Special Educational Needs and Disability (SEND) Policy

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Policy Statement

At Madginford, we are committed to providing an inclusive, ambitious and supportive education for every pupil, including pupils with special educational needs and/or disabilities (SEND).

We believe that every child has the right to:

- be valued and respected;
- feel safe and belong within the school community;
- access a broad, balanced and ambitious curriculum;
- have their individual needs identified accurately and at the earliest appropriate opportunity;
- receive appropriate support to overcome barriers to learning;
- make progress from their individual starting points;
- develop independence, confidence and resilience;
- participate fully in school life;
- have their views listened to and taken seriously;
- be supported in partnership with their parents/carers and, where appropriate, external professionals.

We recognise that SEND is not a barrier to high achievement. We maintain ambitious expectations for pupils with SEND and do not use SEND as an explanation for low expectations, limited curriculum access or poor outcomes.

Our approach is based on the principle of **"identify, understand, remove barriers, support, monitor and improve."**

Legislative and Statutory Framework

This policy has regard to current legislation, statutory guidance and national requirements, including:

- Children and Families Act 2014;
- Education Act 1996;
- Equality Act 2010;
- Special Educational Needs and Disability Regulations 2014;
- Special Educational Needs and Disability Code of Practice: 0 to 25 years;
- SEND: Guide for Schools and Alternative Provision Settings;
- Equality Act 2010: reasonable adjustments and accessibility duties;
- statutory requirements relating to Education, Health and Care (EHC) needs assessments and EHC plans;
- Keeping Children Safe in Education;
- Working Together to Safeguard Children;
- statutory attendance requirements and guidance;
- supporting pupils with medical conditions;
- the current Ofsted Education Inspection Framework and school inspection toolkit;
- relevant local authority SEND guidance and Local Offer.

The SEND Code of Practice remains statutory guidance for schools in England and was last updated by the DfE in September 2024.

The Special Educational Needs and Disability Regulations 2014 provide the statutory framework for schools' SEND arrangements.

This policy will be reviewed when legislation or statutory guidance changes.

Definition of Special Educational Needs and Disability

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

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

Special educational provision is educational or training provision that is additional to, or different from, that generally made for other children or young people of the same age.

A disability is defined under the Equality Act 2010 as a physical or mental impairment that has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school recognises that a pupil may have SEND without having a formal diagnosis.

Our Vision for Inclusion

Inclusion at Madginford means that pupils with SEND are:

- present;
- included;
- participating;
- supported;
- achieving;
- developing independence;
- prepared for their next stage of education and life.

We will not equate inclusion simply with physical presence in a classroom.

We will consider whether pupils with SEND:

- can access the curriculum;
- understand what they are learning;
- participate meaningfully;
- develop knowledge and skills;
- build positive relationships;
- attend regularly;
- feel safe and valued;
- make progress;
- develop independence;
- have their needs understood;
- receive effective support.

This reflects the renewed Ofsted approach from September 2026, under which inspectors give particular attention to pupils with SEND and other pupils who face barriers to learning or wellbeing.

Principles

The school will:

- have high aspirations for every pupil;
- identify SEND needs accurately and promptly;
- work in partnership with pupils and families;
- provide high-quality teaching for all pupils;
- use reasonable adjustments and adaptive teaching effectively;
- provide additional support where required;
- use evidence-informed approaches;
- monitor the impact of provision;
- involve appropriate external professionals;
- ensure pupils with SEND have access to a broad and ambitious curriculum;
- promote independence rather than unnecessary adult dependency;
- ensure safeguarding arrangements are effective for pupils with SEND;
- support attendance and address barriers to regular attendance;
- ensure that SEND provision is coordinated with wider school improvement;
- comply with statutory duties and the Equality Act 2010;
- ensure that pupils and families understand how to access support and resolve concerns.

Admissions

The school will comply with its published admissions arrangements.

Pupils with SEND will not be treated less favourably because of their disability.

Where a pupil has an EHC plan, the school will comply with the relevant requirements concerning consultation, naming of the school and provision specified within the plan. The school will work with the local authority, parents/carers and relevant professionals to ensure that appropriate provision is identified.

Identification of SEND

The school recognises that early identification and appropriate intervention are important. Concerns about SEND may arise from:

- teacher assessment;
- observation;
- pupil voice;
- parent/carer concerns;
- attainment or progress data;
- developmental information;
- behaviour or emotional presentation;
- attendance patterns;
- communication difficulties;
- screening or assessment;
- information from previous settings;
- health professionals;
- social care;
- other external agencies.

The school will not rely solely on attainment data to identify SEND.

Similarly, a pupil who is attaining below age-related expectations will not automatically be identified as having SEND.

Leaders and teachers will consider the full range of factors affecting the pupil's learning and development. These may include:

- quality of teaching;
- gaps in prior learning;
- attendance;
- language and communication;
- SEND;
- social and emotional factors;
- safeguarding;
- disadvantage;
- health;
- developmental needs;
- environmental factors.

Areas of SEND

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

Communication and interaction

This may include:

- speech, language and communication needs;
- developmental language disorder;
- autism spectrum condition.

Cognition and learning

This may include:

- specific learning difficulties;
- dyslexia;
- dyspraxia;
- dyscalculia;
- moderate learning difficulties;
- other learning difficulties.

Social, emotional and mental health

This may include:

- difficulties managing emotions;
- anxiety;
- emotional regulation difficulties;
- mental health needs;
- difficulties with behaviour where these arise from an underlying SEND need.

The school will not automatically classify behaviour as SEMH.

Sensory and/or physical needs

This may include:

- visual impairment;
- hearing impairment;
- physical disability;
- sensory processing needs;
- other medical or physical conditions affecting access to education.

Pupils may have needs in more than one category.

A Graduated Approach to SEND Support

The school will use a graduated approach based on: **Assess → Plan → Do → Review**

Assess

Teachers and the SENCO will gather relevant information to understand:

- the pupil's strengths;
- areas of difficulty;
- current attainment;
- progress;
- communication;
- behaviour;
- attendance;
- social and emotional development;
- barriers to learning;
- existing provision;
- views of the pupil and family;
- relevant professional advice.

Plan

Where additional SEND support is required, the school will agree:

- desired outcomes;
- adjustments;
- teaching strategies;
- interventions;
- resources;
- responsibilities;
- review arrangements.

Parents/carers and pupils will be involved as appropriate.

Do

The agreed provision will be implemented.

The class teacher retains responsibility for the pupil's learning and progress, supported by the SENCO and other relevant staff.

Review

Provision and outcomes will be reviewed at an appropriate frequency.

The school will consider:

- what has improved;
- what has not improved;
- whether the identified need remains accurate;
- whether provision is effective;
- whether provision should be changed;
- whether specialist advice is required;
- whether an EHC needs assessment may be appropriate.

Quality First Teaching

High-quality teaching is the first response to pupils experiencing difficulty. Teachers will use appropriate adaptive strategies, which may include:

- explicit instruction;
- modelling;
- scaffolding;
- worked examples;
- repetition and retrieval;
- pre-teaching;
- vocabulary development;
- visual supports;
- chunking;
- additional processing time;
- carefully structured questioning;
- appropriate use of technology;
- practical resources;
- alternative ways of recording;
- overlearning and consolidation;
- targeted adult support.

Adaptation will be purposeful and will not unnecessarily reduce the ambition or cognitive demand of the curriculum.

Curriculum

Pupils with SEND are entitled to a broad, balanced, ambitious and appropriately challenging curriculum.

The school will seek to ensure that pupils with SEND:

- learn the full range of curriculum content appropriate to their needs;
- have access to the same high expectations;
- are not routinely removed from subjects because of their SEND;
- participate in enrichment;
- participate in educational visits;
- have access to clubs and wider opportunities;
- develop independence and life skills.

Where curriculum adaptation is required, it will be based on identified need and will be regularly reviewed. The school will avoid unnecessary narrowing of the curriculum.

Reasonable Adjustments

The school will make reasonable adjustments for disabled pupils in accordance with the Equality Act 2010.

Adjustments may relate to:

- teaching;
- assessment;
- communication;
- physical access;
- equipment;
- timetables;
- transitions;
- school routines;
- trips and visits;
- behaviour systems;
- access to information.

The school will consider individual circumstances rather than applying blanket adjustments.

Accessibility

The school will maintain an Accessibility Plan in accordance with statutory requirements.

The Accessibility Plan will consider:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment;
- improving access to information.

The SEND Policy, SEND Information Report and Accessibility Plan will work together.

The school's website will provide appropriate information about SEND provision and accessibility.

Current DfE guidance confirms that schools must publish an SEN Information Report and include information concerning accessibility and the school's Equality Act duties.

SEN Support

Where a pupil requires provision that is additional to or different from that normally available, they may be identified as receiving SEN Support.

The school will:

- identify the pupil's needs;
- establish desired outcomes;
- determine appropriate provision;
- monitor progress;
- involve parents/carers;

- involve pupils;
- review provision;
- seek specialist advice where appropriate.

The school will maintain appropriate records of SEND support.

Education, Health and Care Plans

Where a pupil has an EHC plan, the school will:

- ensure that the provision specified is delivered;
- understand the outcomes and aspirations within the plan;
- involve the pupil and family;
- work with relevant professionals;
- monitor progress;
- contribute to annual reviews;
- maintain appropriate records;
- request an early review where significant changes in need indicate this may be necessary.

The school will ensure that provision in an EHC plan is reflected in day-to-day practice rather than existing only within documentation.

Annual Reviews

For pupils with EHC plans, the school will conduct annual reviews in accordance with statutory requirements. The review will consider:

- progress towards outcomes;
- current needs;
- effectiveness of provision;
- aspirations;
- independence;
- preparation for future stages;
- changes in circumstances;
- pupil views;
- parent/carer views;
- professional advice.

The school will ensure that annual reviews are meaningful rather than simply administrative exercises.

Pupil Voice

The views of pupils with SEND are central to effective provision. The school will provide developmentally appropriate opportunities for pupils to express:

- what they are good at;
- what they find difficult;
- what helps them learn;
- what they would like to improve;
- how they feel about school;
- what support they value;
- their aspirations.

Pupil voice may be gathered through:

- one-to-one discussions;
- pupil questionnaires;
- review meetings;
- learning conversations;
- observations;
- classroom feedback;
- communication systems appropriate to the pupil.

Where a pupil has limited verbal communication, alternative communication methods will be used.

Parent and Carer Partnership

Parents and carers are important partners in supporting pupils with SEND. The school will:

- listen to concerns;
- share information;
- explain provision clearly;
- involve parents/carers in decision-making;
- provide opportunities for questions;
- share progress;
- explain next steps;
- signpost families to relevant services.

The school recognises that parents and carers have valuable knowledge about their child's strengths, needs and experiences.

Communication with Families

The school will make reasonable efforts to ensure that SEND information is accessible. This may include:

- accessible formats;
- interpreters;
- translation;
- simplified communication;
- telephone conversations;
- face-to-face meetings;
- alternative communication methods.

The school will consider individual communication needs.

SEND Information Report

The school will publish a SEND Information Report as required. The report will be updated at least annually and sooner where significant changes occur. It will explain how the school meets the needs of pupils with SEND, including:

- identification;
- assessment;
- curriculum;
- teaching;
- support;

- specialist services;
- staff expertise;
- equipment;
- transition;
- accessibility;
- medical needs;
- complaints;
- local offer arrangements;
- EHC plans;
- partnership with parents and pupils.

The SEND Information Report is a separate document from this policy. The DfE confirms that the SEN Information Report must be published and updated annually, with changes during the year updated promptly.

SENCO

The SENCO will coordinate the school's SEND provision. The SENCO will:

- oversee identification;
- coordinate SEND support;
- advise teachers;
- maintain the SEND register;
- coordinate assessment;
- work with parents/carers;
- liaise with external professionals;
- contribute to EHC needs assessments;
- coordinate annual reviews;
- monitor provision;
- evaluate SEND outcomes;
- contribute to school improvement;
- support staff development;
- maintain appropriate records;
- report to governors.

The SENCO will have sufficient time, resources and authority to fulfil the role effectively. The school will ensure the SENCO meets the relevant statutory qualifications and professional development requirements.

Role of the Headteacher

The Headteacher will:

- ensure that SEND is a whole-school responsibility;
- promote an inclusive culture;
- ensure statutory duties are met;
- provide appropriate resources;
- ensure staff receive relevant training;
- monitor SEND outcomes;
- ensure safeguarding arrangements are effective;
- work with the SENCO;
- report to governors;
- ensure SEND is integrated into school improvement planning.

Role of the Governing Body

Governors will:

- understand the school's SEND provision;
- ensure statutory duties are met;
- challenge leaders appropriately;
- monitor SEND outcomes;
- monitor attendance and exclusion data for pupils with SEND;
- ensure appropriate resources;
- monitor accessibility;
- ensure that pupils with SEND receive appropriate provision;
- ensure that parents and pupils can raise concerns;
- evaluate the effectiveness of leadership of SEND.

The SEND Governor will maintain an appropriate link with the SENCO and report to the governing body.

Role of Class Teachers

The class teacher remains responsible for the learning, progress and inclusion of pupils with SEND in their class. Teachers will:

- know the needs of pupils with SEND;
- maintain high expectations;
- plan appropriate adaptations;
- deliver high-quality teaching;
- monitor progress;
- implement agreed provision;
- communicate with families;
- contribute to reviews;
- identify emerging needs;
- seek advice when required.

SEND provision will not be delegated entirely to teaching assistants.

Teaching Assistants and Support Staff

Teaching assistants and support staff play an important role in supporting pupils with SEND. Their deployment will be based on pupil need and educational purpose. Support staff will:

- promote learning and independence;
- reinforce teacher instruction;
- support access to learning;
- implement agreed interventions;
- record relevant observations;
- communicate concerns;
- avoid creating unnecessary dependency.

Where appropriate, support will be gradually reduced as pupils develop independence.

External Agencies

The school may seek advice from relevant professionals, including:

- educational psychologists;
- speech and language therapists;
- occupational therapists;
- physiotherapists;
- specialist teachers;
- hearing impairment services;
- visual impairment services;
- school nursing;
- paediatric services;
- mental health services;
- social care;
- local authority SEND teams;
- other appropriate specialists.

The school will obtain appropriate consent and follow information-sharing and safeguarding requirements. External advice will be incorporated into classroom practice where appropriate.

SEND and Safeguarding

Pupils with SEND may be particularly vulnerable to safeguarding risks. The school will ensure that:

- safeguarding staff understand the needs of pupils with SEND;
- communication needs are considered;
- pupils are taught how to keep themselves safe in an accessible way;
- staff are alert to changes in presentation;
- concerns are reported promptly;
- reasonable adjustments are made to safeguarding processes where required;
- safeguarding and SEND information is shared appropriately.

SEND status will never be used to minimise or explain away a safeguarding concern. All staff will follow the school's Child Protection and Safeguarding Policy and current Keeping Children Safe in Education guidance.

SEND and Attendance

The school recognises that pupils with SEND may experience barriers to attendance. Attendance concerns will be investigated rather than assuming that SEND itself explains absence.
The school will consider:

- sensory difficulties;
- anxiety;
- communication difficulties;
- unmet needs;
- medical needs;
- bullying;
- transitions;
- changes in routine;
- difficulties with the school environment;
- family circumstances.

Where appropriate, the SENCO and Attendance Lead will work together with the pupil, family and relevant professionals.

SEND and Behaviour

The school recognises that behaviour may sometimes communicate an unmet need. Where behaviour causes concern, staff will consider:

- whether the pupil understands expectations;
- communication needs;
- sensory needs;
- emotional regulation;
- learning difficulties;
- environmental factors;
- unmet SEND;
- safeguarding;
- consistency of adult responses.

This does not mean that pupils with SEND are exempt from behavioural expectations. The school will maintain high expectations while making reasonable adjustments where appropriate.

SEND and Pupil Premium

Some pupils with SEND may also be disadvantaged. The school will consider the interaction between:

- SEND provision;
- Pupil Premium provision;
- safeguarding;
- attendance;
- pastoral support.

Pupil Premium funding will not replace the school's statutory responsibilities for SEND. Provision will be based on identified need rather than assumptions.

Mental Health and Wellbeing

The school recognises the importance of emotional wellbeing in enabling pupils to learn. Where appropriate, pupils with SEND may receive support through:

- pastoral support;
- emotional regulation strategies;
- trusted adults;
- mentoring;
- school-based interventions;
- external professionals;
- reasonable adjustments.

Mental health concerns will be managed alongside safeguarding and SEND procedures.

Medical Needs

Where a pupil has a medical condition that affects access to education, the school will work with parents/carers and relevant healthcare professionals. Individual healthcare plans will be developed where appropriate.

Medical needs will not automatically be treated as SEND, although a medical condition may result in SEND where the statutory definition is met.

The school will make reasonable adjustments where required, in conjunction with parental requests, medical information and the Local Authority,

Transitions

The school will plan transitions carefully for pupils with SEND. This may include:

- nursery/reception transition;
- transition between year groups;
- transition between key stages;
- transition to secondary school;
- transition following changes in placement;
- transition following significant changes in need.

Support may include:

- additional visits;
- visual information;
- transition books;
- meetings between staff;
- pupil passports;
- sharing professional advice;
- meetings with parents/carers.

Alternative Provision and Part-Time Timetables

The school recognises that alternative provision and part-time timetables can have significant implications for pupils with SEND. They will only be considered where there is a clear rationale and where statutory requirements are met. Any arrangement will:

- have a clear purpose;
- be in the pupil's best interests;
- be appropriately documented;
- involve parents/carers and the pupil where appropriate;
- be reviewed;
- have clear educational outcomes;
- avoid becoming an indefinite arrangement.

The school will maintain oversight of pupils receiving education away from the normal classroom or school site.

The timetable will be recorded in line with local authority expectation. Ofsted's September 2026 inspection arrangements specifically require inspectors to consider pupils attending alternative provision, inclusion bases and pupils who are not receiving full-time on-site education.

Staff Training

The school will provide appropriate SEND professional development. Training may include:

- autism;
- speech, language and communication;
- dyslexia and literacy difficulties;
- mathematics difficulties;
- sensory needs;
- SEMH;
- ADHD;
- adaptive teaching;
- assistive technology;
- communication systems;
- safeguarding pupils with SEND;
- reasonable adjustments;
- supporting independence.

Training will be based on the needs of the school's pupils and staff.

Resources

The school will allocate resources appropriately to meet identified SEND needs. Resources may include:

- specialist equipment;
- intervention materials;
- assistive technology;
- sensory resources;
- specialist advice;
- staff training;
- additional adult support where appropriate.

Resource allocation will be reviewed according to need and impact.

Monitoring and Evaluation

SEND provision will be monitored through a combination of:

- pupil progress data;
- work scrutiny;
- lesson visits;
- learning walks;
- pupil voice;
- parent/carer feedback;
- staff feedback;
- intervention reviews;
- attendance;
- behaviour;
- safeguarding information;
- EHC plan outcomes;
- annual review information;
- external professional feedback.

Leaders will ask:

1. Are pupils' needs identified accurately?
2. Are needs identified early enough?
3. Is teaching meeting identified needs?
4. Are reasonable adjustments effective?
5. Are pupils accessing an ambitious curriculum?
6. Are pupils making progress?
7. Are interventions effective?
8. Are pupils becoming more independent?
9. Are pupils attending regularly?
10. Do pupils feel safe and included?
11. Are parents/carers appropriately involved?
12. Is specialist advice acted upon?
13. Are EHC plan provisions delivered?
14. Are resources being used effectively?
15. What needs to change?

SEND Data

The school will analyse SEND data carefully. This may include:

- attainment;
- progress;
- attendance;
- persistent absence;
- behaviour;
- exclusions;
- intervention outcomes;
- phonics;
- reading;
- writing;
- mathematics;
- curriculum outcomes;
- participation;
- enrichment;
- safeguarding concerns.

Data will be considered alongside individual context. The school will avoid using averages or gaps alone to judge SEND provision.

Ofsted and Inclusion

The school recognises that SEND is a significant element of the current Ofsted inspection framework. From September 2026, Ofsted's renewed inspection approach places a stronger emphasis on inclusion and gives particular attention to the experiences and outcomes of pupils with SEND. Inspectors will engage with the SENCO and may sample pupils with SEND during learning walks, review their work and speak with pupils and staff.

The school will therefore be able to demonstrate through normal day-to-day practice:

- Identification – Leaders identify pupils' needs accurately and promptly.
- Understanding – Staff understand pupils' strengths, needs and barriers.

- Provision – Support is appropriate, purposeful and based on evidence.
- Curriculum – Pupils with SEND access an ambitious curriculum.
- Teaching – Teachers adapt teaching effectively without unnecessarily reducing ambition.
- Progress – Pupils make appropriate progress from their individual starting points.
- Independence – Support develops pupils' independence rather than dependency.
- Participation – Pupils participate fully in school life.
- Attendance – Barriers to attendance are identified and addressed.
- Safeguarding – Pupils with SEND are appropriately protected and their communication needs are understood.
- Family engagement – Parents/carers are involved meaningfully.
- Leadership – Leaders know the strengths and weaknesses of SEND provision and act on evidence.
- Governance – Governors understand SEND and provide appropriate challenge.

These areas correspond closely with the current Ofsted focus on whether leaders identify needs accurately, reduce barriers and improve opportunities and experiences for pupils with SEND.

Evidence for Inspection

The school will not create unnecessary paperwork solely for Ofsted. Evidence will come from normal school practice and may include:

- SEND register;
- provision maps;
- pupil profiles;
- SEND Information Report;
- Accessibility Plan;
- assessment information;
- intervention records;
- pupil progress information;
- EHC plans;
- annual reviews;
- attendance information;
- behaviour information;
- safeguarding records;
- professional reports;
- staff training records;
- pupil voice;
- parent/carer feedback;
- curriculum documentation;
- examples of pupils' work.

The school will prioritise **impact over paperwork**.

Leaders should be able to explain clearly:

- **Who are our pupils with SEND?**
- **What are their strengths and needs?**
- **What barriers do they face?**
- **What are we doing to remove those barriers?**
- **How do we know it is working?**
- **What have we changed when it has not worked?**
- **How do pupils and parents know what is happening?**

Complaints

The school encourages parents/carers to raise concerns at the earliest opportunity. Concerns should normally be raised initially with:

1. the class teacher;
2. the SENCO or the Head of School
3. the Headteacher.

If the concern cannot be resolved informally, parents/carers may use the school's formal complaints procedure.

The school will publish information about arrangements for handling complaints relating to SEND provision as part of its SEND Information Report.

Confidentiality and Data Protection

Information about pupils with SEND will be handled in accordance with:

- UK GDPR;
- Data Protection Act 2018;
- school confidentiality procedures;
- safeguarding requirements.

Information will be shared appropriately where this is necessary to support the pupil or protect their welfare.

Equality and Non-Discrimination

The school is committed to equality of opportunity. No pupil will be discriminated against because of disability. The school will:

- promote equality;
- prevent discrimination;
- make reasonable adjustments;
- challenge discriminatory language and behaviour;
- provide accessible information;
- promote positive attitudes towards disability.

Policy Review

This policy will be reviewed annually or sooner if:

- legislation changes;
- statutory guidance changes;
- Ofsted requirements change;
- local authority arrangements change;
- the school's SEND provision changes significantly;
- monitoring identifies a need for revision.

_____	_____	_____
(Signature)	(Role)	(Date)

Appendix 1

SEND Leadership Questions

The SENCO and senior leaders should be able to answer:

Identification

- Do we know every pupil with SEND?
- Do we understand their individual needs?
- Are emerging needs identified promptly?

Teaching

- Does every teacher understand the needs of pupils with SEND?
- Is adaptive teaching effective?
- Are pupils taught by teachers rather than being over-reliant on support staff?

Curriculum

- Do pupils with SEND access an ambitious curriculum?
- Are they missing subjects unnecessarily?
- Are adaptations appropriate?

Outcomes

- Are pupils making progress?
- Are gaps reducing where appropriate?
- Are pupils developing independence?

Attendance and behaviour

- Are attendance barriers understood?
- Are reasonable adjustments considered?
- Is behaviour being interpreted appropriately?

Safeguarding

- Are pupils with SEND safe?
- Can they communicate concerns?
- Are staff alert to additional vulnerability?

Parents and pupils

- Are pupils listened to?
- Do parents understand the support available?
- Are concerns resolved effectively?

Leadership

- What is working?
- What is not working?
- What evidence demonstrates impact?
- What has changed as a result of evaluation?

Governors should ask:

- What are the main SEND needs in our school?
- How confident are we that identification is accurate?
- How quickly are emerging needs identified?
- How do teachers adapt teaching?
- How do we know pupils with SEND access the full curriculum?
- What are the outcomes for pupils with SEND?
- How do outcomes compare with pupils' starting points?
- How effective are our interventions?
- How do we support attendance?
- How do we support wellbeing and safeguarding?
- How do pupils and parents influence provision?
- Are EHC plan provisions being delivered?
- How do we use external specialist advice?
- How do we develop staff expertise?
- What are the current strengths and weaknesses of SEND provision?
- What action are leaders taking to improve provision?

Appendix 2

SEND Inspection Readiness Statement

At Madginford, we do not aim to create an inspection performance that is separate from everyday practice.

Our aim is that:

What we say we do = what staff understand = what pupils experience = what evidence demonstrates

We will therefore maintain a culture in which:

- SEND is everyone's responsibility;
- leaders know the needs of pupils;
- teachers know their pupils;
- families are partners;
- pupils have a voice;
- barriers are identified;
- provision is purposeful;
- curriculum ambition is maintained;
- progress is monitored;
- independence is promoted;
- safeguarding is strong;
- provision is evaluated;
- leaders act when something is not working.

This is our definition of effective SEND leadership and inclusive practice.