



SEND, inclusion and additional support policy

Policy owner	Headteacher and Stephen Henshall	06/02/2026
Formally endorsed by	Trustees	
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- **Purpose, school values, vision**
- **Introduction**
- **Policy development and implementation**
- **Identification of SEND**
- **Approach to supporting pupils with SEND**
- **Staff training**
- **Monitoring and evaluating the policy**
- **References**

Purpose, school values, vision

This policy sets out a series of agreed systems of practice to ensure that every child is part of the community and has the opportunity to thrive at St Paul's Waldorf School.

It is based on the principle of mutual respect between all adults and children in the community. Parents are included in this community and are expected to foster respect for the School's principles.

At St Paul's Waldorf School:

- Children have a right to be cared for
- Everyone has a right to be safe
- Children have a right to learn
- Teachers have a right to teach
- Children allow others to learn
- Children do their best in school
- Everyone listens
- Everyone has a right to be heard
- Everybody has a right to grow and to make mistakes
- Children help look after each other and the environment
- All adults maintain a safe environment

Statement of the school's ethos:

Our mission is to educate the whole child in a healthy and balanced manner, developing their physical, emotional and intellectual capacities through an age-appropriate, creative curriculum in an inclusive environment. We aim to support the spiritual, moral, social and cultural development of each child and provide them with the tools to successfully pursue their chosen path in life and play a positive role in the world's future.

As a non-selective and non-denominational school, we celebrate children of all academic backgrounds and welcome those of every religion and of none.

Introduction

There are two central themes woven throughout this policy that underpin our principles as a school community: respect and diversity.

Respect in our responsibility to lead, in communication and collaboration to meaningfully value the contributions, participation and the different perspectives of all stakeholders. Secondly, that we expect difference. We continually look to ways to embrace and welcome diversity as a way to build stronger understanding and practice.

The development of inclusive practice is an ongoing and dynamic process. To do this effectively we are reflective and flexible in our approaches whilst being systematic to ensure that the school can operate in a pro-active, fair and sustainable way. This policy and our ongoing strategy are shaped by Ekins and Hughes's (2024) key principles model:

- Inclusion/inclusive education
- Culture and culture change
- Leadership
- Communication
- Collaboration
- Curiosity
- Evidence-informed practice/reflection

The principles are interconnected, rather than linear, and as such each section of our policy includes a number of these elements.

Our curriculum and SEND

At St Paul's Waldorf School we follow a Waldorf-Steiner curriculum that provides a holistic education that recognises the integrated nature of the mind, body and spirit, set in a social or cultural context.

The school is well situated to support children with a range of needs: we offer smaller class sizes, teachers are encouraged to use their own skills and creativity, to trust in each individual's capacity to grow and the curriculum is balanced with core subjects, a range of crafts, storytelling, games, expressive arts, movement and mindful activities.

In this creative and unhurried learning atmosphere, a strong sense of purpose can develop, and encourages freedom of thought, empathy and strength of will, and recognises the spiritual dimension of each human being.

The community works together to support every child to thrive and we therefore have high expectations for all children, including those with Special Educational Needs and/or disabilities (SEND).

Best practice, inclusion and the law

Relevant legislation and guidance related to SEND includes:

- The Children and Families Act 2014;
- Equality Act 2010
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges;
- Special Educational Needs and Disability Code of Practice: 0 to 25 years.

Under UK law, a child has Special Educational Needs if they have "a learning difficulty or disability which calls for special educational provision to be made for them" (Children and Families Act 2014, Section 20).

Under the same Act, a child has a learning difficulty or disability if they:

- Have 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 normally provided in mainstream schools.

A person is considered to have a disability if they "have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities." (Equality Act 2010, Section 6(1))

The school fulfils its statutory duties towards pupils with Special Educational Needs and disabilities by meeting both the "best endeavours" requirement under Section 66 of the Children and Families Act 2014 and the "reasonable adjustments" duty under the Equality Act 2010. This means the school will do everything that can reasonably be expected to secure the special educational provision a pupil requires, while also taking proportionate steps to remove or reduce any disadvantage arising from a disability. Together, these duties ensure that pupils receive the support necessary to access learning, participate fully in school life and achieve positive outcomes.

The school recognises that children with Special Educational Needs and disabilities (SEND) can be particularly vulnerable to abuse, neglect, or exploitation. In line with Keeping Children Safe in Education (KCSIE) 2025, all staff are trained to recognise safeguarding concerns in SEND pupils, including those with communication difficulties or complex needs. The school ensures that risk assessments, reporting procedures, and child protection measures are adapted appropriately to meet the needs of SEND pupils. Staff are aware of the heightened risk of peer-on-peer abuse and bullying and are trained to respond promptly and effectively. Multi-agency working is promoted to safeguard pupils and support their wellbeing in accordance with statutory guidance.

As a school we are rigorously compliant with the law and are monitored by the United Kingdom's Independent School Inspectorate. However, we also recognise the paradoxical nature of the definition of SEN, originally introduced in 1981, and the issues that have evolved with it. Namely that requiring support is not a fixed or permanent characteristic, that the definition is open to interpretation and there is potential for its interpretation to be overly reductionist.

As a community, we celebrate the shift that is taking place within society to move from a medical model towards a social model, moving the focus of responsibility onto society to identify and remove barriers to learning and participation and away from seeing difference as a 'within-child' problem. Equally we welcome the neurodiversity self-advocating movement whilst respecting the differences of opinions that exist within the population.

As a non-Section 41 independent school we are not statutorily bound by the Department of Education's SEN Code of Practice (2015), however we recognise that many of its elements express current best practices, and we therefore embed them within this policy and our practice within our means.

Herewith, the term "parents" is used to include the range of home contexts and relationships that exist within our society.

Contents of the policy

Firstly, the development of this policy is outlined followed by the combined methods for the identification of SEND. Systems of support, the graduated approach and processes for seeking specialist help are then defined. Staff training approaches are detailed and the document concludes with how the policy is monitored and evaluated.

This policy is further complemented by the "Information Report & FAQs" on our website which summarises how the policy is implemented.

Policy development and implementation

This policy was drafted by the SENDCO & inclusion lead. Consultations with the teaching & learning group, class teachers meeting, subject teachers meeting and SEND group were carried out to discuss edits. The policy holder is the headteacher and it was presented to the trustees and formally endorsed at a trustees meeting.

All staff are responsible for its day-to-day implementation. The SENDCOs are responsible for its monitoring in collaboration with the teaching and learning groups.

Identification of SEND

Whilst we expect difference, all staff have the responsibility to take a proactive role in the early identification of SEND and work together to make reasonable adjustments, as well as identify and remove any potential barriers to learning and participation. This requires open-minded professional curiosity and effective collaboration between staff, child and family.

We recognise that the identification of SEND can be a challenging task at times and as a school we are committed to working together to understand and explore the complexity inherent in this process. We are committed to moving beyond surface-level presented behaviour and instead work to go deeper to explore underlying causes or needs that may provoke particular behavioural responses as communication of needs.

Furthermore, we recognise that whilst diagnoses can be empowering to individuals and can be useful in navigating support systems, there are fundamental challenges with systems that seek to label children and needs in a purely reductionist way. We are therefore committed to carrying out our professional duty in the identification of SEND through processes that carry mutual respect and that aim to understand the needs of the individual as an individual, not just as a label.

All children may need support at any time which is why the focus of our practice is strongly aimed on needs and barriers to learning and participation.

Observation and collaboration

We use a range of systems to help us identify potential SEND needs. The SENDCOs meet with teachers weekly, carry out observations and can offer checklists and guidance to staff in this process. Where necessary, the SENDCOs will meet parents and seek specialist support from available services (for example Educational Psychologist Services, CAMHS, Speech and Language Therapists and Occupational Therapists).

Parental consent is necessary in the vast majority of referrals and staff will work collaboratively with parents to ensure that the best outcomes can be achieved from specialist input. Parents are informed of their role in these processes to the best of our ability to support each stage of a referral.

We recognise that waiting lists for certain services can be long and therefore will work collaboratively with qualified professionals that have been sought and funded by families privately. Equally, in recognition of waiting list and referral times, we do not wait for diagnoses to begin putting support in place and do what we can to make reasonable adjustments to remove barriers to learning and participation within our means. This can and may include targeted support outside the classroom at times.

Assessment

We use a range of methods for identifying SEND. Staff meet with the SENDCOs regularly and feedback their observations on participation, learning, social interaction and progress. The SENDCOs observe classes across all elements of school life including classroom teaching, transitions, subject lessons and playtime. This is further supplemented by discussions with pupils, their families and through the use of a number of assessment tools.

In Early Childhood/Kindergarten, the Starting Points assessment is used for new children, within the first six weeks, summative assessment in Autumn and Spring terms, Child Study, meetings with parents and the five-year-old check support identification.

Class I children complete the Sounds-Write phonics assessment in the summer term to gauge their confidence in decoding, segmenting and blending of sounds to ensure that the basic foundations of reading have been consolidated.

The school carries out biannual Wide Range Achievement Tests (Pearson's WRAT-5) for all children from Class II upwards, in the autumn and spring terms. This offers a minimally disruptive snapshot of reading, spelling and maths against standardised norms and allows us to track progress, highlighting children that may require rounds of additional support.

Where a pupil is identified as having ongoing reading and spelling differences, we offer an in-house dyslexia screener using the GL Dyslexia Portfolio battery which provides a range of measures. Reports for this assessment are shared with parents and a planning meeting is offered to parents.

Where a pupil is identified as having SEND, we will seek additional assessment in collaboration with the parents to provide staff with the strategies required to support them.

SEND register

Children with SEND are placed on the SEND register which is maintained by the school's SENDCOs. We use the four broad categories for areas of need outlined in the SEND Code of Practice: Cognition and Learning; Communication and Interaction; Social Emotional and Mental Health (SEMH); Sensory and/or Physical Needs.

We recognise that every child is unique, has a specific set of circumstances and that many will have a number of co-occurring needs. We consider differing levels of need complexity and risk (for example, those presenting with patterns of challenging behaviour, mental health challenges or emotional based school non-attendance) and as such use a tier system to ensure that we can prioritise additional support towards those children at greatest risk in a reasonable and equitable manner.

We also recognise that SEND and inclusion is paradoxical and that not every need is clear cut nor binary. Where a child is facing challenges, we will continue to monitor their progress through observations, collaborative discussions and review meetings.

Children with an Education Health and Care Plan (EHCP) have an Annual Review meeting each year where professionals surrounding the child are invited to provide input as well as the family and child's views are represented.

Approach to supporting pupils with SEND

Inclusion and flexible support is at the heart of our approach. We expect and celebrate difference, therefore learning is planned with this in mind.

Whole class inclusion

Whole class inclusion means providing options for learner's that can develop every child's confidence and independence. Teachers are responsible for all pupils and continually develop inclusive supports around the needs of the group. We recognise that adjustments made for individuals often have a positive impact on their peers.

Children are taught from an early age that learning is not a race, to help one another and teachers use grouping and support from colleagues in a flexible manner.

The classroom environment is led by the teacher to support all children whilst being mindful that some children require additional movement and supportive interaction.

In the Kindergarten classrooms resources are available to every child; for example cosy corner, wobble cushion, ear defenders, fiddle toys, sensory toys, squeeze balls, weighted blanket. The kindergarten environment is tailored to the care and development of the senses so the classroom is not overly stimulating. Visual timetables are used and the rhythm of the day creates a predictable structure that children feel secure in and allows for quieter moments at times.

In the school, additional environment supports are readily available and include a selection of:

- Visual timetables;
- noise reducing headphones*;
- wobble cushions;
- chair bands;
- chew necklaces;
- beeswax as an alternative to fidget toys;
- chunky pencils, pencil grips.

*For older children and young people that are sensitive to loud sounds and/or have attention differences we suggest that parents consider purchasing them more subtle in-ear buds if preferred.

Neurodiversity and disability awareness

The availability of such resources normalises their use, supports an understanding that people have different needs, allows for children to show adults that they have sensory needs and supports independence through the action of the child deciding and acting to access them. For some children, they may need encouragement to access these resources to increasingly support themselves more independently.

The school makes concerted efforts to profile examples of diversity and acceptance through the curriculum in an age-appropriate manner. For the younger classes this includes story, profiles of historic figures, circle time to discuss strengths, challenges and needs and the use of awareness days. All lower school classes have a British Sign Language lesson every week. In the middle school this is extended to include more implicit discussions in class and middle school assembly on neurodiversity and disability.

Differentiation and adaptive teaching

Teachers planning takes account of prior attainment and the needs of pupils. This provides a basis for offering the correct level of challenge in learning, appropriate supports to scaffold learning and an understanding of when to begin to fade and reduce scaffolding to encourage independence.

Examples of such adaptations include:

- Use of visuals and concrete resources to supplement learning;
- Paper copies of text to reduce transcription from board (task-switching);
- Visible key vocabulary;
- Access to phonetic dictionaries;
- Access to checklists/task planners for multi-step tasks.

Questioning within lessons, and ongoing formative assessment between lessons and teaching blocks, provides the teacher with the information to inform teaching decisions. Through reflective practice and "principled disruptions", teachers are mindful of the

adaptions that are put in place in the moment during teaching and adapt their planning for future lessons in order to meet the needs of classrooms of pupils with diverse levels of competency, confidence and needs.

Class Profiles and Pupil Profiles

Pupil's needs are highlighted and communicated amongst staff using Class Profiles and Pupil Profiles. These are "live documents" that are regularly updated, developed to capture pupil voice and follow a strength-based and self-determination model so that individuals can increasingly identify and communicate their strengths alongside their needs and challenges. These profiles also offer more specific guidance to support teachers in identifying the early signs of dysregulation and indicate the steps in how to support them.

The SENDCO regularly observes in the classroom to ensure that adaptions are consistently in place and having the intended impact on pupil progress. This is reinforced by observations with an external advisory teacher embedded within the school's advising and appraisal system, as well as use of specialist professionals where possible and within our means.

Sensory and Emotional Regulation

In Class I, the class teacher and support staff create sensory profiles for children to identify hyper- and hypo-sensitivities, and highlight calming, alerting and adaptions to put in place.

In the lower school we use short structured sensory circuits to guide children in regulation and readiness for whole class activities, however movement breaks are used throughout the school depending on need and professional judgement.

Children are taught to begin to recognise their emotional states, express them in meaningful ways and develop increasingly independent regulating strategies to support them within those affect states. This is reinforced with visible kindness, reminders that all feelings are OK and guiding them towards appropriate regulation strategies associated with them. This includes the use of programmes such as Zones of Regulation, which we will apply either at the individual, small group or whole class level depending on the surrounding factors.

'Safe Spaces' and breaks

We have three identified 'safe spaces' so that children who are feeling overwhelmed are able to request a short 'break' using a 'break' card, to self-regulate whilst still being supervised. These include the desk outside the headteacher's office, the SEND office and the library. Equally, space permitting, a short break can be taken just outside the classroom with the door open so that the teacher is able to continue supervision.

Social, Emotional & Mental Health (SEMH) needs

Where SEMH needs are identified, as a school we work collaboratively with families and professionals to put support in place. This includes signposting to specialist support (e.g. Child and Adolescent Mental Health Services) and if appropriate targeted support from one of our Emotional Literacy Support Assistants (ELSAs) in school.

Graduated Approach

A central tenant of inclusion is ongoing reflection and improvement of practices that remove barriers to learning and participation at the whole class level so that every pupil can thrive. We therefore put emphasis on pupils getting this support in the classroom however we recognise that a small number will benefit from targeted support outside the classroom. We therefore follow the *SEND Code of Practice's* Graduated Approach model. This has two important elements: level of support and the Assess-Plan-Do-Review cycle (See SEND Information Report & FAQ document).

In Early Childhood/Kindergarten, short term plans are written in collaboration with parents and the SENDCO and are reviewed approximately every 6-8 weeks depending on level of needs. Observations are made during this time and the effectiveness of strategies is evaluated.

In the school years, targeted support is recorded using our Assess Plan Do Review tracker and included on page 2 of the pupil profile. When we consider targeted support, we do so with the aim of improving specific skill sets or elements of the curriculum. These are not intended to be permanent groups, but have a beginning, middle and end, with outcomes aimed towards greater independence in classroom learning and participation. Parents will be notified of targeted support sessions and the children that attend have an additional page on their Pupil Profile that follows an APDR cycle and all interventions are tracked by the SENDCO.

Targeted support is delivered at consistent and predictable times, carried out sensitively with regard to the pupil's needs identified in their profile and carried out by a member of staff with appropriate experience and training. Progress is fed back through SEND group meetings, Subject Teacher meetings and Class Teacher meetings.

Parents of children with SEND can meet with the SENDCO once a term and can contact them for a review meeting via senco@stpaulswaldorfschool.org. Where possible the SENDCO will join parent-teacher meetings.

Review meetings are to establish if the support being delivered is appropriate and what progress is being made. They should be open, curious and directed to next steps. If progress continues to fall below expectations then we will offer further support within our means, we may advise on additional support outside of school hours and we can consider if an Education Health and Care Plan (EHCP) needs assessment may be a suitable route to go forward with.

Appropriate assessment tools are used to measure progress within the cycle to provide baseline and post-intervention data to determine value added. These include qualitative and quantitative measures such as observation, pupil feedback, WRAT scores as other skill set measures.

Where a child is presenting with more complex needs and/or challenging behaviour we will increase the frequency of APDR cycles and seek specialist support. This requires additional effort from all parties involved to remain open and curious in exploring the interacting factors that may be contributing to the pupil's situation, firm commitment to the strategies being agreed and ongoing empathy and respect toward everyone involved. For more information about behaviour and SEND, see the Behaviour Policy [here](#).

Education, Health and Care Plans

Where a child has identified SEND and recommendations outlined by a chartered professional we will make reasonable adjustments to meet those needs within our means and within our obligations to the Equality Act. If support goes beyond reasonable adjustments, and our means as a small non-Section 41 independent school, we can discuss these openly and provide signposting towards a needs assessment for an EHCP.

An EHCP is a statutory contract between a child's family/young person and the Local Authority that identifies an individual's needs and sets out the provision required to support them in the school named on the document. This comes with a statutory Annual Review meeting that reviews need, progress towards outcomes, ongoing provision and considers whether or not the EHCP remains in place or needs amending.

We advise that in the majority of cases needs assessment requests should be requested by parents to their local authority. We will respond to information requests within timelines to the best of our ability and will ensure that visiting professionals are able to meet with staff and/or the pupil as and when needed.

We recognise that the route towards obtaining an EHCP can be complex, bureaucratic and at times deeply frustrating. School staff will work collaboratively with families to collect evidence needed in this process to support families where we can and for consistency signpost them to advice from IPSEA Independent Provider of Special Education Advice: <https://www.ipsea.org.uk/>

Staff working with pupils with an EHCP will provide input to Annual Review meetings and the SENDCOs will communicate any adjustments to provision as outlined by the pupil's plan once agreed with the local authority.

Medical needs

Where a pupil has identified medical needs, they will have a separate Medical Plan which will be reviewed each year. For more information see the Medical Policy [here](#). Where those needs require communicating to colleagues this is outlined on the Class Profile and Pupil Profile accordingly. This is shared amongst staff and with external providers to keep children safe.

Admissions

We ask that parents of applicants are as open as possible with us during the application stage regarding identified SEND. When an applicant with SEND or potential associated needs is identified, the SENDCO will be consulted and involved in the application process to establish whether their needs can be met through reasonable adjustments and if the placement is suitable. For more information see the Admissions policy [here](#).

Transitions

Whilst pupils benefit from maintaining their class group and class teacher as they go up through the school years, we recognise that there are key transition points within the journey and that these can be challenging for many children, especially children with SEND. These include the transition from kindergarten into Class I, moving to a new classroom each year, picking up new subjects later in the school, new pupils moving to the school, pupils leaving our school to start at a new setting.

We are committed to ensuring that all transitions are carefully planned, child-centred, and supported to promote emotional wellbeing, continuity of learning, and positive engagement. Depending on individual needs, this can include early liaison with parents and external professionals, sharing of relevant information, personalised transition plans, assigning a peer as a "buddy", additional visits or phased starts where appropriate, and the use of visual supports or social stories.

Staff work collaboratively to ensure that reasonable adjustments are in place so that each child is supported to settle, feel secure, and make a confident start at the next stage of their education. For internal transitions and new pupils, the SENDCO monitors settling in through observation and meetings with teachers.

Emotional Based School Non-Attendance (EBSNA)

We recognise that there has been a significant increase in children and young people experiencing heightened levels of anxiety and that for some this has potential to lead to situations where they are unable to attend school. Terminology ranges from school refusal to emotional based school avoidance, however we use the objective term "non-attendance" in relation to the fact that such cases are highly complex and to avoid any implication of choice on the part of the child or young person.

EBSNA is not exclusive to pupils with SEND, however, certain categories of need do increase risk. It is a broad umbrella term used to describe children and young people who have difficulty attending school due to emotional needs. This can include decreases in attendance, patterns of non-attendance and prolonged absences from school. The onset of EBSNA may be sudden or gradual.

Every member of staff is actively involved in promoting a safe, nurturing and inclusive school environment for all pupils. This includes whole-school approaches to wellbeing (see Wellbeing Policy), safeguarding (see Safeguarding Policy) behaviour (see Behaviour Policy) and bullying (see Anti-bullying policy).

In conjunction, we are guided by Government guidance and Islington Educational Psychology Service's protocol in monitoring and responding to pupils and families that are finding attendance challenging. We will arrange a meeting with all parties as soon as possible, identify resilience/risk factors, push and pull factors, and seek specialist support within our budgetary means.

APDR cycles will be made more frequent and a specific EBSNA page will be added to the pupil's profile setting out strategies and outcomes across the pupil's domains. Adjustments may include a home visit, flexible timetabling, transition support, higher frequency of Home-School communication.

Government guidance includes the following information:

"Schools should inform the LA where pupils are likely to miss more than 15 days, and work with the family to provide educational provision whilst determining with the LA whether alternative provision should be provided under section 19 of the Education Act 1996, as outlined in statutory guidance".

For more information see the Attendance Policy [here](#).

Required Withdrawal

While we strive to meet the needs of every child through the graduated approach, where it becomes clear that emerging/unmet needs or continued attendance may pose a risk to health and wellbeing of pupils and staff we reserve the right to withdraw placement of the pupil from the school. This also includes scenarios where there is an irresolvable breakdown of constructive collaboration between parents and school. For full details please see: Procedure for a Required Withdrawal Policy [here](#).

Staff training

We recognise that to meet the needs of a diverse cohort of pupils every member of staff needs to be committed to reflection, curiosity and ongoing professional development.

In Early Childhood/Kindergarten, the manager must hold a minimum of an approved Level 3 qualification in EY education. At least half of all other staff must hold an approved Level 2 qualification (EYFS 3.52). At St Paul's, all staff hold Level 3 or above, except students while training. Ongoing professional development is accessed from Waldorf UK conferences, network meetings, SEND inset days, NASEN webinars, Islington EY SEND, training in EC meetings.

In the school year, all teachers complete the Waldorf Steiner teaching qualification or are working towards it. St Paul's Waldorf School is linked to the University of Buckingham's PGCE with QTS teaching training programme.

Each academic year, a total one day of the school's inset days is dedicated to training staff on SEND and inclusion. This is bespoke training, organised by the SENDCO & inclusion lead alongside the Teaching & Learning group, guided by the overarching SEND and inclusion strategy document. Training is aimed at increasing the knowledge, belief, confidence and quality of practice to meet the needs of our pupils.

The school has a subscription to NASEN online webinars. Each half term, one Teacher's meeting is dedicated to SEND training and this is supplemented through the use of NASEN's online materials. Colleagues are encouraged to seek out further courses and can request to be booked onto these within budgetary means.

In addition, the SENDCO attends class teacher, subject teacher and the SEND & inclusion group meetings to provide short updates on best practice based on emerging priorities. If an issue arises that require a more in-depth training, the headteacher and SENDCO will negotiate an opportunity to provide training during the meeting time.

Regular updates and training opportunities are shared by the SENDCOs and updates are provided on an internal staff blog. The SENDCOs attend Waldorf UK SENDCO network meetings as well as the Islington SENDCO network. As above, resources and training opportunities are shared through the school via various meetings.

In line with the Code of Practice's Graduated Approach, the SENDCO's are responsible for observing pupils with SEND and providing prompt and constructive feedback to support teachers develop their practice. The SENDCO's have dedicated time to work alongside pupils in the classroom each week and share observations recommendations with colleagues.

The SENDCO attends biannual Pupil Progress meetings where action plans are developed collaboratively. These form the basis of further classroom observations to support colleagues.

Monitoring and evaluating the policy

This policy was drafted by the SENDCO and inclusion lead. Colleagues are consulted via the class teachers, subject teachers and SEND and inclusion group for further feedback.

The final version is reviewed and approved by the board of trustees before being checked for compliance by our legal consultants.

References

Ekins, Alison & Hughes, Lorna. *Outstanding Leadership in Special Educational Needs: Principles, Policy and Practice*. Routledge, 2024. ISBN 978-0367471156 [Outstanding Leadership in Special Educational Needs: Principles, Polic](#)

Children and Families Act:

Children and Families Act, 2014, UK Government
<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Equality Act:

Equality Act 2010, UK Government
<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Keeping Children Safe in Education (KCSIE):

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges

Department for Education, September 2025

<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2025>

SEND Code of Practice:

Special Educational Needs and Disability Code of Practice: 0 to 25 years, Department for Education, 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>