PLASHET

CITY OF LONDON ACADEMY

Special Educational Needs and Disabilities Policy

Revised and applicable from 14th May 2026

Signed:

Chair of Local Governing Board

SENDCo: Ms Sagree Naidoo
Leadership Team Line Manager: Ms Sarah Heath
SEND Link Governor: Ms Louise Bauer

1. Policy Statement

Plashet City of London Academy is an inclusive secondary academy for students aged 11–16 where high expectations, ambition and belonging underpin all aspects of academy life. The academy is committed to ensuring that every student, including those with Special Educational Needs and/or Disabilities (SEND), experiences an ambitious, inclusive and responsive education which enables them to thrive academically, socially and emotionally.

At Plashet City of London Academy, SEND provision is a whole-school responsibility. Every teacher is a teacher of students with SEND and teachers remain responsible and accountable for the progress and development of all students in their classes. Support from the SEND department, specialist staff or Learning Support Assistants supplements but does not replace the teacher's responsibility for planning, teaching, assessment and curriculum access.

The academy believes that all students are entitled to a broad, balanced and ambitious curriculum and that inclusion is achieved not through reduced expectations but through effective support, adaptive teaching and appropriate reasonable adjustments. The academy also recognises that high-quality inclusive practice benefits all students and that strategies which support students with SEND frequently strengthen teaching and learning more widely across the classroom community.

High-quality teaching forms the foundation of inclusive practice and support should enable increasing independence rather than dependency. Students with SEND should experience challenge, participation, achievement and belonging within all aspects of academy life.

The academy is committed to ensuring that students with SEND are fully included within the academic, social and wider life of the academy community and are prepared successfully for adulthood, further education, employment and active citizenship.

1.1 Core Principles of SEND Provision at Plashet City of London Academy

- Every teacher is a teacher of SEND.
- High-quality, adaptive teaching is the foundation of inclusion.
- Additional support cannot compensate for poor teaching.
- Inclusion requires both consistency and flexibility.
- High expectations should be maintained for all students.
- Support should promote independence rather than dependency.
- Behaviour should be understood within context.
- Students and families should be active partners.
- Provision should be evidence-informed and regularly reviewed.
- SEND provision is everyone's responsibility.

2. Legislative Framework

This policy is informed by the following legislation and statutory guidance:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 Years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Supporting Pupils at School with Medical Conditions
- Teachers' Standards
- Academy Trust policies and procedures

This policy should be read alongside:

- SEND Information Report
- Accessibility Plan
- Behaviour Policy
- Teaching and Learning Policy
- Equality Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Medical Needs Policy
- Assessment Policy
- Complaints Policy

3. Definition of SEND

A student has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

Special educational provision is provision that is additional to or different from that normally available to students of the same age.

The academy recognises the four broad areas of need identified in the SEND Code of Practice:

3.1 Communication and Interaction

Including:

- speech, language and communication needs;
- autism spectrum condition;
- social communication difficulties.

3.2 Cognition and Learning

Including:

- moderate learning difficulties;
- dyslexia;
- dyspraxia;
- processing difficulties;
- working memory difficulties.

3.3 Social, Emotional and Mental Health

Including:

- anxiety;
- emotional regulation difficulties;
- ADHD;
- trauma-related difficulties;
- mental health needs.

3.4 Sensory and/or Physical Needs

Including:

- visual impairment;

- hearing impairment;
- physical disability;
- medical needs;
- sensory processing difficulties.

The academy recognises that SEND is not a fixed characteristic and that students' needs may change over time. The purpose of identification is not simply to assign labels, but to identify barriers to learning and determine the provision and support required.

Students will not be identified as having SEND solely because English is an additional language, attendance has been disrupted or there are wider contextual challenges. However, the academy recognises that these factors may interact with SEND and will consider students holistically.

4. Vision, Values and Inclusive Culture

Plashet City of London Academy aims to create a culture where inclusion is embedded within all aspects of academy life. The academy recognises that culture is reflected through policies, systems, routines, relationships, curriculum design, language, expectations and everyday interactions. Inclusion is therefore not confined to SEND systems alone but should be visible throughout the wider life of the academy.

The academy is committed to creating an environment in which all students are treated with dignity and respect and where diversity is valued positively. We work to ensure students with SEND feel visible, included, safe and successful within the academy community. Staff are expected to maintain ambitious expectations for all students and to avoid assumptions about capability based upon diagnosis or identified need.

The academy recognises that staff attitudes and expectations significantly influence students' experiences, engagement, confidence and outcomes. Staff should therefore use respectful, strengths-based language and focus on removing barriers to learning rather than defining students by difficulty. Inclusion should enable students with SEND to access ambitious learning, enrichment opportunities, leadership roles and wider participation through adaptive teaching, effective support and reasonable adjustments. The academy believes that strong relationships, predictable routines, inclusive practice and a culture of belonging create the conditions in which students with SEND can thrive academically, socially and emotionally.

5. Aims of the Policy

The aims of this policy are to:

- Ensure early and accurate identification of SEND.
- Ensure that students with SEND receive high-quality teaching and support.
- Promote ambitious outcomes for students with SEND.
- Remove barriers to learning, participation and achievement.
- Ensure that adaptive teaching forms the foundation of SEND provision.
- Ensure that interventions are evidence-informed, purposeful and regularly reviewed.
- Promote student independence, self-regulation and self-advocacy.
- Ensure effective collaboration with parents, carers and external agencies.
- Ensure that staff understand their statutory responsibilities and professional duties.
- Ensure that students with SEND are prepared successfully for adulthood, employment and further education.
- Ensure that SEND provision is monitored, evaluated and continually improved.

6. Roles and Responsibilities

6.1 Local Board

The Local Board is responsible for:

- Ensuring compliance with SEND legislation
- Monitoring the effectiveness of SEND provision
- Ensuring that the academy has an up-to-date SEND policy and SEND Information Report
- Ensuring that SEND remains part of strategic academy improvement
- Appointing a SEND Link Governor
- Monitoring outcomes and experiences for students with SEND
- Ensuring that sufficient resources are allocated to SEND provision.

6.2 SEND Link Governor

The SEND Link Governor will:

- Meet with the SENDCo regularly
- Monitor the implementation of the SEND policy
- Review outcomes and provision
- Support strategic development
- Report back Local Board regarding SEND provision and priorities.

6.3 Headteacher

The Headteacher is responsible for:

- Ensuring that the SEND policy is implemented consistently
- Ensuring that SEND is embedded within whole-school improvement
- Promoting an inclusive academy culture
- Ensuring that staff receive appropriate training and support
- Ensuring that SEND provision is appropriately resourced
- Ensuring that students with SEND are included within all aspects of academy life
- Ensuring academy compliance with statutory responsibilities.

6.4 Leadership Team member with Responsibility for SEND

The leader with responsibility for SEND will:

- Provide strategic oversight of SEND provision
- Line manage the SENDCo where appropriate
- Ensure that SEND priorities align with academy improvement priorities
- Monitor progress, attendance, behaviour and inclusion outcomes
- Support quality assurance of teaching and provision
- Ensure that SEND remains central to curriculum, behaviour and pastoral systems.

6.5 SENDCo

The SENDCo is responsible for:

- Overseeing the day-to-day operation of SEND provision
- Coordinating and quality assuring the academy's graduated approach to SEND support
- Maintaining the SEND register
- Supporting staff with identification, assessment and provision
- Advising teachers on adaptive teaching and reasonable adjustments
- Coordinating specialist support and external agency involvement
- Overseeing annual reviews and statutory processes
- Supporting transition into, within and beyond the academy
- Monitoring the impact of interventions
- Coordinating exam access arrangements where appropriate
- Contributing to staff CPD and professional development

- Ensuring that provision remains evidence-informed and aligned with academy priorities

The SENDCo will work strategically with leaders to develop inclusive systems and improve outcomes for students with SEND.

6.6 Curriculum Leaders and Heads of Department

Curriculum leaders are responsible for:

- Ensuring curriculum accessibility and ambition
- Ensuring that adaptive teaching is embedded within departmental practice
- Monitoring outcomes for students with SEND within their subject area
- Supporting staff to use student profiles effectively
- Identifying subject-specific barriers to learning
- Ensuring that assessment practices are inclusive

6.7 Classroom Teachers

Classroom teachers are responsible and accountable for the progress and development of students with SEND in their classes.

Teachers will:

- Know and understand the needs of students in their classes
- Use the Student Information and Guidance Booklet, SEND profiles and support plans to inform planning, teaching and adaptive classroom practice
- Provide ambitious and accessible learning
- Use adaptive teaching strategies
- Assess understanding regularly and respond to gaps
- Maintain high expectations
- Work collaboratively with SEND staff, families and support staff
- Contribute to reviews and referrals
- Promote independence and participation

Teachers should not wait for a formal diagnosis before adapting teaching where barriers are evident.

6.8 Learning Support Assistants

Learning Support Assistants play an important role in supporting access, participation and independence.

LSAs will:

- Support learning under the direction of teachers
- Reinforce teacher instruction rather than replace it
- Promote independence and self-regulation
- Use prompts, scaffolds and questioning appropriately
- Avoid creating dependency through over-support
- Contribute to observations and feedback
- Support emotional regulation and engagement where appropriate
- Contribute to review meetings when required

6.9 Pastoral Staff

Pastoral staff will:

- Work collaboratively with the SEND team
- Monitor attendance, wellbeing and behaviour
- Support students with SEMH needs
- Liaise with families
- Contribute to safeguarding and inclusion planning
- Support reintegration, transition and attendance where appropriate

6.10 Mental Health and Wellbeing Lead / Wellbeing Team

The Mental Health and Wellbeing Lead and Wellbeing Team will:

- Support the development of a positive whole-school culture around wellbeing, inclusion and mental health
- Contribute to the early identification of students experiencing SEMH difficulties, emotional distress or emerging mental health concerns
- Work collaboratively with the SEND team, pastoral staff, attendance team and external professionals to provide joined-up support for students
- Coordinate or facilitate targeted wellbeing and mental health interventions where appropriate
- Support students experiencing emotionally based school avoidance or barriers to engagement
- Contribute to personalised support planning, reintegration planning and risk assessment where appropriate
- Advise staff on appropriate strategies to support students with SEMH needs within the classroom and wider academy environment
- Support communication and partnership working with families
- Liaise with external agencies, including CAMHS and other mental health services, where appropriate
- Contribute to staff training and awareness around SEMH, emotional wellbeing and trauma-informed practice
- Promote a relational, strengths-based and evidence-informed approach to supporting vulnerable students on the SEND register for SEMH.

6.11 Designated Safeguarding Lead / Safeguarding Team

The Designated Safeguarding Lead (DSL) and Safeguarding Team will:

- Work collaboratively with the SEND team, wellbeing team and pastoral staff to support vulnerable students
- Recognise that students with SEND may experience increased safeguarding vulnerability
- Support students whose SEND may intersect with safeguarding concerns, contextual risk factors, attendance concerns or SEMH needs
- Ensure that safeguarding systems and processes are accessible and responsive to students with SEND
- Contribute to early identification and intervention where safeguarding or wellbeing concerns emerge
- Liaise with families, external agencies and multi-agency safeguarding partners where appropriate
- Contribute to personalised support planning, risk assessment and reintegration planning where required
- Ensure that students with SEND are able to access safeguarding support and trusted adults effectively
- Support staff to understand the safeguarding vulnerabilities that may be associated with SEND
- Promote a culture of safety, inclusion, professional curiosity and early intervention across the academy

7. High-Quality Teaching and Adaptive Teaching

High-quality teaching is the foundation of SEND provision at Plashet City of London Academy. The academy believes that many barriers to learning can be addressed effectively through carefully designed universal provision and evidence-informed classroom practice.

The academy recognises that adaptive teaching forms part of universal provision and that high-quality classroom practice benefits all students, including those with SEND. Additional intervention cannot compensate for weaknesses in classroom teaching and therefore inclusive classroom practice remains the first response to emerging needs.

Adaptive teaching involves teachers continually assessing students' understanding, identifying barriers to learning and responding flexibly through classroom practice, scaffolding and curriculum design. Teachers are expected to provide clear explanations and modelling, sequence learning carefully, reduce unnecessary cognitive overload and use formative assessment to identify misconceptions and gaps in understanding. Staff

should activate prior knowledge, explicitly teach vocabulary, provide guided practice and support students to develop independence through carefully structured scaffolding that can gradually be removed.

The academy recognises that working memory is limited and that learning is strengthened through retrieval, repetition, explicit instruction and the development of long-term memory. Teachers should therefore avoid overwhelming students with excessive instructions, unclear routines or unnecessary complexity.

Adaptive teaching does not require separate lessons or entirely individualised curricula for every student. The academy does not promote learning styles approaches or unsustainable models of differentiation. Instead, teachers should use assessment information intelligently to adapt support at whole-class, small-group and individual level where appropriate.

8. Identification and Assessment

The academy is committed to the early identification of students who may require additional support in order to access learning successfully and participate fully in academy life. Identification may arise through transition information, baseline assessment, literacy and reading assessment, teacher observation, pastoral concerns, attendance or behaviour patterns, parent or carer concerns, academic progress data, safeguarding concerns, external professional reports or changes in engagement, participation or wellbeing.

The academy recognises that some students may present with difficulties in less visible ways and that unmet need may sometimes be reflected through withdrawal, anxiety, reduced participation, school avoidance, emotional dysregulation, communication difficulties or persistent disengagement, as well as through more overt behaviours.

Assessment should consider the student as a whole and may include consideration of academic progress, communication and language, emotional wellbeing, attendance, social interaction, cognition and processing, sensory or physical needs and wider contextual or environmental factors.

The academy recognises that assessment is an ongoing process rather than a single event. Staff should use professional judgement, classroom assessment and wider information to build an increasingly accurate understanding of a student's strengths, barriers and support needs over time.

The purpose of identification and assessment is to understand barriers to learning and participation and to ensure that appropriate provision, support and reasonable adjustments can be implemented effectively.

9. The Graduated Approach

At Plashet CoLA we follow the graduated approach outlined in the SEND Code of Practice.

This follows a four-part cycle:
Assess → Plan → Do → Review
The graduated approach is viewed as a spiral of support through which understanding becomes increasingly refined over time. Earlier decisions are revisited, reviewed and adapted to improve provision and outcomes.

Stage	Description	Examples / Considerations
Assess	The academy gathers information to develop a holistic understanding of a student's strengths, needs, barriers to learning and current provision. Assessment should consider both academic and wider factors affecting participation, wellbeing and progress.	Strengths, barriers to learning, attainment, engagement, attendance, behaviour, wellbeing, student voice, parent/carer perspectives and classroom performance. Assessment may include teacher assessment, formative assessment, literacy screening, observation, standardised assessment, external advice and specialist assessment where appropriate.
Plan	Where additional support is required, the academy will plan provision collaboratively, identifying appropriate support, strategies, outcomes and responsibilities. Planning should be responsive, proportionate and centred around the student's identified needs.	Adaptive teaching strategies, reasonable adjustments, intervention, pastoral support, behaviour support, specialist involvement, intended outcomes, review dates and staff responsibilities. Students and families should be involved in planning wherever possible.
Do	Provision is implemented through high-quality teaching, targeted support and wider academy systems. Teachers remain responsible and accountable for students' learning and progress, including where additional adults or interventions are involved.	Classroom teaching, targeted intervention, specialist support, pastoral systems, support staff deployment and wider academy provision.
Review	Provision is reviewed regularly to evaluate impact and determine next steps. The academy recognises that SEND support is dynamic and should respond flexibly to changing needs over time.	Review may consider progress, attendance, behaviour, emotional wellbeing, student voice, parent/carer feedback, independence, intervention impact and progress towards outcomes. Provision may continue, reduce, adapt, intensify or escalate in response to review findings.

10. Levels of Provision

The academy uses a tiered approach to provision in order to ensure that support is responsive, proportionate and matched appropriately to students' strengths and needs. Most students' needs should be met successfully through high-quality universal provision within the classroom. Some students may require additional targeted support and a smaller number of students may require more specialist or highly personalised provision delivered through the graduated approach.

Level of Provision	Description	Examples of Provision
Universal Provision	Universal provision forms the foundation of inclusive practice and is available to all students. High-quality teaching and adaptive classroom practice are the first response to emerging needs.	High-quality teaching, adaptive classroom practice, inclusive routines, behaviour systems, literacy support, formative assessment, retrieval practice, predictable classroom environments and pastoral systems
Targeted Provision	Some students may require additional provision that is time-limited, targeted and designed to address identified barriers to learning, participation or wellbeing.	Small-group intervention, literacy support, numeracy intervention, mentoring, social communication support, emotional literacy work, structured pastoral support, in-class support and short-term specialist teaching
Specialist Provision	A smaller number of students may require more specialist or highly personalised provision in order to support successful access to learning and participation within academy life.	EHCP provision, specialist teacher support, external agency involvement, therapeutic support, personalised curriculum pathways, assistive technology, sensory support, specialist assessment and highly personalised planning

11. Social, Emotional & Mental Health Needs

At Plashet CoLA we recognise that there is significant overlap between social, emotional and mental health (SEMH) needs, mental health difficulties, safeguarding vulnerability, attendance concerns and wider contextual factors affecting students' wellbeing, engagement and access to learning. Students may experience emerging SEMH needs at different stages of their school career and the level or type of support required may change over time.

The academy recognises that some students receiving pastoral, wellbeing or mental health support may later require additional provision through the graduated approach and may be identified as requiring SEND Support under the category of SEMH. This may include students whose needs create ongoing barriers to learning, participation, emotional regulation, attendance or access to the curriculum, including where support is required for access arrangements, specialist assessment or Education, Health and Care Plan processes.

Where a student is identified as requiring SEND Support under the category of SEMH, this should strengthen and further coordinate the support around the student through collaborative working across teams. Students with SEMH needs may continue to benefit from support provided by the Mental Health and Wellbeing Team, safeguarding team, pastoral staff, attendance team and external professionals alongside SEND provision.

The SEND team retains responsibility for coordinating SEND provision, implementing the graduated approach and ensuring that appropriate support, reasonable adjustments and specialist provision are in place. The Mental Health and Wellbeing Team leads on emotional wellbeing, early intervention and targeted mental health support. The Designated Safeguarding Lead and Safeguarding Team retain responsibility for safeguarding processes, child protection procedures and risk management. Pastoral and attendance teams continue to play an important role in promoting engagement, belonging, attendance and positive relationships.

The academy is committed to ensuring that support for students with SEMH needs remains joined-up, relational, strengths-based and responsive, with all teams working collaboratively to promote safety, wellbeing, participation, independence and successful outcomes.

12. Behaviour, SEMH and Inclusion

The academy recognises the close relationship between behaviour, learning, wellbeing and SEND. A consistent whole-school approach to behaviour helps create safety, predictability, trust and calm learning environments in which students are able to engage successfully with learning.

The academy believes that consistency means consistent principles applied flexibly where appropriate. Behaviour expectations therefore remain high for all students, including those with SEND. However, some students may require additional support, adapted approaches, personalised strategies or reasonable adjustments in order to meet those expectations successfully.

Tailored support should complement the academy behaviour policy rather than reduce expectations or consistency. The academy recognises that behaviour can be influenced by a range of factors, including unmet need, anxiety, sensory overload, communication difficulties, trauma or emotional dysregulation. Staff should therefore maintain clear routines, boundaries and expectations while also responding thoughtfully and proportionately to individual need. Consistent, calm and predictable practice, alongside professional curiosity and appropriate support, helps create the conditions in which students are able to feel safe, engage successfully and learn well.

Support may include mentoring, emotional literacy work, personalised behaviour planning, explicit teaching of regulation strategies, restorative approaches, attendance support, phased reintegration or external agency involvement. The academy recognises that positive behaviour develops gradually and requires explicit boundaries and teaching, predictable routines, positive recognition and strong relationships with trusted adults. Staff should therefore teach behavioural expectations explicitly, provide calm and consistent responses and support students to understand, rehearse and apply successful regulation strategies over time.

13. Student Voice, Independence and Self-Regulation

The academy recognises the importance of listening to students' views, experiences and perspectives in order to understand barriers to learning and support successful participation in academy life. Student voice should contribute appropriately to assessment, review and support planning processes alongside professional expertise and collaboration with families.

Students should be supported to develop increasing independence, confidence and self-awareness over time. This includes helping students to understand their strengths and needs, identify strategies that support successful learning and reflect constructively on their progress.

The academy also recognises the importance of metacognition and self-regulation in supporting students to become successful learners. Teaching should therefore support students to develop the ability to plan, monitor and review aspects of their learning appropriately, while maintaining clear teacher guidance, structure and high expectations.

Support and scaffolding should be carefully structured and gradually faded where appropriate so that students develop resilience, independence and increasing readiness for adulthood.

14. Student Information and Guidance Booklet, SEND Profiles and Support Plans

Students with SEND may have a SEND profile, support plan or inclusion information included within the Student Information and Guidance Booklet. These documents provide clear and practical guidance for staff by

summarising students' strengths, identified barriers to learning, effective classroom strategies, reasonable adjustments and approaches that support successful participation and progress.

Plashet CoLA recognises the importance of consistency across subjects and therefore staff are expected to use this information actively to inform planning, adaptive teaching and classroom practice. Profiles and support plans should remain practical, accessible and regularly reviewed so that provision remains responsive to students' changing needs.

15. Partnership with Parents and Carers

The academy recognises parents and carers as essential partners in supporting students with SEND. Positive relationships between home and school contribute significantly to students' wellbeing, engagement, attendance and academic progress.

The academy is committed to communicating openly, respectfully and collaboratively with families. Parents and carers will be involved appropriately within assessment, planning and review processes and their views will be valued when decisions are made regarding provision and support. The academy will provide timely information, support families in understanding SEND processes and provision and work collaboratively with parents and carers to promote successful outcomes for students.

16. Education, Health and Care Plans (EHCPs)

The academy will ensure that provision specified within Education, Health and Care Plans is implemented appropriately and reviewed regularly. Annual reviews will involve students, families and relevant professionals and will consider progress towards agreed outcomes, current provision and preparation for future transition.

Where a student's needs may require additional statutory support, the academy may request an Education, Health and Care needs assessment in collaboration with parents, carers and relevant professionals.

17. Curriculum Access and Pathways

The academy is committed to ensuring that students with SEND access a broad, balanced and ambitious curriculum which enables them to achieve meaningful and successful outcomes.

Where appropriate, students may access adapted or bespoke curriculum pathways, additional literacy support, intervention programmes, personalised learning pathways or alternative accreditation routes including Entry Level qualifications, ASDAN and AQA Unit Awards. Such pathways should continue to provide appropriate challenge, progression and preparation for adulthood rather than reducing aspiration or curriculum entitlement.

18. Transition and Preparation for Adulthood

The academy recognises that transition points can present additional challenges for students with SEND and therefore careful planning and effective communication are essential.

Transition support may include liaison with primary schools, enhanced transition visits, review meetings, information sharing, student and family meetings and collaboration with post-16 providers. The academy aims to ensure that students feel prepared, supported and confident during periods of transition.

Preparation for adulthood is an important aspect of SEND provision and includes developing independence, self-advocacy, emotional resilience, decision-making skills, employability and readiness for post-16 education, training and adult life.

19. External Agencies

The academy works collaboratively with external professionals and agencies where specialist advice, assessment or provision is required. This may include Educational Psychology, CAMHS, Speech and Language Therapy, Occupational Therapy, sensory impairment teams, school nursing services, social care, outreach services and Local Authority SEND services.

External agency involvement should support both targeted and universal provision and contribute to improved outcomes, inclusion and participation for students.

20. Exam Access Arrangements

The academy will identify and assess students who may require access arrangements in accordance with current JCQ regulations and guidance. Access arrangements may include extra time, readers, scribes, word processors, rest breaks, modified papers or alternative rooming arrangements where appropriate.

Access arrangements must reflect a student's normal way of working and be supported by appropriate evidence gathered through assessment, classroom practice and review.

21. Safeguarding and Vulnerable Learners

The academy recognises that students with SEND may experience increased vulnerability due to communication barriers, social isolation, emotional distress, mental health difficulties or safeguarding risks.

Staff should remain alert to indicators of vulnerability and ensure that students with SEND are able to access safeguarding support and communicate concerns effectively. Reasonable adjustments may be required to ensure that safeguarding processes remain accessible and responsive.

All safeguarding concerns will be managed in line with the academy's Safeguarding and Child Protection Policy.

22. Attendance and Inclusion

The academy recognises the close relationship between attendance, wellbeing and SEND. Where attendance concerns arise, staff should consider whether anxiety, unmet need, sensory difficulties, emotional wellbeing, social challenges or barriers to curriculum access may be contributing factors.

The academy will work collaboratively with families and external agencies where attendance concerns emerge and may provide mentoring, pastoral support, phased reintegration, emotional support, timetable adjustments or transition planning where appropriate.

23. Accessibility and Reasonable Adjustments

The academy will make reasonable adjustments to reduce disadvantage and improve access for students with SEND and disabilities. This may include physical adaptations, curriculum adjustments, assistive technology, modified resources, sensory adjustments, communication support and adapted routines where appropriate.

Accessibility priorities and long-term planning are detailed within the academy Accessibility Plan.

24. Staff Training and Professional Development

The academy recognises that high-quality SEND provision depends upon effective and ongoing professional development. Staff training may include adaptive teaching, autism, dyslexia, cognition and learning, SEMH, trauma-informed practice, speech, language and communication needs, sensory needs, metacognition, behaviour and emotional regulation and effective deployment of support staff.

Professional development should strengthen inclusive classroom practice, improve staff confidence and expertise and promote consistent, evidence-informed approaches across the academy.

25. Monitoring, Evaluation and Quality Assurance

The academy will evaluate the effectiveness of SEND provision through a combination of quantitative and qualitative evidence. Evaluation should focus not only on compliance or intervention completion, but on whether provision is improving students' learning, participation, wellbeing, independence and long-term outcomes.

Monitoring activities may include review of progress data, attendance, behaviour and suspension data, intervention impact, student voice, parent feedback, learning walks, book scrutiny, lesson visits, annual review outcomes, destination data and governor monitoring.

The academy will review the quality of universal provision, the effectiveness of adaptive teaching, intervention impact, staff confidence and implementation and the inclusion of students with SEND within wider academy life. Findings from monitoring and evaluation activities will inform ongoing improvement planning.

26. Complaints

Where concerns arise regarding SEND provision, parents and carers should contact the SENDCo in the first instance. If concerns remain unresolved, complaints should follow the academy Complaints Policy.

Parents and carers may also seek support from the Local Authority SEND Information, Advice and Support Service.

27. Review of Policy

This policy will be reviewed annually, or sooner where required due to changes in legislation, guidance, academy provision, Trust requirements or quality assurance findings.

The review process will consider outcomes for students with SEND, stakeholder feedback, developments in evidence-informed practice and changes within SEND guidance and legislation.