

Reviews also consider whether reasonable adjustments remain effective and whether support continues to promote independence and preparation for adulthood.

CALLERTON ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

The Special Educational Needs Co-ordinator (Acting), at Callerton Academy, is Mrs Stacy Jones. You can contact Mrs Jones through admin@callertonacademy.org.uk or 0191 605 3835.

The Local Advisory Group Member with responsibility for Special Educational Needs, for Callerton Academy, is David Bowes.

Planning/Review Team: Senior Leadership Team and Academy Advisory Group.

INTRODUCTION

This policy replaces all of our previous SEND policies. It relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person', in the context of the SEND Code of Practice, is a person over the age of 16 and under the age of 25.

Callerton Academy recognises that children and young people with SEND may be more vulnerable to safeguarding concerns and that safeguards and procedures must be adapted to ensure pupils' voices are heard and acted upon appropriately.

This policy takes into account legislation relating to SEN and Disabilities including:

Part 3 of the Children and Families Act (2014)

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)

Special Educational Needs and Disability Code of Practice: 0–25 years (DfE, updated September 2024)

The Special and Educational Needs and Disability Regulations (2014)

The Special Educational Needs (Personal Budgets and Direct Payments) Regulations

The Order setting out transitional arrangements

Equality Act (2010)

The Mental Capacity Act (2005)

Keeping children safe in education (2024)

Keeping Children Safe in Education (DfE, September 2024)

Supporting Pupils at School with Medical conditions (2014).

Gosforth Federated Academies fully recognises its responsibilities relating to Special Educational Needs and Disability.

There are three main elements to our policy:

1. ACADEMY ARRANGEMENTS

Including:

Definition, principles and objectives

Roles and responsibilities

Co-ordinating and managing provision

Admissions arrangements

Specialisms and specialist facilities

2. IDENTIFICATION, ASSESSMENT AND PROVISION

Including:

Access to facilities and provision

Allocation of resources

Access to the curriculum

Medical conditions

Identification, assessment, planning and review arrangements • Evaluating success

3. PARTNERSHIP WITHIN AND BEYOND GOSFORTH GROUP

Including:

Partnership with Parents/Carers

Pupil Participation

Links with external agencies and support services

Links with other schools and transition arrangements

The Academy recognises that pupils with SEND may face additional safeguarding risks, including communication barriers, peer-on-peer abuse and exploitation. Staff receive training to recognise these vulnerabilities and safeguarding procedures are adapted accordingly.

Staff development

4. Complaints

1. ACADEMY ARRANGEMENTS Definition, principles and objectives

Definition

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

...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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

...Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise; ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health - conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.” (See Special Educational Needs and Disability Code of Practice: 0 to 25 years).

Principles

At Callerton Academy, we believe that each child is an individual and, as such, has unique strengths, talents and needs. To achieve their full potential, some children and young people require additional support and we recognise this and plan accordingly. We acknowledge that some children may have special educational needs at some time in their school career. Some children and young people may require continuous help throughout their time in school, whereas others may need support for only a short period to help overcome more temporary needs. Callerton Academy aims to provide all children and young people with strategies for dealing with their needs in a supportive environment, and to give them access to a broad, balanced and relevant education. Our fundamental principles recognise that:-

All children and young people should have their individual needs met.

The views of individual children and young people should be sought and taken into account. • All children and young people, whatever their special educational needs, should receive appropriate educational provision, through a broad and balanced curriculum, which is relevant and differentiated, and which demonstrates coherence and progression in learning.

A close partnership, with parents/carers who play an active and valued role in their children’s education, is vital.

All children and young people should have equal opportunities to take part in all aspects of Callerton Academy’s provision, as far as is appropriate.

Objectives

Our objectives in this policy are:-

To identify and monitor children’s individual needs, at the earliest possible stage, so that appropriate provision can be made and achievement raised.

To plan an effective curriculum, to meet the needs of children and young people with special educational needs, ensuring that the targets set are specific, measurable, achievable, realistic and time related.

To identify, assess, record, and regularly review the progress and needs of individual students.

To involve children and young people and parents/carers in the identification and reviewing of targets set.

To raise the self-esteem of children and young people with special educational needs, acknowledging the progress they have made.

To ensure that all children and young people make good progress with a continuous cycle of planning, teaching, assessment and evaluation, which takes account of the wide range of abilities and interests of the children, being central to the work of every class and every subject.

To work collaboratively with children and young people, parents/carers, other professionals and support services including the Educational Psychology Service, Health Service and Social Care.

To recognise that provision for children and young people, with SEND, requires a whole Academy approach. In addition to the Governors/Trustees, SST and SENDCOs/Assistant SENDCOs, all other members of teaching and support staff have responsibility for all children and young people. All teachers are teachers of children with special educational needs.

Roles and Responsibilities Principal, Trustees and Academy Advisory Group Role Gosforth Group Trustees and the Principal of Callerton Academy will:

Strive to ensure that the necessary provision is made for any child and young person with special educational needs.

Ensure that staff are aware of the importance of identifying and providing for children with special educational needs.

Consult the LA and the governing bodies of other schools, when it seems necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole.

Ensure that children and young people with special educational needs join in the activities of the Academy together with children and young people who do not have special educational needs, so far as is reasonably practicable. These activities will be compatible with the children and young people receiving the special

educational provision their learning needs call for, the effective education of those with whom they are being educated, and the efficient use of resources.

Report to parents/carers on the implementation of the Academy's policy for children with special educational needs and/or disability.

Have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) when carrying out duties toward all children and young people with special educational needs and/or disability.

Have regard to the Special Educational Needs and Disability Code of Practice: 0–25 years (updated September 2024) when carrying out duties toward all children and young people with special educational needs and/or disability.

Ensure that parents/carers are notified of a decision by Callerton Academy that SEND provision is being made for their child.

Trustees and Academy Advisory Group Members play an important role in ensuring that:

They are fully involved in developing and monitoring the Academy's SEND policy.

They are up-to-date and knowledgeable about the SEND provision, including how funding, equipment, and human resources are deployed.

SEND provision is an integral part of the School Improvement Plan.

The quality of SEND provision is continually monitored.

In addition, as part of the Special Educational Needs and Disability Regulations (2014), the Trustees will take any necessary action to ensure that it does not discriminate against disabled children.

Principal's Role

The Principal, in conjunction with senior leaders, has responsibility for:

Leadership and management of all aspects of the school's work, including provision for children and young people with special educational needs.

Keeping the Trustees informed about SEND issues.

Working closely with the SENDCO.

The deployment of all special educational needs personnel within the school.

Monitoring and reporting to the governors/Trustees about the implementation of the Academy's SEND policy and the effects of inclusion policies across Callerton Academy as a whole.

SENDCO

The SENDCO is responsible for co-ordinating the provision of special educational needs throughout the Academy. This includes:

Overseeing the day-to-day operation of the SEND policy.

Providing leadership, advice and support to staff, in the area of special educational needs.

Working alongside staff to assist them in assessing, identifying and planning for SEND and ensuring that SEND children and young people make progress.

Assisting in the monitoring and evaluation of the progress of children and young people with SEND, through use of existing school assessment information, e.g. regular Progress Assessments, close liaison with subject/class teachers, external examinations, SIMS, Tracker and SISRA data etc.

Overseeing and maintaining specific resources for special educational needs.

Liaising with external agencies and providing a link between these agencies, class/subject teachers and parents/carers.

Contributing to and, where necessary, leading the in-service training of staff.

Monitoring, evaluating and reporting on the provision for children and young people with SEND, to the Trustees, in conjunction with the Governor for Special Needs.

Management and update of the SEND register and SEND records – including the dissemination of relevant SEND information, regarding individual children and young people, to staff.

Ensuring that children and young people, identified with SEND, are listed in the SEND Register, on the shared staff area of the Academy's computer system, and in SIMS.

Co-ordinating Examination Access Arrangements, for SEND children and young people, during external examinations and internal assessments.

Carrying out detailed assessments and observations of children and young people with learning difficulties and special educational needs.

Liaising effectively with HLTAs and Learning Support Assistants.

Liaising with the SENDCOs in feeder schools, to ensure a smooth transition for SEND children from one school to the other.

Liaising with the Designated Teacher where a Looked After Child has SEND.

Liaising with the SENDCOs in other FE and HE institutions to ensure a smooth transition for young people with SEND.

Leading SEND Reviews and managing all statutory documentation relating to special educational needs.

Liaising with parents/carers of children and young people with special educational needs, in conjunction with class/subject teachers and specialist Learning Plan Managers, so that they are aware of the strategies being used and encouraging them to be partners in the process.

Class/subject teachers are responsible for SEND provision within the classroom and for providing an appropriately differentiated and inclusive curriculum. The first step in responding to an individual's identified need is to ensure that high-quality teaching, differentiated and personalised, is in place. Class and subject teachers retain responsibility for the progress of individuals and are at the centre of planning SEND provision with the SENDCO and any specialist staff involved with the child or young person. This includes the provision for looked after children.

The HLTAs and Learning Support Assistants work as part of the team alongside the SENDCOs, Assistant SENDCOs and the teachers. They support the individual needs of children and young people with SEND and help with their inclusion within the classroom, in small intervention groups and through one-to-one support. They play an important role in implementing personalised provision and in monitoring progress. They contribute to review meetings and help children and young people with SEND to gain access to a broad and balanced curriculum. They are also available to provide educational and emotional support to our looked after children.

Co-ordinating and Managing Provision

Across Callerton Academy:

Sharing of expertise is welcomed and encouraged.

Special educational needs provision is a whole school responsibility.

There is daily informal contact between all staff to monitor individuals and to discuss concerns.

Children and young people and parents and carers are involved, as far as is practical, in discussions regarding targets, provision and progress.

Admission arrangements

Normal admission arrangements apply (see Admissions Policies). We strive to be a fully inclusive school.

Callerton Academy recognises its anticipatory duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils. Reasonable adjustments are made regardless of whether a child or young person is recorded on the SEND Register or has an Education, Health and Care Plan.

All children and young people will be treated according to their needs in line with Callerton Academy's policy for equality of opportunity.

No child or young person will be denied admission because of his or her creed, race, physical ability or academic attainment.

Where a child or young person has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure that these individual needs are fully met.

If a child or young person is transferring into Callerton Academy with an EHC Plan the continuation of this support will be negotiated with the LA to ensure that their needs can be met.

Any variation to the above will need to be agreed by the full Trustees.

Specialisms and specialist facilities

At Callerton Academy:

All teaching staff are able to teach students with SEND. Additional training for teachers and Learning Support Assistants is made available, when necessary and appropriate, particularly training to meet the specific needs of an individual student.

Differentiated resources are used to ensure access to the curriculum and are easily accessible in the Student Support Base and classrooms. Additional resources can be accessed from SENDOS. Specialised programmes, such as 'IDL' can be accessed from computers and also from home.

All staff are kept well informed about the strategies needed to manage individual SEND needs, effectively, and we try to ensure that other children and young people understand these needs and respond with sensitivity.

SEND support aims to encourage as much independence as possible within a safe and caring environment.

We have access to the expertise of LA services, and other agencies, if, and when, required.

Trustees and AAG members endeavour to ensure that the environment of the school is such that, as far as is practically possible, children and young people with disabilities can participate in the full curriculum.

2. IDENTIFICATION, ASSESSMENT AND PROVISION

Access to Facilities and Provision

Please refer to Callerton Academy's Accessibility Plan which outlines how we:

Increase access to the curriculum for children and young people with a disability

Improve and maintain access to the physical environment

Improve the delivery of written information for children and young people.

Allocation of Resources

Most of the resources, used by children and young people with special educational needs, are available within the classrooms and in the Student Support Base. Learning Support Assistants may be targeted to work with identified children and young people, under the guidance of a teacher, and in consultation with the SENDCO. The SEND budget is spent on resources and staffing costs which are allocated to support the SEND children and young people and to meet the objectives of this policy. Callerton Academy will use a range of funding, including the notional SEND budget and, where applicable, pupil premium, to provide high quality support for children and young people with SEND. Occasionally, children and young people may be allocated further funding which enables them to receive increased individualised support. An EHC Plan determines this support.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children and young people to access the learning. Teachers have high expectations for all students and, in their planning and teaching, they provide suitable learning objectives, meet the diverse range of learning needs and remove barriers to learning. For the majority of the week, children and young people with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of all children and young people but, in order to maximise learning, some children and young people are withdrawn, individually and/or in small groups, to participate in targeted, time-limited interventions which are planned to meet particular needs. Children and young people with SEND are actively encouraged, and supported, to join in and benefit from additional activities and clubs, in addition to any wider community activities.

Reasonable adjustments may include, but are not limited to, adaptations to teaching approaches, behaviour policies, school routines, sensory environments, assessment arrangements, timetabling and uniform expectations. These are regularly reviewed to ensure pupils are not placed at a substantial disadvantage.

Medical Conditions

Callerton Academy will follow the recommendations of the Children and Families Act (2014) with regard to arrangements for children and young people with medical conditions. Where a child or young person also has SEND, their provision will be planned and delivered in a co-ordinated way with their healthcare plan.

Arrangements for pupils who are looked after by the Local Authority

Callerton Academy will follow the statutory guidance on supporting pupils who are in local authority care as set out by the Department for Education. The LAC Coordinator and SENDCO will work collaboratively to ensure that any SEND provision matches the pupils' individual needs. Where a student has an EHC Plan, individual needs, targets and provision will also be discussed with the Care Plan and Personal Education Plan (PEP).

Identification, Assessment, Planning and Review Arrangements

Callerton Academy follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice, for all children and young people, and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'

(Teachers' Standards, 2012). School assessment data, teacher judgments and, where appropriate, assessments from outside agencies, are used to identify children and young people who require additional and different provision. A provision map outlines this SEN support and is updated regularly. The following are not SEND but may impact on progress and attainment: attendance and punctuality; health and welfare; English as an Additional Language (EAL); receipt of pupil premium; being a Looked After Child; being a child of service personnel.

SEND Support – Four Part cycle (Assess, Plan, Do, Review)

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Regular progress and review meetings support the early identification of children and young people who may have SEND. Where concerns are identified, they are then discussed with the SENDCO and appropriate action is then taken.

Assess

The class or subject teacher, working with the SENDCO, will carry out a clear analysis of a child's needs. This assessment will be reviewed regularly and, where appropriate, professionals will help to inform the assessment. Parents and carers may be asked to contribute to this process.

Assessment considers academic progress, attendance, engagement, behaviour, wellbeing and safeguarding indicators. Behaviour is recognised as a possible form of communication, particularly for pupils with SEND.

Plan

Parents/carers will be formally notified if their child is to be placed on the SEND Register at 'SEND Support'. Adjustments to provision, interventions and support will be agreed with staff, the child or young person and parents/carers and a record of this planning will be made. This may be presented in the form of a provision map.

Do

The class or subject teacher will remain responsible for working with the child or young person, on a daily basis, and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any LSAs or specialist staff involved. The SENDCO will support this process.

Review

The effectiveness of the support and interventions, and their impact on the child or young person's progress, will be reviewed on an agreed date. Regular reviews will be held with parents/carers and the class or subject teacher, working with the SENDCO, will revise the support in the light of the child or young person's progress. If the child or young person does not make the expected progress, over a sustained period of time, the SENDCO will consider involving specialists (e.g. Educational Psychology Service, School Health, School I

Improvement Service (SIS) SEND Support, SEND Outreach Service (SENDOS) and, when appropriate, Social Care and the Looked After Children Team etc).

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a child or young person, the child has not made expected progress, then the SENDCO and/or parents/carers will consider requesting an Education, Health and Care assessment. The SENDCO will provide the Local Authority with evidence of the action taken as part of SEND support. This may or may not result in the issuing of an Education,

Health and Care Plan which entitles the child or young person to additional support, as prescribed in the Plan, to support them in meeting identified outcomes.

For students with Education, Health and Care Plans, outcomes are reviewed with a focus on preparation for adulthood, including independence skills, future learning, employment and participation in the community where appropriate.

Managing and reviewing provision for students with SEND

All teachers across the Academy are accountable for the progress of pupils with SEND. Provision for students with SEND is managed by the SENDCO. At Callerton Academy all teachers are able to teach pupils with SEND. In addition:

- Training is made available throughout the year to all staff within the Academy.
- Bespoke training is organised where there has been a need identified.
- Information about individual needs is shared with all teaching and support staff via the SEND register and pupil profiles; Pupil Profiles contain detailed information about the individual child's needs and strategies to support them.
- A SEND handbook with information about accessing SEND information, strategies to support classroom practice and referral forms is made available to all teaching staff.
- An annual report will be made available to governors on the effectiveness of SEND provision.
- Teacher data, teacher referrals and standardised assessment data will be used to inform students identified for intervention.

Evaluating the effectiveness of provision

Evaluation of SEND provision considers: Academic progress and attainment; Attendance and engagement; Emotional wellbeing and resilience; Independence and self-regulation; Preparation for adulthood outcomes; Pupil and parent voice.

All students with SEND will be supported to make progress which is monitored through classroom teacher data entry, staff observations, assessment data and SENDCO monitoring.

The SENDCO will liaise with department/subject leaders to identify students who require support and intervention.

The impact of targeted intervention will be assessed and monitored by the SENDCO.

The impact of quality first teaching will be assessed by the SENDCO through: data entry, staff voice, SEND reviews, pupil voice and lesson observations, where necessary.

Children and Young people will be involved in discussing and reviewing their provision and outcomes.

The SEND department will be subject to an annual self-evaluation process.

Further details regarding provision for children and young people with SEND can be found in the SEND Information Report document.

Further details regarding provision for children and young people with SEND are published in the SEND Information Report, which is reviewed and updated annually. The SEND Information Report is published on the Academy website and includes links to the Local Authority Local Offer. The SEND Information Report explains how this policy is implemented in practice.

This document can be found on the Callerton Academy website. It outlines the provision made for all children and young people with SEND, at Callerton Academy, within the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical. Some children and young people may have needs which span several areas.

Evaluating the success of our policy

This policy will be evaluated against the objectives previously stated and measured by the following:-

Teachers' planning reflecting the learning objectives for children and young people with special educational needs.

Parents/carers being aware of individual targets/outcomes set for SEND children and young people.

Children and young people being involved in discussing, contributing to and reviewing their individual targets/outcomes.

Progress being monitored closely to ensure that children and young people progress through specific, measurable, achievable, realistic, time-bound targets (SMART).

Overall analysis of progress tracking data and assessment results in addition to pre and post assessments for those SEND children and young people who are withdrawn for targeted interventions in specific areas.

Ensuring that external agencies, where appropriate, are fully informed and involved.

Formative assessment (e.g. through observations and work scrutiny).

Value-added data for children and young people on the SEND Register.

Monitoring of procedures and practice, by the SEND link AAG member and SENDCO

The number of children and young people identified on the SEND Register.

Academy self-evaluation.

Any external evaluation, or inspection, which also enables us to evaluate the success of our provision.

Success criteria:

All planning will reflect identified individual needs.

Identified children and young people will reach their expected target, as judged through objective testing and/or teacher's professional judgement, and/or no longer needing additional support.

Parents/carers, children, young people and external agencies will be fully involved in the support process.

All SEND children and young people will make significant progress.

All SEND children and young people will enjoy school and achieve success.

3. PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Partnership with Parents/Carers

Parents/carers are important partners, in the effective working relationship with Callerton Academy, in raising their child's achievement. They are fully involved in the identification, assessment and decision-making process and they are encouraged to discuss any concerns with class/subject teachers/SEND Team as they arise.

Parent/carer contributions, regarding their child's education, are valued highly by the staff in the Academy. Interpreters are arranged for parents/carers who require translation during meetings; written information is in accessible formats; sufficient notice is given, for meetings, to enable preparation and planning time for parents/carers. The Parent Partnership Service is also used by parents/carers for further support and guidance. Parents/carers will be regularly updated with relevant information and will be consulted before outside agencies become involved. The Common Assessment Framework (CAF) is used to co-ordinate support for children, young people and their families who have a range of needs.

Pupil Participation

We show sensitivity, honesty and mutual respect in encouraging children and young people to share their views and we value their contributions. Children and young people are involved in the decision-making process, whenever possible, and are supported in order to do so.

Confident children and young people, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years. At Callerton Academy, we help children and young people to participate in their learning by encouraging them to discuss targets and steps for improvement. For those with SEND, this includes discussing the strategies for success and in targets and

outcomes set by subject teachers. We encourage children and young people to take part in reviewing their progress and in setting new goals and challenges. Whenever possible, children and young people are encouraged to attend their review meetings.

Links with external agencies and support services

Close links are maintained with the LA support services to ensure that Callerton Academy makes appropriate provision for children and young people with special educational needs. When it is necessary to contact external agencies, the SENDCO will make the arrangements and consult with parents/carers accordingly. These agencies normally include:-

Educational Psychologists/Single Point of Contact (SPOC Team)

SEND Outreach Service (SENDOS)

School Health/National Health Service

Educational Welfare Service

Children and Young People's Service

Social Care

Links with other schools and transition arrangements

Transition planning for pupils with SEND includes emotional preparation, increasing independence and sharing information in accessible formats. Parents and pupils are actively involved in all transition planning.

At Callerton Academy, links are maintained to ensure a smooth transfer, on school entry, through liaison and visits to local feeder schools by the SENDCO. Children are invited to visit Callerton Academy, for induction visits, in the term before they start and, if necessary, the school liaises with other agencies at this stage. To ease transition, vulnerable children are carefully located in classes and may be paired with a child of a similar level of need. The SENDCO attends Year 6 SEND Reviews whenever possible to become fully informed about individual SEND needs. Some children are allocated an LSA, to assist with transition issues, and all SEND records and information are transferred as part of the transition process. Callerton Academy also administers a

reading test, to identify those who would benefit from intensive literacy work as they move into Year 7. Children transferring, mid-year, are offered visits and their SEND information is sought from their previous school to ensure a smooth transition.

If a child or young person, with SEND, transfers to another school (e.g. to an alternative post-16 institution), the SENDCO liaises with other SENDCOs/key staff to ensure a smooth transition and key information, regarding SEND provision, will be shared with the next school/setting through the review process.

Parents/carers are fully involved in transition planning at all stages.

Transfer within Callerton Academy

Teachers liaise closely when children and young people transfer to another class within the Academy and/or another Key Stage. Meetings are arranged, wherever possible, between teachers, the SENDCO/Assistant SENDCO, HLTA, and other key staff, to ensure smooth transition.

Staff development and appraisal

Through the monitoring and evaluation of our provision, the SENDCO, Principal and Senior Leadership Team will identify any particular professional development needs of the staff. Staff development will, where appropriate, be linked closely to the School Improvement Plan and Appraisal Objectives. Staff who attend additional courses will disseminate information at staff meetings. Whole school in-service training sessions are arranged, as appropriate, in response to any particular needs identified across the Academy. Outside agencies deliver training as, and when, needed. Staff are informed of local and national developments in relation to SEND and Inclusion.

Complaints

We strive to offer the best provision for all our children. We recognise the important role Parents and Carers play in raising the achievement of their child and are fully involved in the decision making process regarding their child. Parents are encouraged to raise any concerns they have regarding their child as they arise with their child's named member of staff and/or the SENDCO. However, should a parent/carer have a complaint about the support provided for their child in school, they should refer to our Complaints Policy, which can be found on the Gosforth Group website.

This SEN and Disability Policy will be reviewed and amended annually.