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Review
Pastoral &
Admissions
Committee

SPECIAL EDUCATIONAL NEEDS POLICY

NOTRE DAME HIGH SCHOOL

Part of St John the Baptist Catholic Multi Academy Trust
Company No: 7913261
Registered Office: Surrey Street, Norwich NR1 3PB

THE SCHOOL MISSION STATEMENT

I have come so that they may have life and have it to the full
(John 10:10)

We are a joyous and inclusive Catholic school, inspired by the love of God and the teachings of Jesus, specifically faith, hope, forgiveness and peace.

Our community is committed to a rounded education that develops knowledgeable, morally informed and compassionate young leaders.



If you need this document in large print, audio, Braille, alternative format or in a different language please contact the Company Secretary on 01603 611431 and we will do our best to help.

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1. Aims

Our SEND policy and information report aims to ensure that as an educationally inclusive school the teaching and learning achievements, attitudes and well-being of every young person matter.

Notre Dame High School fully embraces inclusion at the core of its practice and fully recognises that a whole school coordinated approach is the key to providing opportunities for each student. We acknowledge a commitment to develop the student academically, spiritually, morally and socially and to ensure achievement at all individual levels, in order that every student may reach their full potential. We are committed to providing an inclusive curriculum that provides a broad, balanced, relevant education, which will both teach and allow students to practice and extend their skills in order to increase their ability to cope with the demands of college, work and leisure in life after school.

The school has due regard to the need to eliminate discrimination and other conduct prohibited by the Equality Act 2010, <https://www.gov.uk/guidance/equality-act-2010-guidance> to advance equality of opportunity between people who share a protected characteristic and those who do not, and to foster good relations across all characteristics.

Notre Dame High School is part of the St. John the Baptist Multi-Academy Trust (MAT). The MAT receives a budget to support Special Needs within its Norfolk Cluster of school from the Local Authority. This money is ring-fenced for those schools, from which the Norfolk Cluster Governance Committee provides an agreed budget each financial year to supplement Notre Dame High School's SEND funds. Specific interventions or external assessments are identified, in order to utilise this top up fund and their impact is monitored and reviewed by the Norfolk Cluster Governance Committee.

Our school website has a specific page for SEND information:

<https://www.ndhs.org.uk/page/?title=Special+Educational+Needs+and+Disability+%28SEND%29&pid=346>

The link below outlines our SEND annual report and includes provision, staffing. for 2025-26:

[SEND Information Report](#)

2. Legislation and guidance

This is based on the [SEND Code of Practice 2015](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children 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 children 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 children with SEND

[The School Admissions Code](#), which sets out the school's obligation to admit all children 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

3. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all children 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 children with SEND are included in all aspects of school life.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Faye Bunn.

She will:

- Work with the Head of School and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Work with the Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Liaise with the Deputy Head who oversees student welfare to ensure external agency support is provided for SEND students as well as others.
- Liaise with the Leadership Team member of staff, the Assistant Head teacher – Achievement who lines manages the SENDCO – on the day to day operational aspects of SEND work, and also receive key updates, share County or National SEND requirements and be kept up to speed with, and support, any new initiatives or SEND issues that may affect the school community.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned
- Ensure the school keeps the records / tracking of all students with SEND up to date
- Line-manage a team of Lead Learning Support Assistants and Learning Support Assistants with support from the Deputy Head teacher who line-manages the SEND department.

4.2 The SEND Governor

The SEND Governor is currently Mr James McGarry.

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head of School and SENDCO to determine the strategic development of the SEND policy and provision in the school
- Liaise with the Deputy Head who oversees student welfare to ascertain SEND overlap with Pastoral support needed / provide; as well as the Assistant Headteacher – Achievement as necessary.

4.3 The Headteacher

The Headteacher is Mr Thomas Pinnington.

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- In practice, this is also delegated on a day-to-day basis to the appropriate member of the Leadership Team, currently via the Deputy Head Teacher, Dr Shirley Stevenson, (Student Welfare), who line manages the SENDCo.

4.4 Heads of Department and Heads of Year

Each Head of Subject or Head of Year is responsible for:

- Having an oversight of the progress of SEND students within the subject / year provision
- Supporting subject teaching staff in approaches to SEND provision e.g. ensuring access arrangements in place for assessments; suitable differentiation support for assessment preparation; career pathways etc.
- Liaison with the SENDCo in terms of provision, support and timetabling as necessary
- Ensure timetabling of students is considered carefully in terms of ensuring the highest quality of teaching is available for students
- Working with the SENDCo to review SEND cohort's progress and development and decide on any changes to provision recorded in the termly Department SEF / Year Progress report
- Have an overview of teaching assistants or specialist staff within subject provision as applicable

4.4 Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Access and use the SEND student advice sheets
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Liaise with the Head of Department as necessary
Working with the SENDCo to review each student's progress and development and decide on any changes to provision
- Report on the progress of SEND students termly through the school reporting system as well as for EHCP annual reviews
- Ensuring they follow this SEND policy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf - See Chapter 6 p.91 'Schools'.

4.5 Learning Support Assistants

Each Learning Support Assistant is responsible for:

- Supporting the progress of identified students in timetabled classes
- Undertaking tuition or support interventions as directed by the SENDCO
- Access and use the SEND student advice sheets
- Working closely with the SENDCo plan and assess the impact of support and interventions and how

they can be linked to classroom teaching

- Report on the progress of SEND students as agreed within the SEND department
- Keeping records as agreed to a unified system
- Ensuring they follow this SEND policy
- Further detail is included in the job description

5. SEND information report

- Our schools publish a SEND information report on their websites, which sets out how this policy is implemented in the school. These information report are updated annually and as soon as possible after any changes to the information it contains.

6. Definitions

6.1 Special educational needs

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

They have learning difficulties 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.

6.2 Disability

Children 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 children with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of children with SEND are grouped into 4 broad areas. Children can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the child's particular area(s) of need, at the relevant time.

Areas of Need

Area of Need	Description	Examples
Communication and Interaction	Children have difficulty communicating with others. They may struggle to understand what is said to them, to express themselves, or to use social rules of communication. Children on the autism spectrum often have needs within	Speech, language and communication needs (SLCN); Difficulties understanding language; Difficulties expressing language; Social communication difficulties; Autism spectrum needs

this area.

Cognition and Learning	Children learn at a slower pace than peers and may have a wide range of learning difficulties, from specific to profound.	Dyslexia, dyscalculia, dyspraxia; Moderate learning difficulties; Severe learning difficulties; Profound and multiple learning difficulties
Social, Emotional and Mental Health (SEMH)	Needs may stem from mental health difficulties or adverse experiences. This can appear as challenging, disruptive or withdrawn behaviour.	Anxiety, depression, eating disorders; ADD, ADHD, attachment disorder; Impact of adverse childhood experiences
Sensory and/or Physical	Children have a disability that limits access to educational activities or environments.	Vision impairment; Hearing impairment; Multi-sensory impairment; Physical disabilities

6.3 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.4 Consulting and involving students and parents/carers

The school will put the child and their parents at the heart of all decisions made about special educational provision. NDHS aims to work in partnership with parents/carers.

We do so by:

- Working effectively with all other agencies supporting children and their parents/carers
- Giving parents/carers opportunities to play an active and valued role in their child's education
- Making parents/carers feel welcome • Encouraging parents/carers to inform each school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that each school will listen and act appropriately
- Focusing on the pupils' strengths as well as areas of additional need
- Allowing parents/carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents/carers in the drawing-up and monitoring progress against these targets

- Keeping parents/carers informed and giving support during assessment and any related decision-making process
- Making parents/carers aware of external services
- Providing all information in an accessible way, including, where necessary, translated information for parents/carers with English as an additional language.

6.5 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** (Code of Practice 2015) <https://www.gov.uk/government/publications/SENDd-code-of-practice-0-to-25> Chapter 5 p.86-87

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly including information from feeder primary schools, including Key Stage 2 results and in addition:

A) All students are screened for key skills in their first term of Year 7 by the English and Maths Departments to establish the base line of skills. The results of these tests are available to all staff.

B) Ongoing concern and identification by staff.

C) Information gained from external agencies such as:

- Educational Psychology and Specialist Support including CEPP, Open Arms and Dyslexia Outreach
- Sensory Support Service (VSSS)
- Health Services
- Medical Needs team
- Social Care

D) All students identified as having a SEND are placed on the school's Special Educational Needs Register as a K (receiving in class support / intervention) or an E (Education, Health and Care Plan) which is available to all staff, and which contains details of circumstances specific to each individual student. Also, there is an additional needs register which consists of students who have additional diagnoses or needs, different to those of their peers and who need to be monitored for support or intervention – they are coded as M.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

6.6 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents/carers and students which information will be shared as part of this. We invite our CEIAG advisor to all Y9, 10, 11 and 13 EHCP reviews to provide independent advice and guidance on next steps.

6.7 Our approach to teaching students with SEND

We will assess each child's current skills and levels of attainment when they start at each school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the child may have a disability and if so, what reasonable adjustments the school may need to

make. Class teachers will regularly assess the progress of all children and identify any whose progress: • Is significantly slower than that of their peers starting from the same baseline

- 6.7.1 Fails to match or better their previous rate of progress
- 6.7.2 Fails to close the attainment gap between them and their peers
- 6.7.3 Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs. When teachers identify an area where a child is making slow progress, they will target the child's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the child's parents/carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a child is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for children whose first language is not English. When deciding whether the child needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child is joining the school, and:

- 6.7.4 Their previous setting has already identified that they have SEN
- 6.7.5 They are known to external agencies
- 6.7.6 They have an education, health and care plan (EHCP) then the school will work in a multi-agency way to make sure we get relevant information before the child starts at school, so support can be put in place as early as possible.

Consulting and involving children and parents/carers

The school will put the child and their parents at the heart of all decisions made about special educational provision. Our Federation aims to work in partnership with parents/carers. We do so by:

- 6.7.7 Working effectively with all other agencies supporting children and their parents/carers
- 6.7.8 Giving parents/carers opportunities to play an active and valued role in their child's education
- 6.7.9 Making parents/carers feel welcome
- 6.7.10 Encouraging parents/carers to inform each school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- 6.7.11 Instilling confidence that each school will listen and act appropriately
- 6.7.12 Focusing on the pupils' strengths as well as areas of additional need
- 6.7.13 Allowing parents/carers opportunities to discuss ways in which they and the school can help their child
- 6.7.14 Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents/carers in the drawing-up and monitoring progress against these targets
- 6.7.15 Keeping parents/carers informed and giving support during assessment and any related decision-making process
- 6.7.16 Making parents/carers aware of external services
- 6.7.17 Providing all information in an accessible way, including, where necessary, translated information for parents/carers with English as an additional language.

We recognise that all children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their progress. We endeavor to fully involve all children by encouraging them to in an age-appropriate way:

- 6.7.18 State their views about their education and learning
- 6.7.19 Identify their own needs and learn about learning
 - Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- 6.7.20 Self-review their progress and set new targets
- 6.7.21 (For some children with special educational needs) monitor their success at achieving the targets set with them

The graduated approach to SEN support

Once a child 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.

Assess

1. The child's class teacher and the SENDCO will carry out a clear analysis of the child's needs. The views of the child and their parents/carers will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the child's need. For many children, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the child, the teacher and the SENDCO 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 child will be made aware of the child'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 and will be made accessible to staff. Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The child'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 child. 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 SENDCO will support the teacher in further assessing the child'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 child'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:

- 6.7.22 The views of the parents/carers and children
- 6.7.23 The level of progress the child has made towards their outcomes
- 6.7.24 The views of teaching staff who work with the child The teacher and the SENDCO will revise the outcomes and support in light of the child's progress and development, and in consultation with the child and their parents/carers.

Levels of support School-based SEN provision

Children receiving SEN provision will be placed on the school's SEND register. These children have needs that can be met by the school through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. On the census these children will be marked with the code K.

Education, health and care (EHC) plan

Children who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought. On the census these children will be marked with the code E.

6.8 Expertise and training of staff

In accordance with Section 6 of the SEN Code of Practice 2015, if appointed after September 2008, our SENCOs will be qualified teachers working at our Federation and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment

- 6.8.1 The SENDCO will regularly attend local network meetings
- 6.8.2 All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development
- 6.8.3 Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the /head of school and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money).

6.9 Securing equipment and facilities

6.9.1 The SENDCo will work closely with the Site Team; IT Services and Finance Team as necessary.

6.9.2 Equipment is supervised by the SEND Administrator who is based on the SEND Floor e.g. radio mics, PCs, visualiser etc.

6.10 Evaluating the effectiveness of SEND provision

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

6.10.1 Reviewing students' individual progress towards their goals each term

6.10.2 Reviewing the impact of interventions after 6 weeks initially and extending if necessary

6.10.3 Using student and parent questionnaires / surveys

6.10.4 Monitoring by the SENDCo

6.10.5 Using tracking, provision maps and termly reports to monitor and measure progress

6.10.6 Holding annual reviews for students with EHC plans or more frequently, depending on the complexity of need / change in need

6.10.7 Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are enough services to meet the likely need in an area. The Local Offer should set out clearly what support is available from different services and how it may be accessed.

<https://www.norfolk.gov.uk/children-and-families/SENDd-local-offer>

6.11 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to participate in our residential trip(s) to Italy, France or Japan etc.

All students are encouraged to take part in sports day/school plays/special workshops and more recently liaison and links with local special schools for art/tech projects and staff expertise.

No student is ever disadvantaged from taking part in these activities because of their SEND or disability.

Risk assessments and reasonable adjustments are always at the forefront of our inclusivity.

6.12 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council and are also given the responsibility of becoming a SEND Ambassador – this includes being part of student interview panels, tour guides and support on transition days, answering both parental and student questions.
- Students with SEND are also encouraged to be part of our array of lunch clubs to promote teamwork/building friendships etc. These are available to students from Years 7-11, and are overseen by key staff. Support is also on offer for homework issues both before, lunch and after school in the library.

We have a zero-tolerance approach to bullying, and this is reinforced in our school ethos and Mission Statement. The arrangement of visits to special schools and educating students on the variety of SEND needs in our society, and within our own community, is vital to encourage tolerance and kindness.

6.13 Working with other agencies

Notre Dame is committed to working with outside agencies such as Schools and Community Team, The SEND and Inclusion Team, access to the Unregulated Alternative Provision Directory, Supporting Smiles, CAMHS, School and Community Team, CEPP, Open Arms, ADHD Norfolk, The Benjamin Foundation and when needed, both Educational and Clinical Psychologists and more recently the EBSA Team to support school absence due to anxiety.

6.14 Complaints about SEND provision

If there are any complaints relating to the provision for pupils with SEN or EAL these will be dealt with in the first instance by the class teacher, head of department and SENCO, then, if unresolved, by executive headteacher/head of school. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general governors complaints procedure (see separate complaints policy).

7. Monitoring arrangements

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:

- 7.1 All staff's awareness of children with SEND
- 7.2 How early children are identified as having SEND
- 7.3 Children's progress and attainment once they have been identified as having SEND
- 7.4 Whether children with SEND feel safe, valued and included in the school community
- 7.5 Comments and feedback from children and their parents/carers

Our SEND policy will be reviewed Annually

8. Links with other policies and documents

This link to our policies is on:

<https://www.ndhs.org.uk/page/?title=Policies+%26amp%3B+Documents&pid=88>