are qualified to deliver their specialist subjects and either possess Qualified Teacher Status or are working towards this via an accredited programme from a University in England and Wales. The SENCO is a qualified teacher who holds a Postgraduate Certificate in Special Educational Needs Coordination (TDA Endorsed). Teaching Assistants have the opportunity to specialise and work towards Higher Level Teaching Assistant (HLTA) status or other qualifications, such as delivery of Outdoor Learning or Play Therapy, which is either partly or fully funded by the school.

The school is a member of the Creating Tomorrow Academy Trust and also works closely with schools, locally and further afield, in promoting behaviour management techniques and managerial functions.

## 10. 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:

- Specialist support services
- Educational psychologists
- 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

## 11. Admission and accessibility arrangements

### 11.1 Admission arrangements

Pupils must have an EHCP to be admitted to The Gateway School. The primary need within this EHCP must be SEMH difficulties, for example Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiance Disorder (ODD), Attachment Disorder, Anxiety or Tourette's Syndrome.

Pupils must also fall within Ranges 5a – 6b for Social, Emotional and Mental Health needs, as defined by West Northamptonshire Local Education Authority in their 'Using the SEND Ranges 0-25 years Guidance 2022' handbook.

The Gateway School does not admit pupils diagnosed with Autism Spectrum Disorder (which should be classified as a Communication and Interaction need on the plan, not SEMH), as their primary area of need. However, it recognises that some pupils may be diagnosed with ASD during their time at this school: if ASD becomes their primary area of need, the school will facilitate parents and carers finding an alternative provision as we will no longer be a suitable provision for that child.

All referrals must be made via West Northamptonshire Local Education Authority, emailed to [consultations@thegatewayschool.co.uk](mailto:consultations@thegatewayschool.co.uk): we do not accept referrals directly from parents or other professionals, or to other email addresses within school, for example directly to the head teacher.

Referrals are logged and processed following the policies and procedures of West Northamptonshire Local Education Authority.

The pupil's needs and special educational provision are reviewed by the SEN department, and then discussed with the head teacher.

If we feel we are able to meet a pupil's needs, based on the information offered to us at the time of referral, and subject to space being available in that year group, an offer will be submitted to West Northamptonshire Local Education Authority. If additional information comes to light between an offer being made and the pupil starting at the school, we reserve the right to issue a withdrawal of offer letter if we no longer feel we can meet need.

If we have no space in the Year Group, we will notify West Northamptonshire Local Education Authority that we are unable to admit the pupil on the grounds of capacity and Health and Safety.

If we feel we are unable to meet a pupil's need, we will submit the reasons for this in writing to West Northamptonshire Local Education Authority.

All responses will be made within 15 working days of the referral being made to the school.

## 11.2 Accessibility arrangements

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Apply for exam access arrangements for pupils.

The school's Accessibility Plan can be found on the website or by clicking [here](#).

## 12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the form tutor. 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 should be made to the SENCO and Head Teacher in the first instance. They will be handled in line with the school's complaints policy which can be found on the website or by clicking [here](#)

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, please click [here](#). You can request mediation by clicking [here](#).

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

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

Monitoring progress is an integral part of teaching and leadership within The Gateway School. Parents, pupils and staff are involved in reviewing the availability and impact of provisions, following the 'assess, plan, do, review' model. Additional provisions are discussed with parents and pupils, including the reasons for the additional provision and the expected outcomes from it, and parents and pupils are involved in assessing effectiveness and progress.

Effectiveness of provision is evaluated via:

- Regular communication between teaching staff, SLT and parents throughout the year
- Using pupil voice and interviews
- Using Pupil questionnaire to establish whether pupils feel safe, valued and included in the school community
- Data consolidation and analysis across the curriculum, three times a year
- Pupil reports issued to parents twice a year
- Monitoring by the SENCO
- Using Provision Maps to measure progress
- Reviewing the impact of interventions six times a year
- Progress towards EHCP Outcomes consolidated and analysed, three times a year
- EHCP Annual Review, once a year
- Progress data is reviewed and monitored by Senior Leaders and Governors throughout the year

### 13.2 Monitoring the policy

This policy will be reviewed by the SENCO **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 full governing board.

## 14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- [The local offer](#)
- [Accessibility plan](#)
- [Behaviour management policy](#)
- [Assessment policy](#)
- [Supporting pupils with medical conditions policy](#)
- [Attendance policy](#)
- [Exclusion policy](#)
- [Safeguarding / child protection policy](#)
- [Complaints policy](#)
- [GDPR / Data Protection Policy](#)