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# Special Educational Needs & Disabilities Policy

***‘Empowering a Future Generation’***

### History of Policy Changes:

Date	Page	Change	Origin of change
October 2024	Whole document	New document to reflect change to whole trust SEND policy	Whole trust SEND Policy
January 2026	Whole document – changes throughout	Explicit references to preparation to adulthood; succinct wording around responsibilities	New document

This policy sets out Magna Learning Partnership Educational Trust’s statutory and inclusive approach to Special Educational Needs and Disabilities (SEND) across all academies. To understand how this policy is implemented locally, each academy publishes a SEND Information Report and an Accessibility Plan on its website.

## Policy to promote the successful inclusion of students with Special Educational Needs and Disabilities

Magna Learning Partnership (MLP) is committed to offering an inclusive curriculum to ensure the best possible progress for all students, whatever their needs or abilities. All teachers are teachers of students with SEND. Provision for students with SEND is a responsibility of the whole academy community.

The Trust Board, Academy Governance Committees, MLP Directors, Headteachers, SENDCos and all staff share responsibility for ensuring inclusive practice is embedded consistently.

## 1. Aims and Objectives

Our Special Educational Needs and Disabilities (SEND) Policy aims to:

- Make sure the academies in our trust fully implement the Children and Families Act 2014, SEND Code of Practice (2015) and Equality Act 2010
- Set out how MLP will, across all of our academies:
  - Identify students with special educational needs and disabilities accurately and ensure that their needs are met at the earliest opportunity
  - Secure high-quality teaching for all learners
  - Remove barriers to learning and participation
  - Ensure pupils with SEND achieve the best possible outcomes
  - Prepare learners for the next stage of education, employment or training
  - Ensure pupils and parents are fully involved in decisions
  - Ensure consistent Trust-wide practice
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

This SEND Policy, together with individual academy procedures, will enable primary, secondary and sixth form academies in the trust to work together in a mutually beneficial way to sustain excellence in learning and teaching for students with SEND through innovation, collaboration and on-going professional development

## 2. Vision and Values

MLP has educational excellence at its heart and is committed to making sure all our students have the chance to thrive through supporting them to meet their full potential. We strive to empower students ensuring they are prepared for the next phase in their lives. SEND support is strengths-based and person-centred, recognising pupils' aspirations, interests and views as well as their needs.

Our academies assist students through;

- providing all students with access to a broad and balanced curriculum
- creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied. This does not take form of a 'one size fits all' approach.
- an inspiring and challenging environment for students, generating a life-long love of learning
- inclusive practice – ensuring provision matches need through diagnostic assessment and specialist consultation within a graduated response

- the sharing of good practice within an appropriate and continuous cycle of continued professional development (CPD)
- an on-going drive to achieve academic and personal success

Both within and beyond MLP is a commitment to collaborative working; within the trust there are regular and routine opportunities for our SEND professionals to meet and train together. Beyond the Trust, partnership working with catchment academies is well-established enabling the efficient transition of students with additional needs between key stage 2 and 3 and key stage 4 and 5. MLP is committed to collaborative partnership clusters as well as area and national networks. This method of working helps academies develop solutions and ensures every student, irrespective of need, receives the best education and has high aspirations for their own future.

### 3. Legislation and Guidance

This policy 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 academies' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and academies' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCos) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out academies' duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out academies' 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 [Governance Handbook](#), which sets out trustees' responsibilities for students with SEND
- The [Academy Admissions Code](#), which sets out academies' obligation to admit all students whose education, health and care (EHC) plan names the academy, and their duty not to disadvantage unfairly student 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

At MLP we strive to create an inclusive teaching environment that offers all students a broad, balanced and challenging curriculum. We are committed to offering all students the chance to belong, thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the academy environment to make sure that students with SEND are included in all aspects of academy life.

## 5. Definitions

### 5.1 Special Educational Needs

A student 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 academies

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other student or young people of the same age by mainstream academies. These definitions are applied in line with statutory guidance.

### 5.2 Disability

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

### 5.3 The Four Broad Areas of Need

The needs of students with SEND are grouped into four broad areas. Students can have needs that are across more than one area, and their needs may change over time.

Intervention and provision will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students 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>Students who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact one 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 students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students 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 student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students 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 students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and Responsibilities

### 6.1 The Student

Students 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 student:

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

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

## 6.2 Parents or Carers

Parents or carers are partners in planning, review and decision making.

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

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student'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 (3 per year) to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside of the academy and any changes in the student's strengths and needs
- Given the opportunity to share their concerns and, with academy staff, agree their aspirations for the student
- Given an annual report on the student's progress

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

## 6.3 The Headteacher

The Headteacher will:

- Have overall responsibility for, and awareness of, the provision and resourcing for students with SEND in their academy
- Have overall responsibility for, and awareness of, the progress of students with SEND in their academy
- Have overall responsibility for compliance with statutory duties around SEND
- Work with the SENDCo and Director of SEND and Inclusion to determine the strategic development of the SEND policy and provision within the academy
- Work with the SENDCo, Director of SEND and Inclusion and local governors to make sure the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have responsibility for the academy's notional SEND budget and any additional funding allocated by the LA to support individual students
- Ensure the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register

## 6.4 The SENDCo

Each academy has a qualified teacher designated as SENDCo. SENDCo's appointed after September 2009 must hold or be working towards the National Professional Qualification for SEND or equivalent qualification (National Award for SEN Coordination).

The SENDCo of each academy in MLP will:

- Lead the provision of SEND in their academy
- Oversee the graduated approach
- Liaise with parents and professionals
- Work with the Headteacher, Director of SEND and Inclusion to determine the strategic development of the SEND policy and provision in the academy
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEND receive appropriate high-quality teaching and support
- Advise on the deployment of the academy's delegated budget and other resources to meet students' 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 ensure that appropriate provision is provided
- Support the liaison with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- Colleges will liaise with students about options for further education and work in year 13. This will involve the parents where necessary
- When a student moves to a different academy or institution, the SENDCo will make sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, academy or institution, in a timely manner
- Work with the Headteacher and Director of SEND and Inclusion to make sure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the academy keeps its records of all students with SEND up to date and accurate
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the academy's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the academy 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 SEND and inclusion in the academy's SEN information report and any updates to this policy
- Report to the Academy Governance Committee annually
- With the Headteacher and teaching staff, identify any patterns in the academy's identification of SEN, both within the academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching



## 6.5 Teachers and the wider SEND Team

Throughout MLP academies, each class/subject teacher is responsible for:

- Planning and providing high-quality adaptive teaching
- The progress and development of every student in their class
- SEN Support planning and the delivery of EHCP provision (as written in section F) where applicable
- 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 SENDCo to review each student's progress and development, and decide on any changes to provision
- Ensuring they implement the SEND Policy and the academy SEND Information Report

Within MLP primary academies, class teachers will communicate with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Listen to the parents' concerns and agree their aspirations for the student

Within MLP secondary academies, a member of the SEND team or a form tutor (dependent on setting) will:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Listen to the parents' concerns and agree their aspirations for the student

## 6.6 The Director of SEND and Inclusion

The Director of SEND and Inclusion will:

- Oversee the strategic development of SEND and Inclusion for the trust
- Monitor the quality and impact of SEND provision within each academy
- Monitor compliance of statutory duties with regard to SEND across academies
- Work with Headteachers and SENDCos to determine the strategic development of SEND provision in each academy
- Liaise with SENDCos around provision and training needs
- Report to Trust Board Education Committee
- Liaise with the SEND and Inclusion Link Governors through Governance Forums
- Work in partnership with the SEND and Inclusion Link Trustee

## 6.7 The Academy Governance Committee (AGC)

The AGC is responsible for ensuring that the academy:

- Is implementing the Trust SEND Policy
- Is delivering SEN Support through the graduated approach (APDR)
- Is not discriminating against pupils with SEND or disabilities (Equality Act 2010)
- Is tracking attendance, behaviour and the wellbeing of pupils with SEND
- Publishes and keeps updated the SEND Information Report and the Accessibility Plan
- Ensures pupil and parent voice is reflected in practice
- Ensures arrangements are in place for supporting pupils with medical conditions

The AGC appoints a SEND and Inclusion Link Governor to help to raise awareness of SEND and Inclusion at AGC meetings. They will also use the SEND and Inclusion Workplan to guide their oversight and visits and to the academy.

## 6.8 The Trust Board

The Trust Board has collective responsibility for ensuring that the trust meets its statutory duties in relation to SEND, equality, and inclusion across all academies.

Through the Trust Board Education Committee, Trustees will want assurance that:

- MLP has appropriate policies, frameworks, and systems in place to meet statutory SEND duties
- Trust-wide SEND and inclusion reports are received and scrutinised to ensure:
  - compliance against statutory requirements
  - outcomes and progress for pupils with SEND
  - patterns of identification and support across academies
- Headteachers and SENDCos are appropriately trained and supported
- Resources and funding are used effectively to support pupils with SEND
- Pupil and parent voice are reflected in trust-level evaluation and improvement planning

The Trust Board will champion the Trust's inclusive values and commitment to equality of opportunity. To support this oversight, the Trust Board appoints a SEND and Inclusion Link Trustee.

## 7. SEND Information Report

Every academy in the trust publishes a SEND Information Report on its website, which sets out how this policy is implemented in the academy.

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 High Quality Teaching (First response)

High quality teaching, including appropriate adaptations, is the first response to pupils experiencing difficulty. SEND Support is considered only where pupils do not make expected progress despite high quality teaching.

### 8.2 Identifying students with SEND and assessing their needs

Staff will assess each student's current skills and levels of attainment when they start at the academy. This will build on information from previous settings and key stages, where appropriate. They will also consider any evidence that the student may have SEND and if so, what reasonable adjustments the academy may need to make.

Class/subject teachers will regularly assess the progress for all students and identify those whose progress:

- Is not progressing at the expected rate, particularly if starting from the same baseline as their peers
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development, social, behavioural or communication needs.

When teachers identify an area where a student is not making the expected rate of progress, they provide the student with personalised adaptive, high-quality teaching. If progress does not improve the teacher will highlight this with the SENDCo and have an initial discussion around how to assist further. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Below expected rates of progress and low attainment will not automatically mean a student is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance, such as bereavement for example, will be considered. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.

When deciding whether the student needs special educational provision, academy staff will start with the strengths of the student and the desired outcomes, alongside the views and the wishes of the student and their parents. They will use this to determine the support that is needed and whether the academy can provide it by adapting its universal offer, or whether *something different or additional* is needed.

If a student is new to the academy, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the academy will work in a multi-agency way to make sure it gets relevant information before the student starts at the academy, so that support can be put in place as early as possible.

### 8.3 Consulting and involving students and parents

Our academies will put the student and their parents at the heart of all decisions made about special educational provision. For students aged 18, the discussions will be made with them and parents if the student consents.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents have, where applicable
- 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 student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive special educational provision. For students aged 18 and over, notification to parents will be given if the student consents.

### 8.4 The graduated approach to SEND support

All academies within the trust use the graduated approach to SEN support, following the Assess–Plan–Do–Review cycle set out in the SEND Code of Practice. This ensures that support is evidence-based, reviewed regularly and responsive to pupil need. Detailed arrangements for how this operates in practice are set out in each academy's SEND Information Report, available on the individual academy website.

### 8.5 Levels of support

#### Academy based SEND Support

Students receiving SEND support will be placed on the SEND register. These students have needs that can be met by the academy through the graduated approach. Typically, students needs will be met through universal and targeted support within their academy. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

#### Education, Health and Care (EHC) Plan

Students who need more support than is available through the academy's universal and targeted provision may be entitled to an EHC plan. The plan is a legal document that describes the strengths and needs of the student, the provision that will be put in place, and the outcomes sought. Where a pupil has an EHCP, academies must secure and deliver all provision specified in Section F.

#### Preparation for Adulthood

From Year 9 onwards, pupils with an EHCP have outcomes that will support planning for employment, independent living, health and community inclusion. This is known as preparation for

adulthood outcomes.

For pupils with EHCPs in sixth-form, preparation for adulthood remains central, with support focused on enabling progression to adult life, further education, training or employment, and increasing independence. Please see section 13 for further details.

## 9 Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for students with SEND by:

- Tracking students' progress, including by using provision maps
- Getting feedback from the student and their parents
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using student questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for students with EHC plans
- Internal and external reviews of provision for students

## 10 Expertise and Training of Staff

Training will regularly be provided to teaching and support staff. The Headteachers and the SENDCo's, supported by members of the executive central team, will continuously monitor to identify any staff in their academy who have specific training needs and will incorporate this into the academy's plan for continuous professional development.

## 11 Links with External Professional Agencies

MLP recognises that we will not be able to meet all the needs of every student. Whenever necessary our academies will work with external support services such as:

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

## 12 Admission and Accessibility Arrangements

### 12.1 Admission Arrangements

- While the Trust Board is responsible for the admission arrangements which do not discriminate against students with special educational needs or disabilities, the Headteacher is responsible for maintaining the accessibility plan that ensures that the site and environment of the academy enables the admission of learners with SEND.
- Students who have an Education Health and Care Plan (EHCP) are placed in schools through the arrangements set out in the SEN code of practice and not through any admission criteria.
- Students who have an EHCP are placed in colleges through the arrangements set out in the SEN Code of practice.
- All admissions for students who have an EHCP are handled by Central SEND Services at Wiltshire Council. Their contact number is 01225 718095.
- Students who may need additional learning help but do not have an EHCP, must follow the usual process when applying for an academy place and the normal admission criteria will apply.

### 12.2 Accessibility Arrangements

MLP academies are safe and accessible and they all do their best to make them welcoming to the whole community. All safeguarding and risk assessments are in place and adhered to by staff and visitors. Please see each individual academy's Accessibility Plan for further information.

## 13. Sixth Form (Post-16) SEND & Additional Learning Support (ALS)

This section sets out how sixth form provision within MLP meets statutory duties to support students with SEND and additional learning needs within a post-16 context. It reflects:

- The Equality Act 2010,
- The SEND Code of Practice (2015) (post-16 sections)
- Public Sector Equality Duty
- Children and Families Act (2014)

Support is strengths-based, person-centred and aligned to Preparation for Adulthood outcomes.

### 13.1 Aims and Principles (Post-16)

We aim to:

- Identify learning needs early and accurately
- Remove barriers to participation and achievement
- Provide inclusive, high-quality teaching as the first response
- Enable progression to employment, further study and independence
- Work in partnership with students, and with parents/carers where appropriate

## 13.2 Identification of Need (Post-16)

Additional needs may be identified through:

- Transition information from previous providers
- Student self-disclosure
- Diagnostic assessment and screening
- Subject teacher observation

Identification does not rely on an EHCP. The duty to make reasonable adjustments is anticipatory.

## 13.3 Support Planning and Delivery (Post-16)

A graduated approach to SEND is in place within our sixth form (see section 8.4 for detail) for students at SEND support as well as those with an EHCP.

All support is planned collaboratively with the student and may include:

- In-class adaptive teaching
- Targeted study skills or mentoring
- Specialist support or interventions
- Exam access arrangements

Support is reviewed regularly. Planning and review consider access to learning, progress, attendance (where relevant), wellbeing, independence and destinations.

## 13.4 EHCP Annual Reviews (Post-16)

Students with an EHCP plan are central to reviewing the effectiveness of their support throughout the year, including for an annual review. Annual reviews consider:

- Access to learning
- Progress and achievement
- Independence and Preparation for Adulthood outcomes

For students aged 18+, discussions are held directly with the student and parents/carers are involved only where the student consents.

## 13.5 Assistive Technology (Post-16)

Assistive technology is used to promote independence and access. This may include:

- Text-to-speech and speech-to-text software
- Recording devices
- Accessible digital platforms

Students are supported to use technology independently wherever possible.

## 13.6 Exam Access Arrangements (Post-16)

Exam access arrangements are implemented in line with JCQ regulations. Evidence may include:

- Historical need
- Assessment data
- Specialist reports

Arrangements are reviewed regularly and are not dependent on an EHCP.

## 13.7 Transition into Post-16 (Entry) and Beyond (Exit)

The college works with schools and external agencies to ensure smooth transition. This includes early planning, sharing of information, and engagement with students prior to enrolment.

Transition beyond sixth form (e.g. to higher education, training, apprenticeships, supported internships, employment or adult services) is planned proactively and is aligned to Preparation for Adulthood.

## 13.8 Roles and Responsibilities Summary (Post-16)

The Head of College ensures statutory compliance and resourcing.

The SENDCo coordinates provision and reasonable adjustments.

Subject teachers are responsible for inclusive teaching and implementing agreed adjustments.

Trust oversight is provided through the Director of SEND and Inclusion, Academy Governance Committee and the Trust Board.

Please see section 6 (roles and responsibilities) for further information.

## 13.9 Monitoring and Review (Post-16)

Post-16 SEND and ALS arrangements are monitored through academy self-evaluation, outcomes and destinations data, learner voice and Trust assurance processes. This section is reviewed annually as part of the Trust SEND Policy review cycle.

## 14 Medical Needs

Within MLP academies, students with medical conditions are supported in line with statutory guidance. Where medical needs impact learning, reasonable adjustments and SEND processes may apply. This is looked at on a case-by-case basis.

If a student has an education, health and care plan (EHC plan) and has a medical condition/s which require an individual healthcare plan (IHP) this will be linked to, or become part of their EHC plan. If a student has special educational needs (SEN) or a disability, but does not have an EHC plan, the SEN and/or disability will be mentioned in the IHP.



## 15 Complaints about SEND Provision

Where parents have concerns about one of our academy's SEND provision, they should first raise their concerns informally with the class teacher (primary academy) or SENDCo (secondary academy/college). 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 should follow MLP Complaints Procedure.

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

## 16 Monitoring and evaluation arrangements

### 16.1 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.

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

- All staff's awareness of students with SEND at the start of the Autumn term
- How early students are identified as having SEND
- The quality of high-quality teaching and provision provided to students with SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the academy community
- Comments and feedback from students and their parents
- Post-16 SEND and ALS arrangements are evaluated through academy self-evaluation, outcomes and destinations data, learner voice and trust assurance processes.

### 16.2 Monitoring the Policy

This policy will be reviewed by the Director of SEND & Inclusion 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 Board.

## 17 Links with other Policies and Documents

This policy links to the following documents;

- SEND Information Report
- The Local Offer – Wiltshire
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives

- Supporting Students with Medical Conditions Policy
- Attendance Policy
- Safeguarding / Child Protection Policy
- Complaints Procedure