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**SPECIAL EDUCATION NEEDS AND DISABILITY (SEND)
(KSMAT/STAT/017)**

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Committee Responsible:	Directors of Keswick School Multi Academy Trust
Lead Officer:	Head teacher / Deputy Head (Pastoral)
Date of Review:	July 2026
Date to be Reviewed:	July 2029
Signed: Date:	

SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date.

Version Number	Version Description	Date of Revision
1	Original Policy	Dec 2016
2	Policy Review	June 2017
3	Policy Review	July 2018
4	Policy Review	October 2019
5	Policy Review	December 2020
6	Policy Review	December 2021
7	Policy Review and Update	December 2022
8	Update of Staff Name	July 2023
9	Policy Review and Update	July 2026

Ref:	Special Educational Needs and Disability Policy	Type:	Policy
Version:	09	Owner:	Deputy Headteacher
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SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY

Contents

1.0	Compliance	Page 4
2.0	Values	Page 4
3.0	Aim and Objectives	Page 4
4.0	Definition	Page 5
5.0	SENDCo Responsibilities	Page 5
6.0	Identification	Page 6
7.0	Assessment and the Graduated Approach	Page 7
8.0	Advice For Staff – How to Refer a Pupil	Page 10
9.0	Monitoring and Review	Page 10
10.0	Inclusion	Page 11
11.0	Allocation of Resources and Training.	Page 11
12.0	Parental Partnerships	Page 12
13.0	Specialist Provision	Page 13
14.0	The Local Offer	Page 13
15.0	Bullying	Page 13
16.0	Storing and Managing Information	Page 13
17.0	Complaints Procedures	Page 14
18.0	Key Contacts	Page 14
19.0	Roles and Responsibilities	Page 14
20.0	Policy evaluation	Page 14
21.0	SEND Information Report	Page 14
22.0	Complaints	Page 14

Ref:	Special Educational Needs and Disability Policy	Type:	Policy
Version:	09	Owner:	Deputy Headteacher
Date:	July 2026	Status:	Approved by Directors of Keswick School MAT

SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY

1.0 COMPLIANCE

- 1.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 years (July 2014) and has been written with reference to the following guidance and documents:
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (amended 2015)
 - Children and Families Act (2014)
 - Equality Act 2010: advice for schools, DfE (Feb 2013)
 - Statutory guidance on supporting pupils at school with medical conditions (December 2015)
 - Teachers Standards (2012)
 - Schools SEND Information Report Regulations (2014)

2.0 VALUES

- 2.1 Keswick School considers the child to be at the centre of everything we do. This is particularly relevant for children who have Special Educational Needs and/or Disabilities. Children are individuals and as such their needs must be considered on an individual basis.
- 2.2 We are committed to inclusion through developing policies and practices that include and value all learners. We aim to engender a 'sense' of community and belonging, and to offer opportunities for all learners, whatever their age, gender, ethnicity, SEND, attainment and background.
- 2.3 Every child is equally valued. They have a common entitlement to a broad and balanced curriculum and to be fully included in all aspects of school life. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.
- 2.4 These values are shared by the staff and governors and underpin the education we offer at Keswick School. We share these values with pupils through our day-to-day interactions, through our assemblies and through our curriculum.
- 2.5 We believe in:
- Every pupil's entitlement to learn, feel safe and be happy.
 - Encouraging our pupils to have high expectations of themselves.
 - Caring for others, particularly the feelings of others.
 - Co-operating with one another and talking to solve problems.
 - Equal opportunities.
 - Mutual respect between pupils and staff.
 - Self-respect and self-discipline.
 - Working closely with all stakeholders.
 - All teachers as teachers of all pupils, including those with SEND.

3.0 AIM and OBJECTIVES

3.1 Aims

- 3.1.1 Keswick School aims to embrace the needs of all pupils. We have a whole school approach to SEND, where all teachers have a responsibility for pupils with SEND. We aim to raise the aspirations of and expectations for all pupils with SEND, provide effective opportunities for academic and social

Ref:	Special Educational Needs and Disability Policy	Type:	Policy
Version:	09	Owner:	Deputy Headteacher
Date:	July 2026	Status:	Approved by Directors of Keswick School MAT

development, respond to pupils diverse learning needs and provide a focus on outcomes and not just provision/support.

3.2 Objectives

- To identify, assess and provide for pupils who have SEND and additional needs as early as possible and as quickly as is consistent with thoroughness
- To work within the guidance provided in the SEND Code of Practice: 0 to 25 years
- To operate a “whole pupil, whole school” approach to the management and provision of support for SEND
- To create a positive environment that meets the needs of each pupil, encourages them to develop confidence and self-esteem and recognise the value of their own contribution to learning
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Policy
- To provide support and advice for all staff working with SEND pupils
- To take into account the ascertainable wishes of the children concerned and their parents

4.0 DEFINITION

- 4.1 A child or young person has Special Educational Needs and Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- 4.2 A child or young person of compulsory school age has a learning difficulty or disability if he or she:
- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
 - b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- 4.3 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.

5.0 SENCO RESPONSIBILITIES

- 5.1 In Keswick School the provision for all pupils (including those with SEND) is the responsibility of all staff. The Head of the Learning Support department assumes the role of the SENDCo.
- 5.2 The main duties of the SENDCo, as outlined in the Code of Practice: 0 to 25 years, are:
- Overseeing the day to day operation of the school’s SEND Policy.
 - Co-ordinating provision for children with SEND.
 - Liaising with the relevant designated teacher, where a looked after pupil has SEND.
 - Advising on the graduated approach when providing SEND support.
 - Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
 - Liaising with parents of pupils with SEND.
 - Liaising with other schools, educational psychologists, health and social care professionals and independent and voluntary bodies.
 - Being a key point of contact with external agencies, especially the Local Authority and its support services.

Ref:	Special Educational Needs and Disability Policy	Type:	Policy
Version:	09	Owner:	Deputy Headteacher
Date:	July 2026	Status:	Approved by Directors of Keswick School MAT

- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

5.3 Additional responsibilities

- Managing the staff (Senior Teaching Assistants and Teaching Assistants) in the department and organising appropriate timetables for them to support and intervene where relevant.
- Ensuring that all relevant and up-to-date SEND information is available to all staff through the school's systems: MIS (SIMS), Edukey and Classcharts .

6.0 IDENTIFICATION

6.1 Keswick School acknowledges its duty to identify pupils who have SEND (as defined in section 1). We will put into practice the procedure for identification of pupils with SEND as laid out in the SEND Code of Practice: 0 to 25 years.

6.2 There are 4 broad categories of need:

1. Communication and interaction: including speech language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning: including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SPLD) including but not limited to dyslexia, dyspraxia and dyscalculia.
3. Social, emotional and mental health (SEMH): Including but not limited to self-harm, depression, ADHD and attachment disorder.
4. Sensory and/or physical: including visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI) and other physical difficulties (PD).

6.3 The purpose of identification is not to fit a pupil into a particular category. When identifying the needs of a pupil we consider the needs of the whole child and not just the SEND.

6.4 The SEND of the majority of pupils will have been identified and assessed by the school from which they are transferring. Their records of support will be used to help in the process of identification and to determine the provision and support put in place.

6.5 The following practice is used to identify pupils who might have SEND:

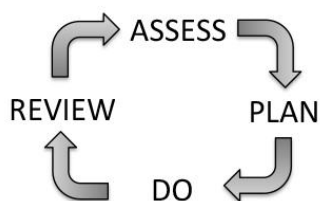
- Every pupil is set targets when they arrive at Keswick School based on their prior attainment and on the assessments we carry out.
- A reading assessment is also included in baseline assessments.
- Progress is monitored every half term to check that a pupil's rate of progress is similar to that of their peers. Pupil progress at Keswick School is also benchmarked against national data.
- All staff have a responsibility to pass on information about pupils who are experiencing difficulties or who may be falling behind their peers. This will be done following the graduated approach, outlined in section 7.
- The Learning Support department will evaluate any child referred to them and make a decision as to whether subsequent provision is needed in light of that assessment and in discussion with the pupil and parents.

Ref:	Special Educational Needs and Disability Policy	Type:	Policy
Version:	09	Owner:	Deputy Headteacher
Date:	July 2026	Status:	Approved by Directors of Keswick School MAT

- 6.6 We recognise that pupils learn at different rates. There are many factors that affect achievement including: ability, emotional state, age, maturity and SEND. We aim to identify these needs as they arise and provide teaching and learning contexts that enable every pupil to achieve their potential.
- 6.7 The SENDCo will work with staff and parents to ensure pupils who may have SEND are identified as early as possible. Parents are encouraged to contact the SENDCo with any concern over the needs of their child or the provision put in place for them.
- 6.8 Pupils are encouraged to self-refer for assessment or request additional or different provision. Pupils often use support staff as a starting point for expressing their concerns.
- 6.9 The following list is not considered to be SEND but may impact on progress and attainment. Pupils may receive help from the Learning Support department or the Student Support centre or another relevant member of staff e.g. the Designated Person for Children Looked After.
- Disability (the SEND Code of Practice: 0 to 25 years outlines the “reasonable adjustment” duty for schools provided under Disability Equality legislation – this alone does not constitute SEND)
 - Attendance and punctuality
 - Health and Welfare
 - English as an additional language (EAL)
 - Being in receipt of the Pupil Premium
 - Being a child looked after (CLA)
 - Behaviour
 - Being a child of a serviceman/woman

7.0 ASSESSMENT AND THE GRADUATED APPROACH

- 7.1 All pupils have an entitlement to a broad and balanced curriculum, which enables pupils to:
- Understand the relevance and purpose of learning activities
 - Make progress in line with national expectations and their peer group in school; after having taken into account the nature of their SEND/relative starting point.
- 7.2 Keswick School employs a four part graduated approach, in the identification of SEND need and decisions around appropriate provision required for each individual. This ensures initial and early decisions are revisited and revised regularly, leading to a better understanding of a pupil’s needs and better outcomes for all. The graduated approach follows a four-part cycle:



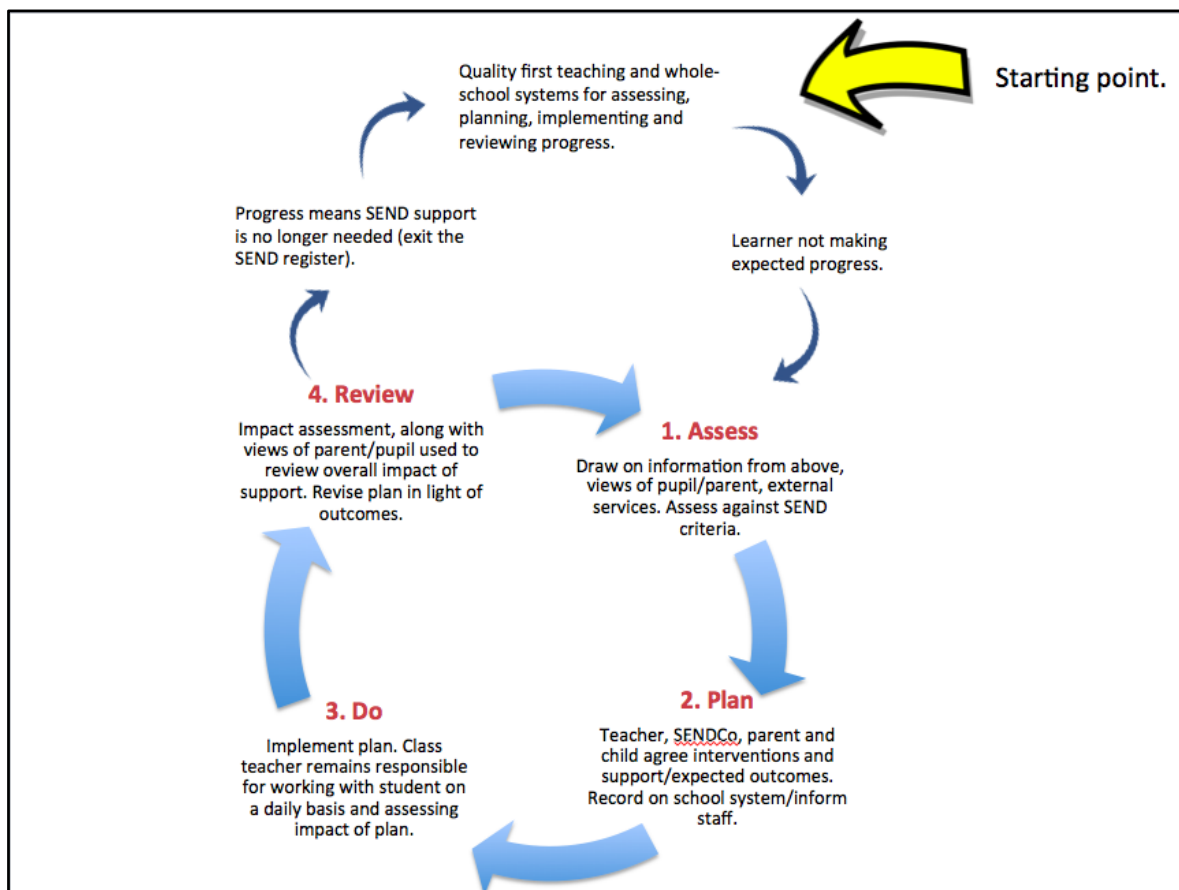
- 7.3 The Graduated approach starts with quality first teaching in the classroom. It is a whole school approach where all students have access to a wide range of learning experiences, using reasonable adjustments to adapt the curriculum, without involving additional adults.

‘Differentiation is simple. It involves planning and teaching in a way that takes account of all learners in a class. By working in this manner, teachers ensure that every student has the opportunity to make good progress, regardless of their starting point.’ Mike Gershon (2013).

Ref:	Special Educational Needs and Disability Policy	Type:	Policy
Version:	09	Owner:	Deputy Headteacher
Date:	July 2026	Status:	Approved by Directors of Keswick School MAT

- 7.4 The class teacher is responsible and accountable for appropriate adaptations and for identifying a pupil's individual needs (including special). The role of the SENDCo, Local Authority and other outside agencies is to support teaching staff in fulfilling this responsibility.
- 7.5 Pupils are assessed continuously via the Keswick School tracking system.
- 7.6 The following diagram demonstrates the process a pupil moves through when entering the SEND register, the cycle they work through whilst on the SEND register and when they would exit the SEND register.

7.7



Natalie Packer (2014)

- 7.8 If a pupil is making little progress, teachers will work through steps 1 to 4 in their own lessons, trying different strategies before referring a pupil to the SENDCo. **All teachers are responsible for this.**
- 7.9 If a pupil continues to make little or no progress the pupil will be referred, by the teacher, to the SENDCo by following the referral process, outlined in section 8.0 of this policy.
- 7.10 Pupils added to the SEND register, at school support level will have a SEND learning plan created and reasonable adjustments put in place, to support their learning and development. Reasonable adjustments could include: group or individual withdrawal sessions, teaching assistant in-class support, or specific interventions. Support will be planned and implemented on an individual basis to support the pupil as a whole.
- 7.11 All additional support will be reviewed and assessed and the cycle continues as needed. If it is deemed in school support is not sufficient, external support and advice will be sought through an

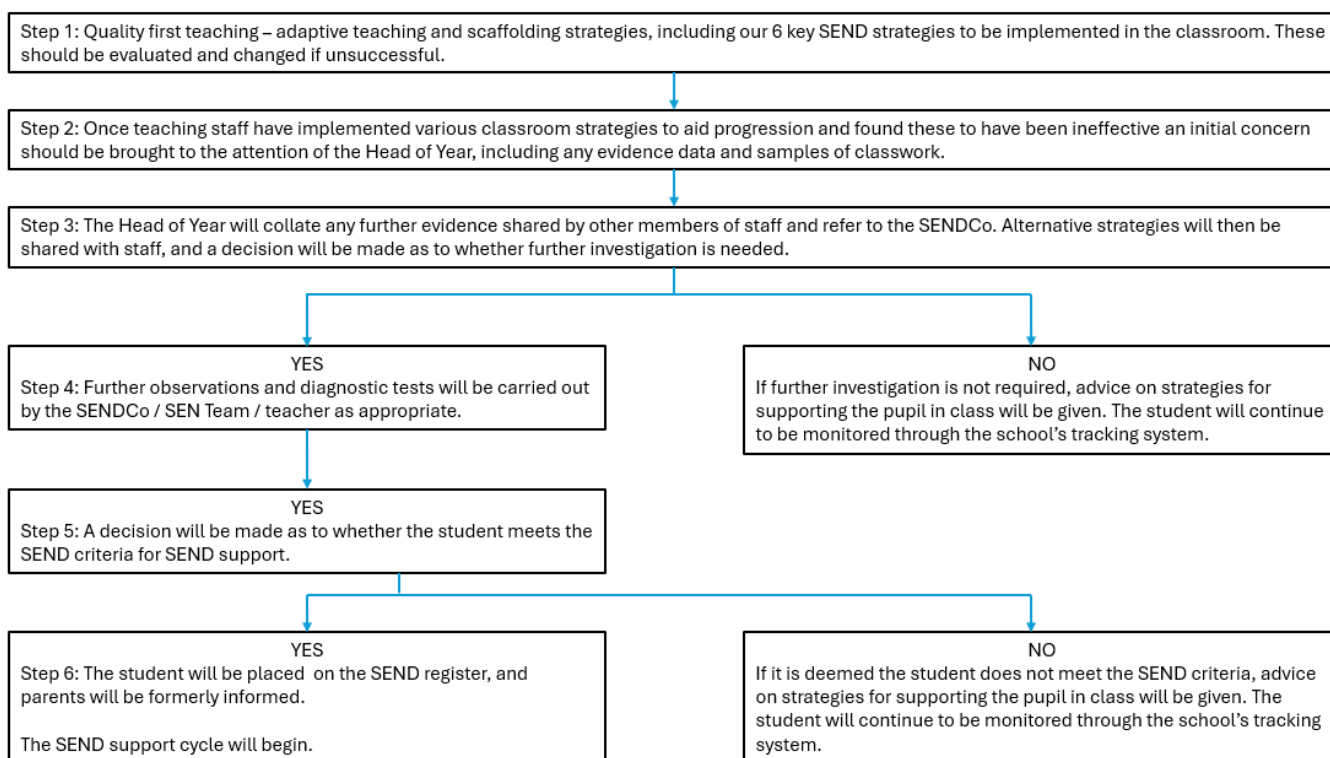
Ref:	Special Educational Needs and Disability Policy	Type:	Policy
Version:	09	Owner:	Deputy Headteacher
Date:	July 2026	Status:	Approved by Directors of Keswick School MAT

Early Help Assessment and the cycle will continue. In a minority of cases and only when a student's needs are exceptional, it may be deemed necessary to request an Education, Health and Care Plan (EHC Plan). Support is then received through high needs funding.

- 7.12 No matter where a pupil is in the process teachers are expected to implement advice relating to specific students. Such advice is issued through learning plans, information found on Classcharts and on SIMS and pupil specific emails and/or round robins. The SENDCo is responsible for regularly updating this information.
- 7.13 Some pupils with SEND will have access (special) arrangements made in exams, such as rest breaks, extra time, a reader or reading pen, a scribe or access to a word processor. When there is detailed evidence of need, the SENDCo works closely with the Examinations Officer, to make sure pupils are able to access exams and other assessments by making the necessary applications, in accordance with JCQ regulations.
- 7.14 **Exiting the SEND register**: This occurs when a pupil is deemed to be making progress in line with national expectations and their peer group in school; after having taken into account the nature of their SEND/relative starting point. Pupils will be removed from the SEND register. The pupil will then be added to the Additional Needs List (held on SIMS) for a minimum of 18 months, their needs will continue to be monitored and catered for during this time, in the classroom, through quality first teaching.
- 7.15 These students will be closely monitored to ensure progress remains in line with age related expectations.
- 7.16 The SEND register is a live document that gets updated once a term.
- 7.17 The SENDCo will keep parents/carers and pupils fully informed at every stage of the process.
- 7.18 Note: Additional intervention and support cannot compensate for a lack of good quality teaching in school and focussed support at home.
- 7.19 Keswick School regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the special educational needs most frequently encountered at this time.

Ref:	Special Educational Needs and Disability Policy	Type:	Policy
Version:	09	Owner:	Deputy Headteacher
Date:	July 2026	Status:	Approved by Directors of Keswick School MAT

8.0 ADVICE FOR STAFF – HOW TO REFER A PUPIL



9.0 MONITORING AND REVIEW

- 9.1 All pupils with additional statutory needs will receive the provision to which they are entitled. Relevant staff will be made aware of, and ensure that, the objectives and strategies contained within a pupil's Education, Health and Care (EHC) plan are met.
- 9.2 The SEND team will produce a learning plan, either individual or need focussed, for pupils with SEND. Learning plans will be informed by EHC plans or other assessments of need.
- 9.3 Pupils and parents should participate in all decision making processes including: contributing to the learning plan, setting SMART targets, discussing their choices, assessment of needs and the review procedures.
- 9.4 Learning plans and other SEND guidance will be accessible to all teaching staff on Classcharts, to ensure that they are meeting pupil's needs.
- 9.5 Learning plans will be reviewed regularly by the SEND team. For pupils with a statement of SEND or EHC plan this will be a minimum of twice per year. This will enable the effectiveness of the learning plan to be monitored and will help pupils recognise the progress they are making.
- 9.6 Pupils with an EHC plan will have one statutory annual review to consider the progress they are making in achieving the objectives set out in these documents.
- 9.7 Subject staff will contribute relevant information to support a statutory EHCP review or learning plan review. Parents and pupils will contribute relevant information and will be invited to take part in the review. Outcomes will be recorded and new SMART targets set.

Ref:	Special Educational Needs and Disability Policy	Type:	Policy
Version:	09	Owner:	Deputy Headteacher
Date:	July 2026	Status:	Approved by Directors of Keswick School MAT

- 9.8 Parents, pupils or staff can request a learning plan be reviewed at any time, as circumstances can change.
- 9.9 The annual review in Year 9 and any subsequent annual reviews until the young person leaves school will include a focus on preparing for adulthood and transition planning.
- 9.10 The SENDCo will review the SEND policy annually in accordance with any new and updated legislation.

10.0 INCLUSION

- 10.1 Pupils with a physical disability or other medical conditions will have reasonable adjustments made to ensure they are included into mainstream classes and will be encouraged to participate in Physical Education and Performing Arts. Should this prove impossible, an appropriate alternative activity will be offered. Where this is the case the school will comply with its duties under the Equality Act 2010.
- 10.2 Where these students also have special educational needs and may have a statement or EHC Plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- 10.3 Pupils with SEND or a disability will have reasonable adjustments made and will not be excluded from any non-educational provision, except where their presence would constitute a danger to themselves or others.
- 10.4 We are committed to challenging negative attitudes about disability of all kinds and to developing a culture of awareness, tolerance and inclusion.
- 10.5 Please refer to the Supporting Pupils with Medical Conditions Policy (KS/PP&PW/048) and the Accessibility Plan (KS/FIN&PREM/018), both found on the school website for further information.

11.0 ALLOCATION OF RESOURCES AND TRAINING

- 11.1 The SENDCo is responsible for the management of the specified and agreed resourcing for SEND provision within the school, including provision for pupils with Education Health and Care plans (EHCPs).
- 11.2 The main resource is teaching assistants allocated in the SEND timetable. This is needs led, flexible and open to adaptation dependent on changing need.
- 11.3 Teaching assistants play a key role in supporting the pupil; supporting the teacher; supporting the curriculum and supporting the school. Advice to new staff on how to make the best use of teaching assistants is issued at the beginning of each school year.
- 11.4 The general principles in definition of the SEND timetable are:
- To meet the needs of pupils with EHC plans, as defined in their plan and at their last annual review.
 - To meet the specific needs of pupils, for example small group literacy or numeracy teaching, specific forms of in-class support or delivery of specific areas of the curriculum. This may include specific pieces of equipment needed by individuals.

Ref:	Special Educational Needs and Disability Policy	Type:	Policy
Version:	09	Owner:	Deputy Headteacher
Date:	July 2026	Status:	Approved by Directors of Keswick School MAT

c) To meet the general needs of individual pupils.

- 11.5 In following these principles consideration is given to parents/carers and pupils' views, departmental and staff requests, preferences and skills. The SEND timetable is regularly reviewed and the correlation between resources and their allocation is monitored on an individual and year group basis.
- 11.6 The effectiveness of the resources for SEND will be monitored as part of the on-going self-evaluation of the school.
- 11.7 SEND is an integral part of our continuing professional development programme for all staff. Additional relevant information will be disseminated through the year.
- 11.8 Staff who are new to the school will receive SEND information and training during their introductory INSET.
- 11.9 The SENDCo and SEND team will be kept up to date with current legislation and policy, through attending Local Authority training, cluster meetings, NASEN events and specialist training.
- 11.10 The SEND team will also take part in professional discussions with outside agencies, to further develop their knowledge and experience of working with students with SEND and their families.

12.0 PARENTAL PARTNERSHIP

- 12.1 The SENDCo will liaise with and visit primary schools and, where necessary, parents and pupils in order to ensure the best possible transitional outcome for a pupil with SEND. This is inclusive of pupils who have been identified with additional needs as well as transition reviews for pupils with an EHC plan.
- 12.2 The SENDCo will arrange, if appropriate, transition visits for prospective pupils with SEND or additional needs and their parents.
- 12.3 At all stages of the SEND process, the school will keep parents fully informed and involved. The views of parents will be taken into account at all stages.
- 12.4 Keswick School encourages all parents to participate in their child's education. This is particularly important where a pupil has SEND, as provision and strategies will be developed in partnership with parents or carers and their success lies in a consistent approach applied at home, as well as at school.
- 12.5 Parents will be invited to attend, or provide input, at the school-based stages of assessment and subsequent reviews. We recognise that parents have an expert knowledge of their child and we will take into account the wishes, feelings and knowledge of both parents and pupils.
- 12.6 Parents are able to express their opinions and concerns to members of staff through their pupils' planners, by letter, email or telephone message at any time. We recognise that parents will often identify difficulties pupils are having at an early stage and early intervention is always more effective.
- 12.7 The SENDCo will be present at parents' evenings throughout the year, where possible.

Ref:	Special Educational Needs and Disability Policy	Type:	Policy
Version:	09	Owner:	Deputy Headteacher
Date:	July 2026	Status:	Approved by Directors of Keswick School MAT

- 12.8 We will liaise with further education and apprenticeship providers to ensure pupils can transition onto suitable courses if this is not within our Sixth Form. We work with Inspira to support pupils making decisions about their post-16 education.
- 12.9 If a pupil transfers to another school at any point we will, in collaboration with parents, provide information regarding their individual needs.

13.0 SPECIALIST PROVISION

- 13.1 In most instances contact with outside agencies will be made through the SENDCo using the SEND Specialist Input Request or Early Help Assessment. Services we have access to include but are not restricted to those offered by Cumbria Council Specialist Advisory Team:
- Physical and Medical Needs
 - Sensory: Hearing and Visual Impairment
 - Speech and Language service
 - Social Communication Needs (Autism Spectrum)
 - Severe Learning Difficulties
- 13.2 Additionally we can request help and advice from:
- Education psychologists
 - CAMHS
 - Physiotherapy
 - Counsellors
 - Speech and Language Therapy
 - Children with Disabilities Team
 - Social Care
 - School Nurse Advisory Service

14.0 THE LOCAL OFFER

- 14.1 The Local Offer provides information on all the services available for children and young people who have Special Educational Needs and/or a Disability (SEND). This means this information is readily available for young people and their families to access.
- 14.2 It details what can be expected from a range of local agencies, including education and health and social care providers.
- 14.3 The Cumbria Local Offer can be found at:
<https://cumberlandsend.co.uk/cumberland-send>

15.0 BULLYING

- 15.1 Please refer to our Behaviour Policy (KSMAT/STAT/044) which is available on the school's website.

16.0 STORING AND MANAGING INFORMATION

- 16.1 The way the student information is managed and stored is set out in the General Data Protection Regulations Policy (KSMAT/STAT/023) and the Records Management Policy (KSMAT/STAT/020).

Ref:	Special Educational Needs and Disability Policy	Type:	Policy
Version:	09	Owner:	Deputy Headteacher
Date:	July 2026	Status:	Approved by Directors of Keswick School MAT

17.0 COMPLAINTS PROCEDURES

- 17.1 The complaints procedure for pupils with SEND will follow the procedure as defined in Keswick School's Complaints Policy (KSMAT/STAT/021).

18.0 KEY CONTACTS

- | | |
|----------------------------------|-----------------------|
| 18.1 SENDCo: | Miss Jemma Grills |
| Student Support Centre Director: | Mrs Annabelle Allport |
| SEND Governor: | Ms Hayley Blakely |
| Examinations Officer: | Mrs Fiona Rigg |
| Deputy Head (Pastoral); | Ms Wendy Lightfoot |
| Education Support Officer: | Mrs Clare Hiddleston |
| Medical Officer: | Mr Shaun Singleton |

All are contactable via school reception on 01768 772605 or via the following email address: admin@keswick.cumbria.sch.uk

19.0 ROLES AND RESPONSIBILITIES

- 19.1 The SEND Governor is the link between the Local Governing Body and the school, in relation to students with SEND. Their role is to help raise awareness of SEND issues at Local Governing Body meetings and give up-to-date information on SEND provision within the school. They also help review the implementation of the SEND provision for students with SEND and ensure that parents have confidence in this provision.
- 19.2 The SENDCo will keep the Local Governing Body and the Principal informed about SEND provision and will carry out their duties as described in this policy.
- 19.3 The SEND Teaching Assistants work under the guidance of the SENDCo, class teachers and outside agencies to support students with SEND.

20.0 POLICY EVALUATION

- 20.1 The SENDCo will monitor this policy and evaluate its effectiveness by:
- Monitoring the progress of pupils with SEND through standardised tests and school data
 - Complete and update the school SEND information report on the school's website
 - Provide the Governing body with a report, including the relevant statistics, on an annual basis and as requested.
- 20.2 The SENDCo will review this policy annually and respond to any changes in the national SEND policy.

21.0 SEND INFORMATION REPORT

- 21.1 It is a statutory requirement for schools to provide a SEND Information Report (Regulation 51, part 3, section 69(3)(a) of the Special Educational Needs and Disability Regulations 2014. The school will publish a report on SEND provision annually, on the school's website, and as soon as possible if any changes occur during the year.

Ref:	Special Educational Needs and Disability Policy	Type:	Policy
Version:	09	Owner:	Deputy Headteacher
Date:	July 2026	Status:	Approved by Directors of Keswick School MAT

22.0 COMPLAINTS

- 22.1 If a complaint arises due to a special educational need, the first contact should be with the school Special Educational Needs and Disabilities Co-ordinator or Head of Learning Support. If the issue cannot be resolved at this stage, the school's Complaints Policy should be followed. This can be obtained from the school website.

Ref:	Special Educational Needs and Disability Policy	Type:	Policy
Version:	09	Owner:	Deputy Headteacher
Date:	July 2026	Status:	Approved by Directors of Keswick School MAT