



**The Ferrers**  
School

# **SEND Information Report**

## **Academic Year**

### **2025-2026**

# Contents

Introduction .....	2
What is SEN?.....	2
What is disability? .....	2
Accessibility .....	3
What types of SEND are provided for at The Ferrers School? .....	3
What is our approach to teaching students who have SEND? .....	4
How does The Ferrers School identify children and young people with SEN and assess their needs? .....	6
What are the arrangements for assessing and reviewing children and young people’s progress towards outcomes? ...	7
Who should I contact if I want to find out more information or think my child may have SEND? .....	8
Complaints procedure.....	9
Transferring between phases of education or in preparing for adulthood and independent living .....	9
Admissions.....	10
Information on where the local authority’s local offer is published.....	10
Appendix 1 – The Graduated Approach .....	11
Appendix 2 - Key responsibilities.....	12
Appendix 3 – Key contacts for SEN.....	13

## Introduction

Welcome to our SEND Information Report, which forms part of the North Northamptonshire Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79). This report is also fully compliant with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually. The Information Report also applies to all learners who are looked after by the local authority and have SEND.

This document has been designed to advise families with children who present with Special Educational Needs, Disabilities and or are vulnerable on the provision available at The Ferrers School. It should guide families when deciding if The Ferrers School is the right educational setting for their child.

When we talk about “provision”, we mean what we provide to meet the needs of a student and help them make progress at school, which is appropriate to their age.

## What is SEN?

At different times in their school career, a child or young person may have a special educational need. The May 2015 Code of Practice defines Special Educational Need (SEN) as:

A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of children of the same age

Or

(b) Have a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. If a learner is identified as having SEN, The Ferrers School will make provision which is “additional to” or “different from” that provided for non-SEN learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning.

It is important to note that not every pupil making slower progress has SEN. Some pupils may make slower progress for a reason unrelated to SEN, such as a gap in their learning. Additionally, children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some pupils for whom English is an additional language may also be identified as SEN if their needs meet the criteria above.

## What is disability?

The Equality Act, 2010, gives the following definition of disability:

“A person has a disability for the purposes of this ACT if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.”

This definition of disability includes children and young people with 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 disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation.

Students at The Ferrers School who have a disability but do not have SEN are recorded on our SEND register as having "Identified Needs". Our facilities for helping disabled learners to access the school are described fully in the school's Accessibility Policy, available in the SENDV are of the website.

## Accessibility

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school, 5 disabled toilets and 2 showers; wide corridors and equipment to help with reading and writing. The school is on one level and is accessible for wheelchair users and disabled students.

## What types of SEND are provided for at The Ferrers School?

There are four broad areas of need, although the Trust and The Ferrers School recognises that a student's needs may fall into one or more categories. The Ferrers School provides provision for all areas of need in line with the appropriate provision students require.

### 1. Communication and Interaction (C&I):

Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to (expressive), understanding what is being said to them (receptive) or they do not understand what is being said to them (cognition). They may not understand or use social rules of communication. Children with Autistic Spectrum Conditions (ASC) including Autism or Asperger can have more prevalent difficulties with social interaction due to deficits in their understanding and connections between language, communication and imagination, which then impacts on how they relate to others.

### 2. Cognition and Learning (C&L):

A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific learning Difficulties (SPLD), Moderate learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children and young people will need support in the curriculum and may have associated mobility and communication difficulties, to those with Profound and Multiple Learning Difficulties (PMLD) where children and young people have severe and complex learning difficulties with physical disability and/or sensory impairment.

### 3. Social Emotional and mental Health (SEMH):

Children and Young people diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education.

#### 4. Sensory and or Physical Needs (SI/PD):

Children and Young people with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability (PD) may need additional and ongoing support to enable them to access opportunities available to their peers. SEN provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

### What is our approach to teaching students who have SEND?

All MERIDIAN TRUST staff will work collaboratively to create vibrant, successful centres of learning for those with SEND in the heart of our local community. Using their best endeavours, educational outcomes will be generated, through exciting, inclusive, forward thinking or different methods, to enable aspirational opportunities for all students.

We value high-quality teaching (“Quality First Teaching”) for all students and monitor the quality of learning and teaching in the school. We use a range of methods to do this including regular lesson observation, work scrutiny by Curriculum Leaders and Senior Leaders, learning walks (when senior staff and/or SENDVCO follow a student or group of students to see at first hand their learning experiences), regular professional development training for all staff.

All teachers and SEND support staff will be informed about your child’s individual needs and will scaffold their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities, to enable your child to access the learning.

Within school, there is a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support that are available, and should your child need this, it would be discussed with you.

### Information about the expertise and training of staff in relation to children and young people with special educational needs and how expertise is secured.

All TA’s (teaching assistants) working with young people with SEN have undertaken training are chosen to ensure that their expertise matches the needs of the young people with whom they work.

All teachers and teaching assistants have annual awareness training on:

- Quality First Teaching
- SEN Awareness and classroom strategies
- Specific training for identified students joining the school
- The Graduated Approach

CPD this year continues to embed:

The graduated Approach  
Quality First Teaching  
EEF 5 a day strategies  
TA deployment  
Therapeutic thinking Informed Approach

The SENDVCO holds the NASENCO/SENDV/SENDV qualification obtained in 2021.

Other training undertaken to support SEN and other pupils:

Safeguarding training  
Child sexual exploitation training  
PREVENT training  
BSL level 1

**Support staff and TAs have received training on:**

Understanding the Traumatized mind, Autism, visual impairment, EBSA, hearing impairment, access arrangements, relationships, trauma and SEN classroom strategies. All TA's have had training on being an effective TA.

**Support staff and Teaching assistants (TA):**

We currently have an Assistant SENDVCO, a teacher of SEND, SEMH lead (HLTA), one level 4 TA, one level 3 TA, four Level 2 TAs and five level 1 TAs, all whom have keyworker roles with all SEN pupils and deliver interventions to support students across the four areas of need, as well as supporting in classrooms across the curriculum.

Alison Hunt Assistant SENDVCO [AHunt@theferrers.org](mailto:AHunt@theferrers.org)

Carolyn Green Teacher of SEND [CGreen@theferrers.org](mailto:CGreen@theferrers.org)

Darrel Palmer SEMH Lead [DPalmer@theferrers.org](mailto:DPalmer@theferrers.org)

Hollie Aldridge Level 4 Teaching Assistant [HAldridge@theferrers.org](mailto:HAldridge@theferrers.org)

Sian Butler Level 3 Teaching Assistant [SButler@theferrers.org](mailto:SButler@theferrers.org)

Gemma Tysoe 2 Teaching assistant [GTysoe@theferrers.org](mailto:GTysoe@theferrers.org)

Kirstie York Level 2 Teaching assistant [KYork1@theferrers.org](mailto:KYork1@theferrers.org)

Hayley Sturgess Level 2 Teaching assistant [HSturgess@theferrers.org](mailto:HSturgess@theferrers.org)

Emma Jeffs Level 2 Teaching assistant [EJeffs@theferrers.org](mailto:EJeffs@theferrers.org)

We then have five level 1 Teaching assistants who support SEN pupils in class:

Kate Nestic-Harwood

Ben Cox

Alison Roberts

Sandra Bowen

Faith Minney

If a training need is identified beyond our current staff specialisms, we will access the plethora of expertise within Meridian Trust; seek CPD programmes, local alliance schools and links with external specialists to include:

Cambridge Meridian Trust Academy

SEN Inclusion Services Peterborough County Council

NCC Courses

The Schools, Students and Teacher network

Maplefields Teaching School Alliance

Better Together Learning Trust

SSS

Fairfields Teaching School Alliance

Targeted Mental Health in Schools Programme

Eventbrite

## Courses for parents and carers:

The specialist support service runs courses for parents and carers of children and young people with Autism or other special educational needs or disabilities. These are available to view and book on line at:

<https://www.northnorthants.gov.uk/specialist-send-support-services/send-support-service-courses-parents-and-carers>

Additional support for families can be sought through opening an Early Help Assessment.

## How does The Ferrers School identify children and young people with SEN and assess their needs?

All students undertake assessments in Year 7 to ensure that they are Secondary ready. Cognitive Ability tests are used to measure potential and highlight possible difficulties that students may be facing in addition to baseline assessments for reading, spelling and maths, additionally NGRT (New Group Reading Test) assessments are done to ascertain the pupils' reading profile.

Assessments are undertaken at the beginning and end of each year for all pupils to track progress. Any identified as not meeting standard are supported by the different curriculum areas via quality first teaching, and, in some cases personalised learning plans (APDR) and strategies with specialised and targeted work supported by the SEND team where necessary.

The Ferrers School acknowledges that students' needs should be identified and met as early as possible. The SENDVCO in conjunction with class teachers, curriculum leaders and senior tutors, closely monitor the progress and attainment of all students, including those who have or may have SEND.

A student may have additional needs if:

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

It can also include progress in other areas than attainment (p84 Code of Practice document)

However, identification may also be because of:

- Teacher concern
- Following up parental / carer concerns
- Tracking individual student progress over time
- Liaison with partner primary schools on transfer
- Information from previous academies/schools
- Information from other services

If further assessment is required we use a variety of assessment tools appropriate to the area of need, to support us identify specific areas of difficulty, to explore appropriate intervention and provision to support the child with their needs. If it is thought a child or family needs a more in-depth assessment, the student will move to Wave 3 and parents/ carers will be consulted. We have good working relationships with outside agencies and a referral can be made to access more assessment or request intervention.

The statutory guidance for identification, assessment and provision of SEN is documented within the Code of Practice and is based on a model known as the 'Graduated approach'. (Appendix 1)  
Using the graduated approach, students will be identified on the schools SEND systems at the appropriate level, which is accessible to all staff. A visual representation of the system can be found in Appendix 1.

## What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

All students, including those with SEND, are assessed on a regular basis, in accordance with the academy's assessment policy. Teachers formally assess and review progress and attainment two times a year, which is communicated to parents/carers by a report that is sent home. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.

### Individualised assessment tools include:

Standardised tests, profiling tools, criterion-referenced assessments and checklists, questionnaires for parents and students, observations and screening assessments. The individualised assessments are informative and offer greater clarity about a student's strengths and weaknesses and offer targeted approaches to teaching and learning.

### Consulting Professionals

When pupils have been through waves 1 and 2 of the Graduated Approach MERIDIAN TRUST Schools initiate further investigation from a number of professionals to help to understand the needs of the child. Each external agency has access to their own specialist assessment tools.

We have access to Education Psychologists, Speech and Language Therapists, Visual and Auditory Impairment Advisors, Autism/ ADHD Spectrum SEND Practitioners, the school nurse, CAMHs, CHUMS, Education Inclusion Partnership, Service six, Virtual Schools, Relate, Talk Time, Social Work skills and Speech Therapists and counsellors.

All students on wave 3 are reviewed three times a year to monitor and track their progress and evaluate the impact of interventions. Those with an Education, Health & Care Plan have an Annual Review, and subsequent reviews to support the child to meet the outcomes stated in the plan.

### How the school adapts the curriculum and learning environment for students with special educational needs

Most students follow a traditional curriculum; however, some students benefit from a more personalised curriculum to match individual needs, interests and abilities. This may include other choices, additional literacy and numeracy intervention groups or a reduction in qualifications studied.

When a student is identified as having SEN (wave 3 on the graduated approach model), parents/ carers will be informed and involved in the direction of assessments to be undertaken to understand the needs of the child.

The identified need will be recorded along with the response and support needed. The support will vary depending on the young person's needs. The students' progress will be monitored under the Graduated approach assess, plan, do, review (APDR). All teachers are teachers of SEN and targeted adjustments will be made in class to deliver High quality first teaching to meet the needs of that young person.

A triangulated approach is essential in the ongoing support of the young person. Parents and carers, the young person themselves will communicate with school three times per year to review progress. Parents and carers are consulted at all stages.

The site is wheelchair accessible and all on one level and adaptations have been made to the building to support accessibility.

## How The Ferrers School uses its resources to support learners

The Ferrers School uses a variety of technologies and support resources to aid the young person to access the curriculum. These are used to support the young person to become more independent in lessons and learn strategies to use in the community and workplace.

High Needs Funding can be used to support 1:1 tutoring, speech and language therapy, alternative provision as well as increased classroom support.

## How do we know if the support we offer and provide is effective?

All interventions being used in school are monitored closely. Progress is closely monitored and tracked. Diagnostic assessment highlights the need for intervention; Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark; instead, it contributes to learning through providing feedback. Summative assessment is used to demonstrate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme, and is applied at the end of a piece of targeted work. These outcomes are shared with the young person and parent or carer.

## Who should I contact if I want to find out more information or think my child may have SEND?

If you have any concerns about your child's progress, your first point of contact should always be the form tutor. Following this communication, the form tutor will work in conjunction with the senior tutor of your child's house. If appropriate, they will liaise with the SENDVCO to discuss these concerns. This is the first step in the graduated response of students' needs.

The SENDVCO at The Ferrers School is Katerina Avloniti who is a qualified teacher and holds the National Award for SEN Co-ordination.

Contact details for the SENDVCO are +44 (0)1933 313411 or email [SENDCO@theferrers.org](mailto:SENDCO@theferrers.org)

Contact details for the Assistant SENDVCO are +44 (0)1933 313411 or email [SENDCO@theferrers.org](mailto:SENDCO@theferrers.org)

SEN administrator can be reached on the same number and email [KHiett@theferrers.org](mailto:KHiett@theferrers.org)

Academy Council Member for SEND – Deborah Haldane – [Dhaldane@theferrers.org](mailto:Dhaldane@theferrers.org)

Parents and carers should maintain regular contact with their child's tutor, as they will remain the first point of contact, followed by the Senior Tutor of their child's house. If unsatisfied the Senior Link for the house can be contacted. These are the people who are the first response to SEN. However, parents/ carers can request a meeting with the SEND team during the academic year if they wish to discuss a young person's progress or to raise any SEN concerns they may have regarding SEN. (See Appendix 2 -Key Responsibilities)

Parents and carers of students with more complex SEND needs will have an identified key worker at the school, who has a leading role in the ensuring inclusion within the school. The key worker will be the main point of contact and will liaise with the student and parent or carer termly, as a minimum, to review progress and agree outcomes and strategies to ensure continued progress.

## Complaints procedure

The Ferrers School has a formal complaints procedure for any complaint made by parents/carers. This procedure should be followed for any complaint about provision made for special educational needs. We encourage parents to discuss their concerns with tutors as a first point of contact or the key worker of those with more complex SEND needs. If the matter is not resolved, then the SENDVCO will make every attempt to resolve matters. If the outcome from meetings with the SENDVCO and agreed actions undertaken are still unsatisfactory, matters can be brought to the attention of the Principal. Continued dissatisfaction may take a complaint to the Academy Council.

If the complaint is not resolved after it has been considered by the Academy Council, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

## Transferring between phases of education or in preparing for adulthood and independent living

At The Ferrers School we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We liaise closely with our feeder schools to ensure all records and data are transferred. We also use standardised reading and spelling tests; observation and concern regarding the lack of progress noted by staff and parents; progress against national averages and student self-assessment; meetings with parents prior to starting; additional transition visits for more vulnerable young people are discussed with primary schools; SLT visits to schools to familiarise themselves with students; SEND team to meet to exchange information and need; SEND team to attend the annual reviews of all year 6 students where necessary. All vulnerable students or students with SEN are provided with a transition booklet to familiarise with routines, procedures and the structure of the school prior to the summer holidays.

All KS3 students are supported with option choices and have the opportunity for taster sessions in subjects they have never undertaken. SEN students and their parents have the opportunity to discuss options choices at Options evening and by appointment.

Peer mentoring is also used to support student's transition between phases of education. All disadvantaged and SEN students have access to careers advice service to support their transition through key stage 4 into key stage 5, College, apprenticeships, Traineeships, vocational courses or other educational settings.

SEN students will be supported to undertake transition visits to the new setting. Meetings will be held between SENDVCO's and all information and resources that were successful will be shared with the new SENDVCO. All files and records are transferred as per school protocol.

## Admissions

The Education, Health and Care Team (EHCT) will send you a letter seeking details of your school preference. You will be asked to return your preference within 15 days. The EHC Team will contact The Ferrers School to see whether The Ferrers School can meet the needs of the young person.

The Ferrers School will do all we can to accommodate the needs of the child but in instances where it is truly felt that we would not be able to meet need, we would be transparent about that in the best interest of the child.

You will be informed of the outcome of this consultation by 15 February of the year in which you're applying. If the Ferrers School is named, you will be invited into school to discuss the bespoke needs of your child and a transition plan will be devised with parent/ carer and child. Your child will be invited to access additional transition days to help settle in.

Your child is in the process of an Education, health and care statutory assessment

If your child is in the process of an Education, health and care statutory assessment, you will need to apply to school in the usual way.

This can be done at the following site: \_

[Apply for a secondary school place | North Northamptonshire Council \(northnorthants.gov.uk\)](https://www.northnorthants.gov.uk/apply-for-a-secondary-school-place)

If the Ferrers School is selected, information will be passed through our transition teams to the S SENDVCO and or The SENDVCO will liaise with the Primary SENDVCO. You will be invited to discuss the bespoke needs of your child at a registration event at school and again at a meet the parents/ carers event on the additional transition days that your child would be invited to attend.

Your child has Special Educational Needs but no Educational Health Care Plan (EHCP)

You will need to apply to school in the usual way. This can be done at the following site:

[Apply for a secondary school place | North Northamptonshire Council \(northnorthants.gov.uk\)](https://www.northnorthants.gov.uk/apply-for-a-secondary-school-place)

If the Ferrers School is selected, information will be passed through our transition teams to the SENDVCO and or The SENDVCO will liaise with the Primary SENDVCO. you will be invited to discuss the bespoke needs of your child at a registration event at school and again at a meet the parents/ carers event on the additional transition days that your child would be invited to attend.

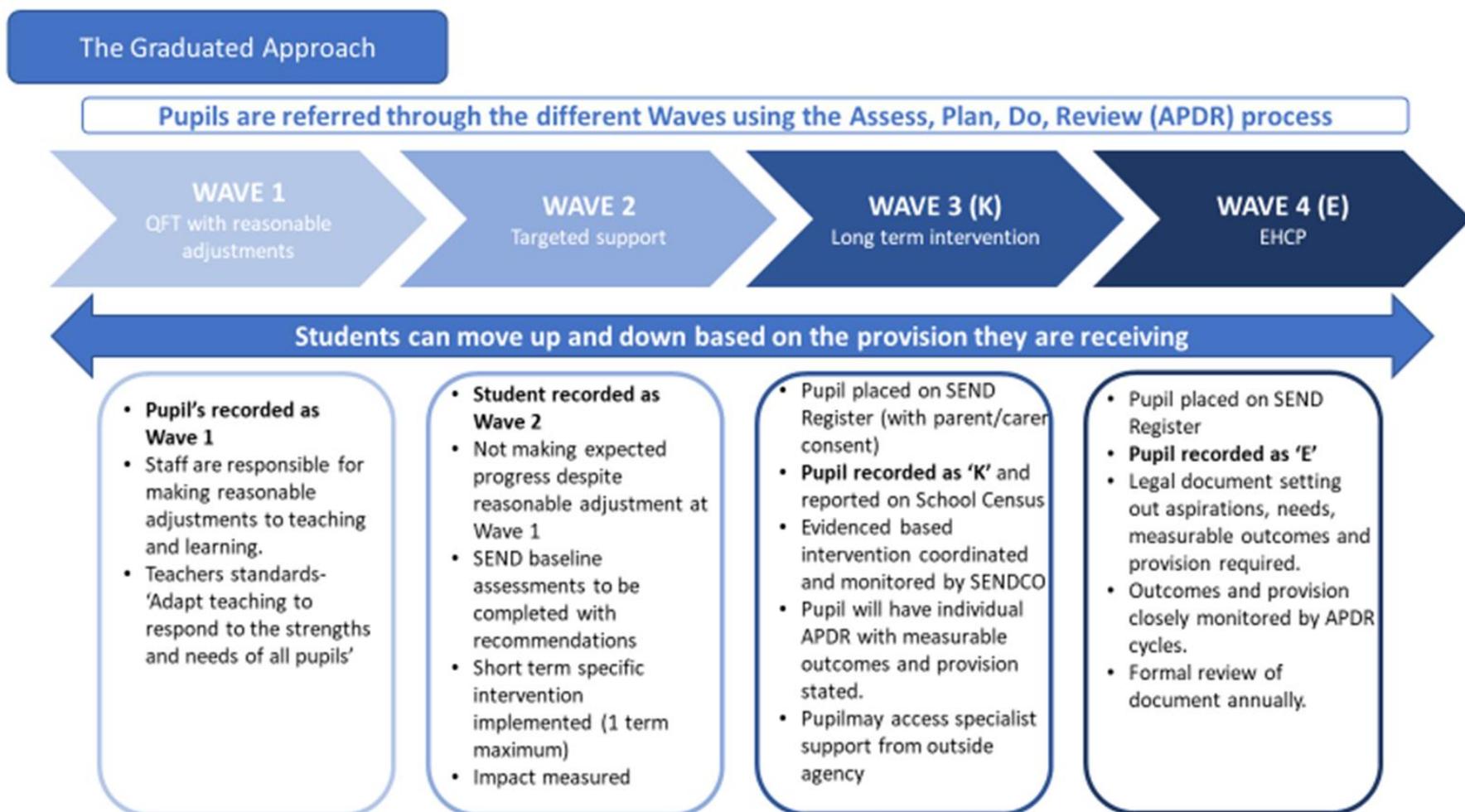
## Information on where the local authority's local offer is published.

The local authority's local offer is published at:

<https://localoffer.northnorthants.gov.uk/>

Information Advice And Support Service For Special Educational Needs And Disability In Northants can be found at:

## Appendix 1 – The Graduated Approach



## Appendix 2 - Key responsibilities

### Class teachers are responsible for:

The progress of the child in their lessons, including students with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCO/SENDV for advice on assessment and strategies to support inclusion.

- Planning and delivering individualised programmes for SEND students, taking into full account the Pupil Profile to ensure the needs of the child are met.
- Where relevant, making appropriate use of the Teaching Assistant. The Teaching Assistant is there to assist; responsibility for the class is in the hands of the teacher.
- Being familiar with the needs of students in their class who have SEND, and to be familiar with all information as set out in the Pupil Profile.
- Contributing to the child's SEND related documents as required (such as Pupil Profile, annual review feedback, Learning Plans APDRs, provisions etc).
- Making themselves aware of policy and procedures for the assess, plan, do, review graduated response
- Giving feedback to parents of students with SEN.

### Subject / Curriculum Leaders / Middle Leaders are responsible for:

- Ensuring that the requirements of SEND students are met in the Schemes of Work and that any examination course followed takes into account the needs of the students.
- Ensuring that progress is made for all SEND students in their subject area

### Senior Tutors / Vice Principals / Assistant Principals are responsible for:

- Ensuring that subject leaders are meeting the requirements of SEN students in their lessons.

### The Special Educational Needs Coordinator:

- Ensuring that the Houses, SEND support team and teaching staff are meeting the requirements of SEND students
- Resolving any complaints, where the form tutor/ Senior Tutor has been unable to do so
- Keeping the Senior Leadership Team informed about SEND issues
- Overseeing the day-day operation of SEND policy and procedure.
- Ensuring that an agreed, consistent approach is adopted
- Co-ordinating provision for children with SEN
- Liaising with and advising other staff
- Supporting class teachers and Academy teams in devising strategies, drawing up Pupil Profiles, setting outcomes appropriate to the student's needs and advising on appropriate resources and materials for use with students with SEN and on the effective use of materials and personnel within the classroom
- Maintaining the Academy's SEND register and records together with monitoring and evaluating the School's provision of support and progress of children with SEND in ensuring a graduated approach.
- Liaising with parents of children with SEND needs (in conjunction with College teams, class teachers and TA's)
- Contributing to the in-service training of staff
- Key point of contact with external agencies especially the Local Authority
- Liaising with SENDCO's in other schools to help provide a smooth transition from one school to the other
- Keeping aware of the latest legislation, guidance and best practise regarding SEND
- Organising the daily activities of SEND Support Workers and Caseworkers
- Timetabling of SEND Support Workers and Caseworkers
- Helping to produce Pupil Profiles and monitoring their completion

- Tracking student's progress
- Carrying out reviews and appraisal of SEND Support Workers and Caseworkers
- When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

**The Executive Principal is responsible for:**

- The management of all aspects of the Academy's work, including provision for all students with SEND
- Keeping the Academy Council informed about SEND issues Inc.: progress of SEN students
- Working closely with the SEN personnel within the Academy
- Ensuring the implementation of policy and procedures to do with SEND

**The Academy Council will ensure that:**

- SEND provision is an integral part of the school improvement / development plan the necessary provision is made for any students with SEND
- All staff are aware of the need to identify and provide for students with SEND
- Students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- It reports to parents on the implementation of the school's SEND policy
- It has regard to the requirements of the SEND Code of Practice (2015)
- Parents are notified if the school decides to make special educational provision for their child
- It is fully informed about SEND issues, so that it can play a major part in school self-review
- It sets up appropriate staffing and funding arrangements, and oversees the school's work for students with SEND
- The quality of SEN provision is monitored
- They approve the SEND policy and report on an annual basis

**Appendix 3 – Key contacts for SEN**

