

Special Educational Needs and Disabilities (SEND) Report 2025-2026

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1. INTRODUCTION AND LEGAL FRAMEWORK

In accordance with the section 69 of the **Children and Families Act 2014**, the refreshed **SEND Code of Practice, paragraph 3 of Schedule 10 to the Equality Act 2010** and the "Support First" model all schools are legally required to publish clear and accessible information about their arrangements for **identifying, assessing, and supporting pupils with Special Educational Needs and Disabilities (SEND)**.

This **SEND Information Report** sets out how Cardinal Pole School implements its [SEND Policy](#) and details the provision available for pupils with SEND. It explains:

- How we **identify and assess** pupils with SEND.
- The **support and interventions** we provide to meet individual needs.
- How we work in **partnership with parents, carers, and experts at hand services** to ensure the best outcomes for every child.

SEND provision at Cardinal Pole is **strategically led and overseen by the school's Special Educational Needs and Disabilities Coordinator (SENDCo)** (Mrs Gabriela Toma ext. 2188) who is a qualified teacher and holds the mandatory National SENCO qualification, as required by law.

AIMS

The fundamental aim of the school is to **assess, identify, and support every pupil's individual needs** and to work **collaboratively with families and experts at hand services**. We strive to create an atmosphere of **encouragement, acceptance, respect for achievement, and sensitivity to individual differences**, ensuring that all pupils can thrive by focusing on these key areas:

- identifying, at an early point, individuals who need additional support
- enabling each pupil to develop holistically and reach his or her full potential
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each pupil
- fostering an atmosphere in our school that will promote a happy, sensitive, and secure environment to ensure the most effective learning for all pupils
- providing for pupils' individual needs by supporting them in numerous ways: whole class, small groups, and individual
- monitoring closely those with SEND by review and assessment, recognising, celebrating, and recording achievements
- providing access to and progress with curriculum plans
- working with parents and experts at hand services to provide support and opportunities for those pupils with SEND
- adapting teaching strategies that facilitates access and meaningful and effective learning for all pupils
- assisting all staff with teaching and learning and ensuring all staff are aware of a pupils' individual needs
- ensuring access to a range of resources that aid the teaching of pupils with SEND
- including the voice of the pupil in all parts of the support process
- supporting an ambiguities progression route for higher education, employment, and independent living

What does Special Educational Needs (SEND) mean?

A pupil is considered to have Special Educational Needs (SEND) if they have a learning difficulty or disability that requires special educational provision—provision that is additional to or different from that made generally for other pupils of the same age in mainstream schools or post-16 institutions.

A pupil has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than most pupils of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities typically available to pupils of the same age in mainstream settings.

Our Legal Duties

As a school, we have two key statutory duties under the Equality Act 2010 and the SEND Code of Practice:

- We must not discriminate, directly or indirectly, harass, or victimise disabled pupils and young people.
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure disabled pupils are not placed at a substantial disadvantage compared with their peers.

This duty is anticipatory, meaning we plan ahead to identify potential barriers and make adjustments proactively.

Our [Equality Policy](#), [Accessibility Policy](#), and all other relevant [policies](#) are published on the school website.

Disability

Many pupils and young people with SEND may also meet the definition of disability under the **Equality Act 2010**, which states:

A person has a disability if they have a physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

This definition sets a low threshold, meaning more pupils are covered than many realise:

- **Long-term** is defined as lasting **a year or more**.
- **Substantial** means **more than minor or trivial**.

It includes **sensory impairments** (such as those affecting sight or hearing) and **long-term health conditions** such as asthma, diabetes, epilepsy, and cancer.

Not all pupils with these conditions will have SEND, but there is a significant overlap between pupils who are disabled and those with SEND. Where a disabled pupil requires **special educational provision that is additional to or different from that made for others of the same age**, they will also be considered to have SEND under the statutory definition.

Admission Arrangements: Disabled pupils without an EHCP are admitted under the same criteria as others. Proactive steps are taken to identify and remove barriers before they impact the student.

2. CATEGORIES OF SEND

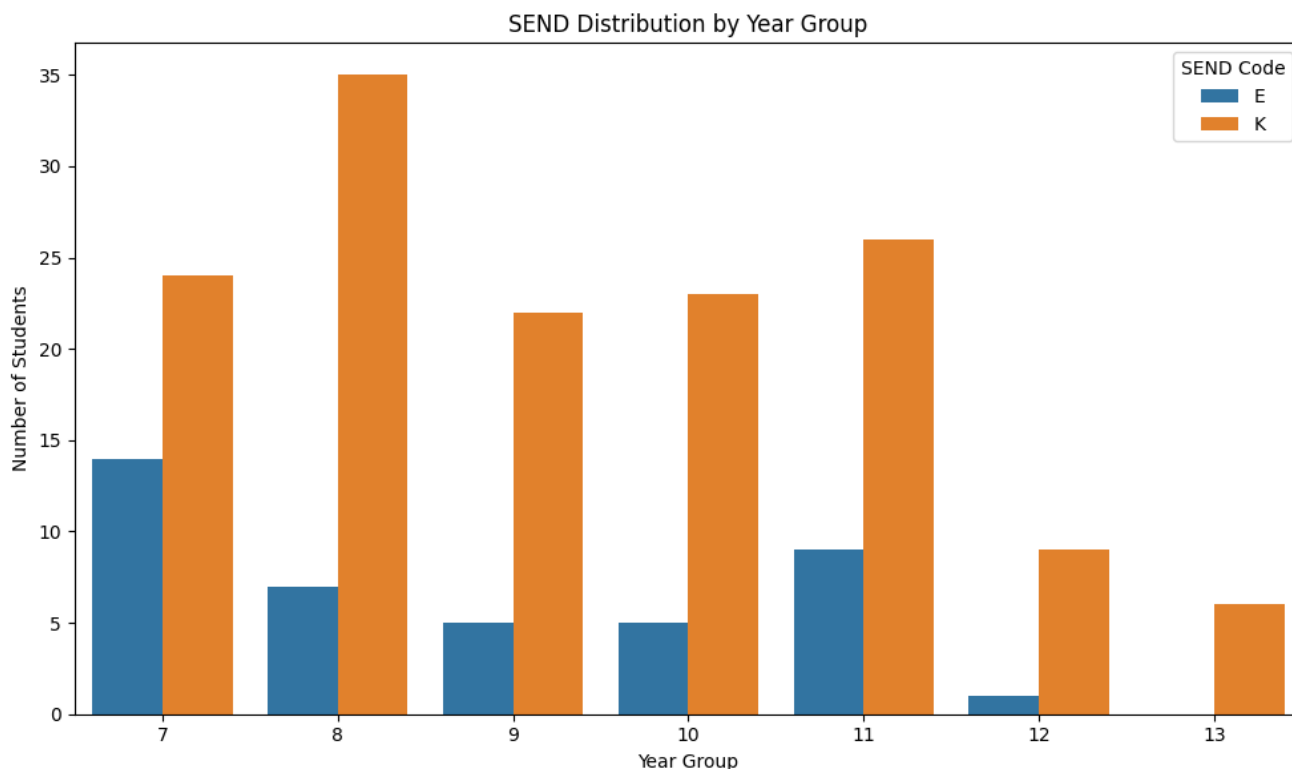
SEND is grouped into four broad areas of need:

1. **Communication and Interaction** – including speech and language difficulties, autistic spectrum conditions, and related neurodivergent impairments.
2. **Cognition and Learning** – including moderate, severe, or profound learning difficulties and specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, and dyspraxia.
Indicators may include attainment significantly below age-related expectations (e.g., more than two years behind or a standard score below 84).
3. **Social, Emotional and Mental Health (SEMH)** – including difficulties with emotional regulation, anxiety, withdrawal, hyperactivity, or other related conditions that impact learning.
4. **Sensory and/or Physical Needs** – including visual or hearing impairments, multisensory difficulties, and physical disabilities.

SEND Distribution

This table shows the distribution of SEND Support and EHCP students across year groups. The data below represents students' primary needs. It is important to note that many pupils have secondary needs that are not represented in this data. No individual pupil can be identified from this information.

Year	Group E	K
7	14	24
8	7	35
9	5	22
10	5	23
11	9	26
12	1	9
13	0	6



What is not included:

- **Behavioural** difficulties do not necessarily mean that a pupil or young person has a SEND and does not automatically lead to a pupil being registered as having SEND.
- Slow progress and **low attainment** do not necessarily mean that a pupil has SEND and it does not automatically lead to a pupil being recorded as having SEND.
- Persistent disruptive or **withdrawn** behaviours do not necessarily mean that a pupil or young person has SEND.
- Identifying and assessing SEND for pupils or young people whose **first language** is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

3. IDENTIFYING AND ASSESSING NEEDS ASSESSMENT, PLAN, DO AND REVIEW (APDR)

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual adaptive curriculum and teaching and learning approaches.

The school records assessment and needs for most pupils identified as having a special educational need on a "live" SEND register.

This process maintains information about the identification, assessment, and provision for each pupil. The class teachers in consultation with the Head of Department (HoD), Head of Year (HoY) and SENDCo takes early action to assess and address the difficulties. See annexe 3 flowchart.

Review of pupils on the SEND register takes place twice a year. For pupils with Education, Health & Care plans an annual review meeting is held in addition to this. Provision is recorded in Student Passports (SPs) or Individual Support Plans (ISPs).

A Graduated Approach to SEND Support

At Cardinal Pole, we follow the tiered support framework and adaptive teaching. The key characteristics of adaptive teaching are:

- Highly focused lesson design with a routine, clear structure
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling, and scaffolding
- An emphasis on learning through dialogue, with circulation paths and regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of live marking, encouragement, and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Adaptive teaching, scaffolded for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of adaptive teaching.

We regularly and carefully review the quality of adaptive teaching for all pupils, including those at risk of underachievement, through lesson observations, work scrutinises, student voice and pupil review meetings. Lessons are structured with DO NOW tasks, modelling, HINGE questions and exit questions. Students' understanding is checked during lessons through mini whiteboards, targeted questioning, etc. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and adaptive teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team (SLT), review the progress of all pupils. Students of concern, i.e. pupils making less than expected progress given their age, ability and individual circumstances are progressed to next tier of support and helped through the raising standards process. This support is for students that may or may not have SEND needs and is characterised by progress that:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

4. APPROACH TO TEACHING AND ADAPTATIONS

Where a pupil is identified as having SEND, the school takes action to remove barriers to learning and put effective special educational provision in place.

This SEND support takes the form of a four-part cycle – **Assess, Plan Do, Review** -through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes.

Assess

In identifying a pupil as needing SEND support the class teacher/s, working with the SENDCo, HoD and HoY carry out a clear analysis of the pupil's needs. This draw on the teachers' assessments and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. These are recorded and compared to the setting's own assessment and information on how the pupil is developing. As part of this information gathering process the school may use a range of screening tools, checklists, and baseline assessments.

In some cases, outside expert services from health or social care may already be involved with the pupil. These expert services liaise with the school to help inform the assessments. Where expert services are not already working with school staff the SENDCo makes the relevant referrals, subject to informed parental consent.

Plan

Where it is decided to provide a pupil with SEND support, the parents are notified. The teacher/s and the SENDCo agrees, in consultation with the parent and the pupil, reasonable adjustments, interventions and support is put in place, as well as the expected impact on progress, development or behaviour, along with a clear review timeline. The support and intervention provided are selected to meet the outcomes identified for the pupil, based on National Inclusion Standards and the effectiveness of provision offer, provided by trained staff.

Where appropriate, plans are shared and seek parental involvement to reinforce or contribute to progress at home. The plan is recorded on a school system and the pupil 's views are

reflected in the Student Passports (SPs) and Individual Support Plans (ISPs) co-created with students and their families. These include, based on needs and tier of support barriers to learning, provision, reasonable adjustments, key worker, and linked services.

All teachers and support staff who work with the pupil are made aware of their needs, the intended outcomes, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher remains responsible for working with the pupil in their subject. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the teacher is still responsible for the pupil. They work closely with key workers/Teaching Assistants (TA) or experts involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SEND Team supports the students and the subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. There is an increased access to Speech and Language Therapists and Educational Psychologists who now work directly within the school to upskill staff and provide early intervention without requiring a formal referral.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed timeline. The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. The class or subject teacher, working with the SENDCo, revises the support considering the pupil's progress and development, deciding on any changes to agreed provision. Outcomes are agreed and shared with the parent and pupil. Where a pupil has an Education and Health Care plan (EHCP), the local authority (LA), in cooperation with the school, must review that plan as a minimum every twelve months. If required, emergency annual reviews are carried out.

5. EVALUATING EFFECTIVENESS

The success of the school's SEND provision is evaluated through:

- School Quality Assurance Framework
- Monitoring of classroom practice by HT/ SLT / SENDCo /HoD/HoY- learning walks, lesson observations, work scrutiny
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the nominated member of the Governing Body
- School Self-Evaluation document
- Parent and Pupil Voices, school council, both formal and informal

MANAGING PUPILS' NEEDS ON THE SEND REGISTER

Some pupils on the SEND Register have an ISP especially if there is a multi-agency plan (MAP) approach to meeting needs. SPs or ISPs details essential information about the pupil, including their areas of strengths and weakness, their outcomes and steps taken to allow pupils to achieve them and any other experts who have contact with the pupil. Class teachers, parents, pupils, and other professionals all contribute to it, and it is designed to be a working document that is updated to reflect the current needs of the pupil. Formal review meetings take place during the year, where parents and pupils are involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to

the outcomes described in the plan. Key workers are responsible for contributing to maintaining and updating plans.

These are then shared with everyone involved with the pupil. The SENDCo quality assures all records, including Provision mapping, to ensure consistency across the school and appropriateness of outcomes.

CRITERIA FOR ENTRY ONTO THE SEND REGISTER/RECORD

There are three levels of support for pupils with SEND, in accordance with the new Tiered Support Framework.

TIER 1 UNIVERSAL OFFEER: high-quality adaptive teaching that includes reasonable adjustments, a calm environment and enrichment for all students.

TIER 2 – TARGETED and TARGETED PLUS. The additional provision that is recorded in Individual Support Plans and may include input from Experts at hand services. This provision follows the assess, plan, do review cycle and is based on prior attainment / cohort standardised testing or individual screening / assessments) and (usually time-limited) interventions that are needed to allow an individual pupil to learn / make expected educational progress based on prior attainment and compared with academic peers. (Tier 2 may include provision that becomes the normal way of working for the pupil that is different from most pupils of the same age for progress to be maintained and that indicates access arrangements for exams.)

- ✓ Small group – specified period of time
- ✓ Designed for pupils with the potential to „catch up“ and reach age- related norms by the end of the programme delivery
- ✓ Delivered by a trained member of staff
- ✓ Class teacher has a full understanding of the intervention and how to integrate learning into the classroom
- ✓ Additional individual resources, e.g. coloured overlay, aids, additional time
- ✓ Not a stepping stone to Tier 3

TIER 3 –the specialist provision package for students with complex needs, highly personalised, individual interventions, involving additional provision to the previous tiers.

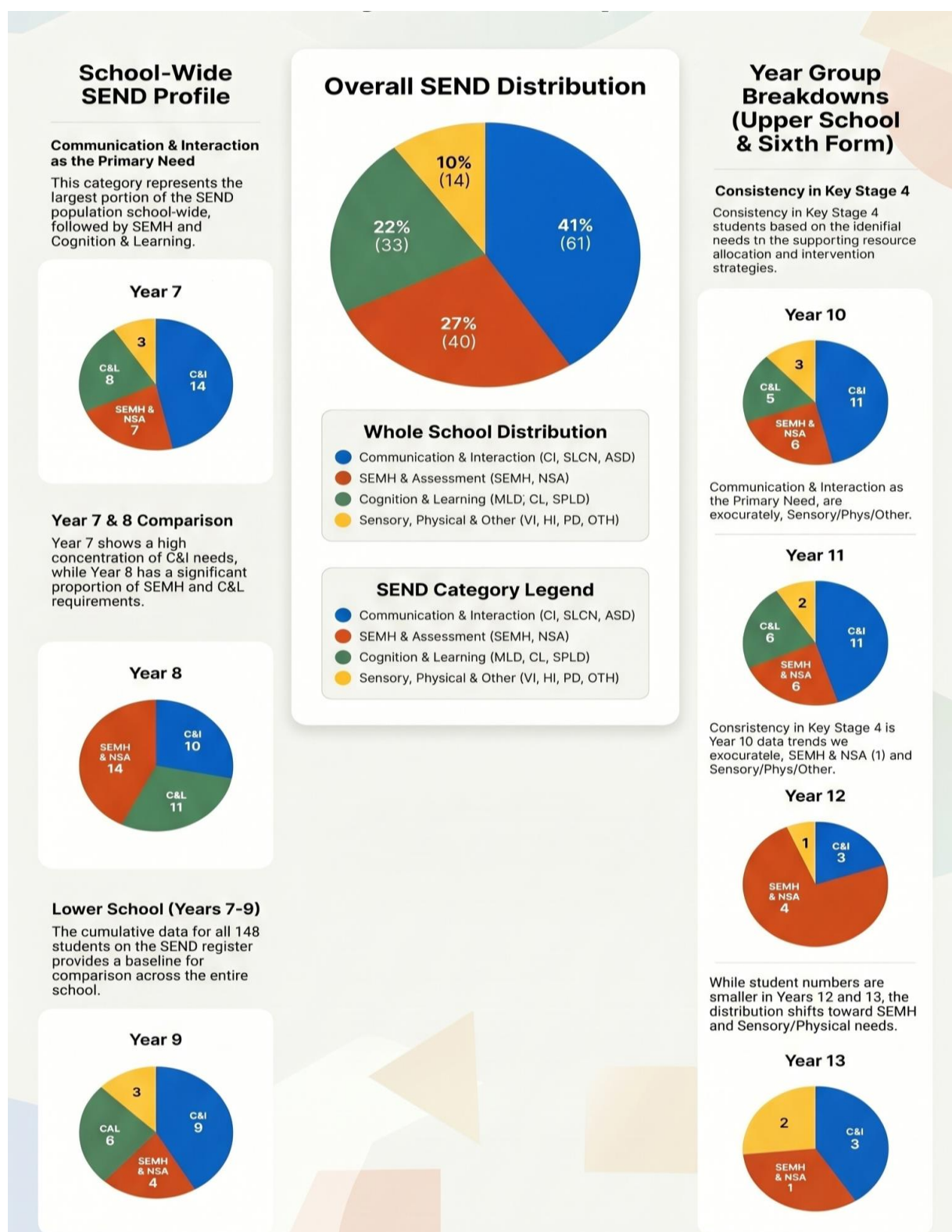
- For a small percentage of children and young people
- Even with high-quality Tier 1 adaptive teaching and support, do not make progress and have significant needs
- Structured and intensive programme that is tailored to individual’s specific difficulties
- One to one programme by a teacher/SEND Team member who has undertaken some additional training
- Narrow the gap between an individual and their peers
- Class teacher has a full understanding of the intervention and how to integrate learning into the classroom where applicable Specialist Support

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to National Inclusion Standards for pupil’s area of need, the school considers involving specialists, including those secured by the school itself or from outside experts at hand services. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the pupil in the same way as other SEND support.

6. OVERVIEW AND CONTEXT OF SEND 2025-2026

Cardinal Pole RC School is an inclusive secondary school offering places for students aged 11-18

years in Hackney. The school has above the national average of students with Education, Health and Care Plans (41).



The school supports students across all 'four broad areas of need', as detailed in the SEND Code of Practice. The SOAR vision applies to all our students; we offer a broad provision to enable students with additional needs to flourish and thrive in accordance with the DfE guidance "every child achieving and thriving" (2026).

Category	EHCP SEN Support Total		
Communication and Interaction (CI, SLCN, ASD)	22	52	74
Social, Emotional and Mental Health (SEMH, NSA)	10	44	54
Cognition and Learning (MLD, CL, SPLD)	5	36	41
Sensory and Physical/Other (VI, HI, PD, OTH)	4	12	16
Total	41	144	185

Key Insights:

- **Communication and Interaction** is the most common primary need category in the school for both EHCP and SEN Support students. It accounts for 53.6% of all EHCPs and 36.1% of all SEN Support students.
- **Cognition and Learning** show a significant reliance on SEN Support, with over **7 times** more students receiving SEN Support than having an EHCP.
- **Social, Emotional and Mental Health (SEMH)** is the second-largest category overall, with a substantial group of 44 students receiving SEN Support.
- The **Sensory and Physical/Other** category remains the smallest group across both levels of support, representing approximately 8.6% of the total SEND register

We continue to provide support for students who are identified and have had a APDR cycle for SEND need, at primary school as well as using our internal processes to identify students with an undiagnosed learning need as illustrated in Annexe 2 flowchart. The progress of all students with SEND is regularly reviewed, actioned and impact measured. More than 7% of SEND students have an EHCP compared to the national figure of 5.3%. Over 20% of our students are on the SEND register and benefit from targeted provision, well above the national figure of 14.2%.

SEND students have an allocated key worker which liaises with family and teachers and has a wellbeing check in and support with home learning.

7. IN SCHOOL PROVISION:

25 pupils were taught within St Nicholas Resource Base Centre.

Through targeted interventions this has decreased over the year, and it halves from one key stage (KS) to the other.

The area of need in which the impact is less measurable is SEMH and Physical/Medical Needs. This is for various reasons and to what we have responded by having 4 Aspace counsellors, a Mental Health Therapist on site, a CAMHS clinician working alongside the wellbeing team as well as the school nurse and a well-trained and specialised inclusion team. **Mental Health Support Teams** are now available to every student in the school, and the school now monitors pupil belonging and engagement through the national Pupil Engagement Framework.

Overall quality of provision for pupils with SEND

SEND students' attendance is higher than the whole school average attendance for the same period.

Attendance figures for the SEND students indicate improvements, above average school attendance.

Attendance	Percentage
All Students	93.89%
ALL SEN	94.51
Education, Health, and Care Plan	94.48%
SEN Support	94.03%
NO SEN	93.08%

Weekly Monday meetings are held, where students of concern are discussed. TAs liaise closely with staff, families, and support when issues arise. Parents of all students provided for within the St Nicholas Centre, as well as students with complex needs and/or an EHCP are called weekly and updated on progress and/or areas of concern. All communications are logged centrally.

Support agreements are in place for each in or out of class support. Half termly monitoring forms are completed and saved in individual student files.

Students that progress well towards their targets are rewarded at the end of each term.

Postcards are also sent home to families, with specific praise to support understanding of what went well and what they should do next.

Our **provision** has been reviewed to ensure that:

- SEND/EAL children are supported to access a mainstream curriculum which challenges them academically, socially and sets high aspirations for their progress and achievement.
- Teaching staff are trained to know and understand how best to support children with SEND/EAL, building a repertoire of strategies in response to simple, pragmatic information provided by the Inclusion Team.
- Improves provision and outcomes for SEND students by ensuring that they receive support from professionally qualified support staff who foster independence and challenge.

Priorities for the year:

- To implement National Inclusion standards
- To ensure pupils with SEND have equal access to arts, sports, and civic engagement
- To ensure our overall Progress 8 score for SEND EHCP students is in line with national

Education, Health, and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the pupil or young person, the pupil or young person has not made expected progress, the parents or the school should consider requesting an Education, Health and Care needs assessment after the 3 APDR cycles have been completed.

CRITERIA FOR EXITING THE SEND REGISTER/RECORD

If it is felt that pupils are making progress that is sustainable without Tier 2 provision, then they may be taken off the SEND register. If this is the case then the views of the teacher/s, SENDCo, pupil and parents need to be considered, as well as that of any other experts involved with the pupil. If it is agreed by all to take the pupil off the SEND register, they are monitored for a term, then all records are kept until the pupil leaves the school (and passed on to the next setting).

The pupil continues to be monitored through the school monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy are followed.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at the school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case, the school complies with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan that brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed. For students with ongoing medical needs, we ensure the curriculum is accessible through remote learning packages, sharing work with hospital teachers, revisiting key concepts upon return. The school has a policy for [Supporting Pupils at School with Medical Conditions](#).

At Cardinal Pole we work closely with the experts at hand services, such as the School Nurse, specialist nurses, relevant hospital, to meet the medical needs of children, which may include creating, alongside parents, a Health Care Plan. All staff are informed about students on the medical register. Medication is administered in school in agreement with parents/carers and a completed Medical Consent Form.

All medication administered in school is recorded on a centralised document.

Accessibility

Our school is a safe environment for all members of our school community. Reasonable adjustments have been made for students who are visually impaired, students in wheelchairs and with other physical needs. The school has lifts/mobility platforms to all student teaching areas above the ground level. The school has purchased adapted furniture, fittings and equipment which can be deployed in response to individual access assessments undertaken for disabled students as required. The school purchased physical aids to ensure disabled students can access the e.g. enlarged computer screens, food workstations, hoist for wheelchair users and other physically disabled students. Accessibility is considered in all purchase decisions of equipment. Staff have the relevant specialist training including manual handling and information to meet the needs of all students. Disabled toilets with space for a hoist are at every floor.

Inclusion

All students on roll at Cardinal Pole School are fully included in all aspects of the school's life e.g.

educational trips, extra-curricular activities, and special events. Risk Assessments are undertaken,

where necessary, and additional support provided in partnership with parents.

8. STAFF EXPERTISE AND TRAINING

TRAINING AND RESOURCES

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs are discussed as part of the Hackney education (HE) offer, and both teaching and support staff are made aware of training opportunities that relate to working with pupils with SEND. Training last year on : Autism awareness, Adaptive teaching, Dyslexia support, etc. The school's SENDCo regularly attends HE SENDCo network forum meetings to keep up to date with local and national updates in SEND.

9. WORKING IN PARTNERSHIP WITH PARENTS AND STUDENTS

- **Parents:** We consult families via weekly calls and formal reviews. Parents can communicate with the SEND team daily via a home-school planner, outlook office booking system or dedicated email.
- **Students:** Students co-create their Student Passports (SPs). Students are encouraged to participate in wider forums such as the Hackney/Local] SEND Youth Forum.

10. TRANSITIONS. PREPARING FOR THE NEXT STEPS

We support transitions from primary school and into Higher Education or employment. Our transition reviews are person-centered, focusing on the individual ambitions of the student for independent living and community participation. Career guidance and support for Independence is provided based on VSEND student profile and in accordance to their wishes.

11. SEND FUNDING

ELEMENT 3 TOP UP is used for ELSA TA, equipment, therapists, specialist teachers, all 4 strands of [TIER 3](#) from the provision map.

12. COMPLAINTS

Complaints regarding children with SEND, about their provision or about any other matter follow the school's 'Complaints Policy'. The [SEND Concerns and Complaints Form](#) can be found on the school's website.

Complaints for children with SEND comply with The Special Educational Needs and Disability

Regulations 2014 and follow the Cardinal Pole School Complaints Procedure.

13. SUMMARY OF ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school.

The Governing Body will ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- The school profile informs parents under the heading „How we are making sure we are meeting the learning needs of individual pupils“
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- Parents are notified if the school decides to make SEND provision for their pupil
- They are fully informed about SEND issues, so that they can play a major part in school self-evaluation
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The Headteacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the Governing body informed about SEND issues
- Working closely with the SENDCo
- The deployment of all special educational needs personnel within the school
- Monitoring and reporting to governors about the implementation of the School's SEND policy and the effects of inclusion policies on the school as a whole

The Special Educational Needs and Disabilities co-ordinator (SENDCo) is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating the provision for pupils with special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify pupils with special educational needs
- Carrying out assessments and observations of pupils with specific learning problems
- Supporting class teachers in devising strategies, drawing up PMPs, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with experts at hand services, arranging meetings and providing a link between these services, class teachers, and parents
- Maintaining the school's SEND register and medical records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, etc
- Contributing to the in-service training of staff
- Liaising with the SENDCos in other secondary schools and/or other primary schools or

academies to help provide a smooth transition from one setting to the other.

Class teachers are responsible for:

- Adaptive teaching for all pupils
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in collaboration with the SENDCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions, and support, including pupils with SEND in the classroom, through providing an appropriately adapting the curriculum.
- Retaining responsibility for the pupil, including working with the pupil on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of pupils with SEND

SEND Team members should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing, and making provision for pupils with SEND.

TAs and Mentors work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play a key role in implementing individual plans, EHCPs and monitoring progress.

14. SUPPORT SERVICES AND LOCAL OFFER

SEND Policy and Next Steps

Our policy ([see website](#)) seeks to value all students and capture their voice in our planning and reviews; encourage and welcome the involvement of parents; ensure all students are respected, trusted and cared for; maximise the academic and social potential of all students regardless of need.

Further Information – see [Hackney Education local offer](#) and [school local offer](#) information available on school website