



SEND policy and information report 2025-26

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1. Aims

At Redmoor Academy, we are committed to providing an inclusive, nurturing, and ambitious education for every pupil. We believe that all young people - regardless of need or background - have the right to a high-quality education that enables them to achieve academic success, develop confidence, and participate fully in school life.

SEND Vision statement

At Redmoor Academy, we are committed to inclusive education where students with SEND are fully included in our community and all aspects of school life. Staff are clear on their responsibilities and work as a team around each student to secure strong educational and wider outcomes. Staff know our students well and are invested in them with all staff advocating for students with SEND. Our students are supported to develop the skills and knowledge to be able to access and enjoy their learning and to make successful transitions to higher education and employment.

At Redmoor Academy, students consistently receive the highest quality teaching with staff highly trained to meet the needs of all our students. The curriculum is ambitious and makes links to our local and wider community. Consequently, students with SEND achieve their potential, completing their journey at Redmoor Academy with excellent outcomes and ambitious goals and aspirations for their futures.

Our aims are to:

- Identify and assess students' special educational needs and disabilities (SEND) at the earliest possible stage.
- Ensure all students have full access to a broad, balanced, and ambitious curriculum.
- Deliver high-quality, adaptive teaching that meets the needs of all learners.
- Work collaboratively with parents, carers, and external professionals to provide coordinated support.
- Promote independence, resilience, and positive self-esteem for all students with SEND.
- Monitor and evaluate provision to ensure it remains effective, evidence-based, and impactful.

Our approach to SEND supports the school's wider ethos of **Aspiration, Belonging and Character**, ensuring every pupil feels valued, supported, and empowered to achieve their full potential.

This policy should be read alongside related school documents, including the Behaviour and Relationships Policy, Safeguarding and Child Protection Policy, Accessibility Plan, and Equality and Diversity Policy - all available on the school website.

2. Legislation and guidance

This policy and information report are based on the following key legislation and guidance:

- **Children and Families Act 2014**
- **Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)**
- **Equality Act 2010** – duties on schools to eliminate discrimination and make reasonable adjustments for students with disabilities
- **Education Act 2011** and **School Admissions Code**
- **The Special Educational Needs (Personal Budgets and Direct Payments) Regulations 2014**
- **The Special Educational Needs (Information) Regulations 2014**

- **Supporting students with Medical Conditions (DfE, 2017)** – under Section 100 of the Children and Families Act 2014

Together, these set out the duties and responsibilities of schools, local authorities, and governing bodies to identify and support children and young people with SEND.

This policy also reflects guidance from:

- **Ofsted's Education Inspection Framework (2023)**
- **Leicestershire Local Authority SEND Strategy**
- **Redmoor Academy's own strategic priorities for inclusion and well-being**

3. Definitions

A pupil has **special educational needs or disabilities (SEND)** if they have a learning difficulty or disability that requires special educational provision to be made for them.

A pupil is considered to have 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 for others of the same age in mainstream schools.

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

Levels of SEND provision

- **SEND Support:**
Students identified as having SEND but without an Education, Health and Care Plan (EHCP) receive support through the **graduated approach** – *Assess, Plan, Do, Review*. Targets and strategies are recorded on a **Student Passport**, shared with teachers and parents, and reviewed regularly to ensure progress.
- **Education, Health and Care Plan (EHCP):**
For students whose needs require a higher level of support than can be provided from the school's own resources, the local authority may issue an EHCP. This is a legal document setting out the child's needs, outcomes, and the specific provision and funding required to meet them. EHCPs are reviewed annually, with parents, students, and professionals contributing to the review.

Disability

Under the **Equality Act 2010**, a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

All students with disabilities are protected from discrimination and have the right to reasonable adjustments to enable full participation in school life.

4. Roles and responsibilities

At Redmoor Academy, we believe that supporting students with SEND is a shared responsibility across the whole school community. Every teacher is a teacher of SEND. Teachers are responsible and accountable for the progress and development of all students in their class, including where teaching assistants (TAs) or specialist staff are involved.

The Special Educational Needs and Disabilities Coordinator (SENDCO)

The SENDCO is: Rebecca Wilson rwilson@redmooracademy.org

The SENDCO will:

- work with the headteacher, assistant SENDCOs and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- manage the SEND team of HLTAs and TAs.
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- advise on the graduated approach to providing SEND support.
- advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- be the point of contact for external agencies, especially the local authority (LA) and its support services.
- liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- contribute to the continuing development and training of school staff.
- oversee the review and maintenance of EHCPs, Learning Plans and records for all SEND students.
- ensure the school keeps the records of all students with SEND up to date.

Assistant SENDCO

The Assistant SENDCO is: Diane Buckingham dbuckingham@redmooracademy.org

The Assistant SENDCO will support the SENDCO to:

- coordinate provision for SEND students.
- manage the learning support on a daily basis.
- liaise with and advise colleagues on all matters relating to SEND.
- organise and maintain the records of all SEND students
- liaise with parents/carers of SEND students in conjunction with form and subject tutors, teaching assistants and others as appropriate.
- contribute to the continuing development and training of school staff.
- liaise with external agencies.
- deliver a high-quality transition programme for year 6 students.
- support year 11 students with the post-16 application process..

The Headteacher

The Headteacher is Matthew Nicolle mnicolle@redmooracademy.org

The Headteacher is responsible for:

- ensuring the SEND policy is implemented effectively across the school.
- allocating sufficient resources and staffing to meet the needs of students with SEND.
- monitoring the overall quality of SEND provision and its impact on pupil outcomes.

- ensuring statutory duties are met under the SEND Code of Practice (2015) and Equality Act (2010).
- promoting a culture of inclusion and high expectations for all students.

The headteacher will:

- work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- have overall responsibility for the provision and progress of learners with SEND.

The SEND Governor

The SEND governor is Julie Walton jwalton@redmooracademy.org

The SEND Governor will:

- Support the governing board to fulfil its statutory duties regarding SEND.
- Meet regularly with the SENDCO to review the effectiveness of provision and outcomes.
- Ensure that the SEND Information Report is published and updated annually.
- Monitor the impact of SEND funding, interventions, and staff training.

Class Teachers

As stated in the Code of Practice (2015), every teacher is a teacher of SEND. Each class teacher is responsible for:

- the progress and development of every pupil in their class.
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision.
- ensuring they follow the SEND policy.

Class teachers will:

- identify students who may have additional needs and discuss concerns with the SENDCO.
- plan and deliver high-quality teaching that is adaptive and responsive to students' needs.
- implement the strategies and provision outlined in Student Passports and EHCPs.
- work collaboratively with teaching assistants and specialist staff to support learning and independence.
- monitor pupil progress and contribute to review meetings as required.
- communicate regularly with parents and carers about progress and support.

Teaching Assistants (TAs)

Teaching assistants will:

- Deliver planned interventions and in-class support as directed by the class teacher or SENDCO.
- Promote pupil independence and resilience.
- Provide feedback to teachers on pupil progress and emerging needs.
- Support the emotional well-being and inclusion of students with SEND.
- Contribute to reviews and planning meetings where appropriate.

Summary

Partnership working between all staff, parents, carers, and external professionals is central to our SEND provision. Through shared responsibility, high expectations, and a consistent whole-school approach, we aim to ensure every pupil with SEND can thrive academically, socially, and emotionally.

5. SEND information report

5.1 The kinds of SEND that are provided for

Redmoor Academy provides support for students with a wide range of special educational needs and disabilities (SEND). We follow the four broad areas of need described in the *SEND Code of Practice (2015)*. These categories help us to understand students' primary needs, though many young people have needs that overlap more than one area.

Area of Need	Description	Examples of Needs or Difficulties
1. Communication and Interaction (C&I)	students may find it difficult to understand and use spoken language or to communicate socially. They may also find it hard to interpret social cues and manage interaction with others.	• Autism Spectrum Disorder (ASD) including social communication difficulties • Speech, Language and Communication Needs (SLCN)
2. Cognition and Learning (C&L)	students may learn at a slower pace than their peers or have specific difficulties with particular aspects of learning such as reading, writing or mathematics.	• Moderate Learning Difficulties (MLD) • Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia or dyspraxia • Global Developmental Delay
3. Social, Emotional and Mental Health (SEMH)	students may struggle to regulate their emotions, manage relationships, or cope with the demands of school life. These needs may present as withdrawn, anxious, disruptive, or oppositional behaviour.	• Attention Deficit Hyperactivity Disorder (ADHD) • Attachment or trauma-related needs • Anxiety, depression, self-esteem or emotional regulation difficulties

4. Sensory and/or Physical Needs (S/PD)	students may have physical disabilities or sensory impairments that affect their ability to access learning or the school environment. They may require additional adaptations, equipment, or adult support.	• Visual or Hearing Impairment • Physical Disability or Medical Condition (e.g. epilepsy, cerebral palsy) • Sensory Processing Difficulties
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Overlapping and changing needs

Many students have needs across more than one category, and these may change over time. Our approach focuses on understanding each pupil as an individual and providing support that is flexible, responsive, and regularly reviewed.

How we support these needs

Support may include:

- High-quality, adaptive classroom teaching.
- Targeted interventions to close learning gaps.
- Use of specialist advice from external professionals.
- Individual Student Passports outlining strategies and adjustments for each pupil.
- Ongoing communication with parents, carers, and students to review progress and next steps.

5.2 Identifying students with SEND and assessing their needs

Redmoor Academy is committed to identifying and supporting students with SEND as early as possible, so that every young person can achieve their full potential.

We recognise that early identification, high-quality teaching, and close communication with families are key to effective support.

Early Identification

We identify students who may have SEND through:

- Regular monitoring of academic progress, attendance, and behaviour.
- Teacher observations and classroom-based assessments.
- Information shared by parents and carers.
- Transition information from primary schools or previous settings.
- Reports or advice from external professionals (e.g. Educational Psychologists, Speech and Language Therapists, Specialist Teachers).

Where concerns are raised, the SENDCO works with class teachers, pastoral staff, and parents to decide whether the pupil requires additional support beyond quality first teaching.

The Graduated Approach: Assess – Plan – Do – Review

We follow the four-stage cycle described in the *SEND Code of Practice (2015)*. This process ensures that support is targeted, reviewed, and refined regularly.

1. **Assess** – The class teacher, working with the SENDCO, gathers a clear picture of the pupil's needs using evidence from lessons, assessments, behaviour data, and discussions with parents and the pupil.
2. **Plan** – The teacher and SENDCO agree on adjustments, interventions, and support strategies. These are recorded on the pupil's **Student Passport**, which sets out targets and classroom strategies.
3. **Do** – The teacher implements the planned support with input from teaching assistants or specialists. The teacher remains responsible for the pupil's overall progress.
4. **Review** – The impact of the support is reviewed termly with the pupil, parents, and staff. Adjustments are made as needed to ensure ongoing progress.

This graduated approach is repeated as often as necessary, ensuring that provision remains responsive to the pupil's changing needs.

SEND Support and EHCP Pathway

- If a pupil continues to make limited progress after several cycles of targeted support, the school may request advice from external agencies or consider an **Education, Health and Care Needs Assessment (EHCNA)**.
- Parents and carers are fully involved throughout this process.
- If the Local Authority agrees that a pupil's needs cannot be met through the school's own resources, an **Education, Health and Care Plan (EHCP)** may be issued.
- EHCPs are reviewed at least annually, with contributions from parents, students, staff, and external professionals.

Communication with Parents and Carers

Parents and carers are valued partners in the identification and assessment process. We will:

- Discuss any concerns promptly and sensitively.
- Explain what support is being provided and why.
- Provide regular updates through termly reviews, parents' evenings, or written reports.
- Offer opportunities for parents to share insights about their child's strengths and challenges.

Review and Monitoring

All students receiving SEND Support are monitored through the school's provision mapping system. The SENDCO regularly reviews the progress of students with SEND and evaluates the impact of interventions to ensure resources are used effectively.

5.3 Consulting and involving students and parents

At Redmoor Academy, we believe that students and their parents or carers should be fully involved in decisions about SEND provision. We recognise that parents know their children best and that listening to students' views is essential to designing effective support.

Working in partnership with parents and carers

We aim to build positive, trusting relationships with families through open and honest communication.

When a teacher or the SENDCO identifies a possible SEND need, we will:

- discuss the pupil's strengths, difficulties, and progress with parents at the earliest opportunity.
- explain what additional support or assessment is being considered and why.
- agree on next steps together, ensuring that parents understand the process and have the chance to ask questions or express concerns.
- provide written information about the support available in school and from external services.

We encourage ongoing dialogue throughout the year, not just at formal review points.

Parents can contact the SENDCO at any time to discuss their child's provision or progress.

Regular reviews and communication

- For students at SEND Support, reviews are held at least once per term to evaluate progress against Student Passport targets.
- For students with an Education, Health and Care Plan (EHCP), a formal Annual Review is held each year, with interim reviews arranged as needed.
- Parents are invited to attend all meetings and are provided with a summary of outcomes and agreed actions.
- Additional communication may take place through parents' evenings, email, telephone calls, or informal drop-ins.

We ensure that parents and carers are informed of:

- any new concerns about progress or well-being.
- changes to support or interventions.
- external agency involvement.
- the outcomes of reviews and next steps.

Listening to students' voices

Student voice is a central part of our SEND process. We believe that student should be empowered to understand their own learning needs and contribute to their support plans.

We involve students by:

- discussing their views during the creation and review of their **Student Passport**.
- gathering feedback through pupil questionnaires, mentoring sessions, or informal conversations.
- including them in review meetings where appropriate, ensuring their opinions are respected and valued.
- encouraging self-advocacy, independence, and ownership of learning goals.

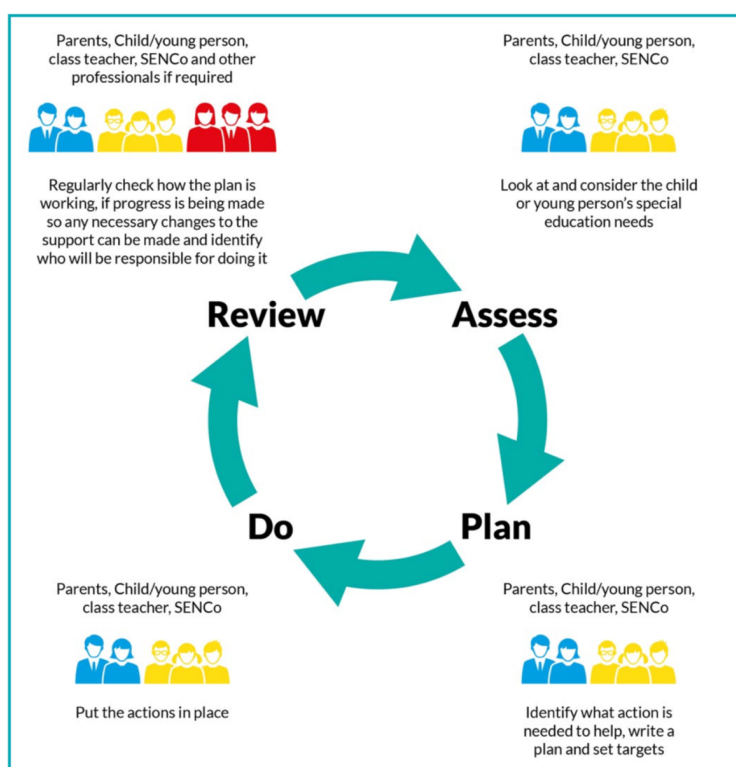
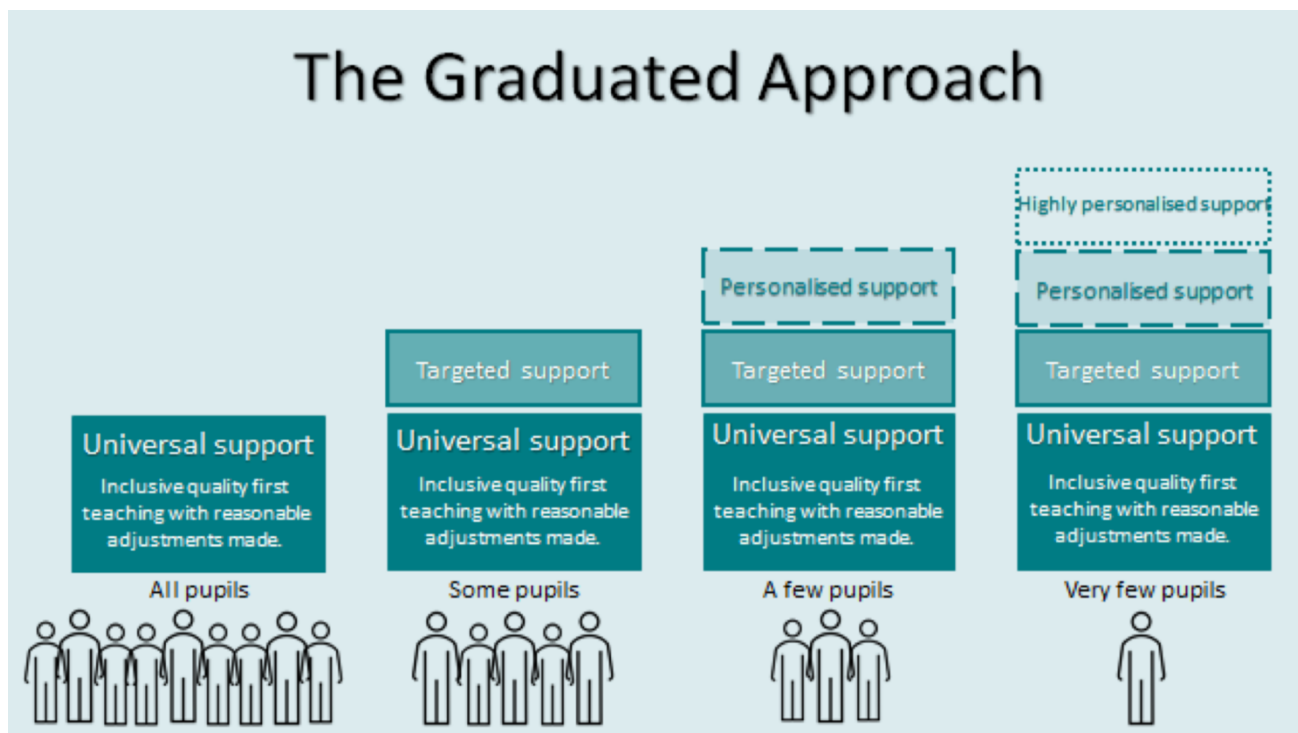
Our Commitment

We are committed to working collaboratively with families and students in an atmosphere of mutual respect.

By maintaining open communication, shared decision-making, and consistent review, we ensure that every pupil with SEND receives the right support at the right time.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



Redmoor Academy follows the **graduated approach** as set out in the *SEND Code of Practice (2015)*.

This is a continuous cycle of assessment, planning, delivery, and review that ensures every pupil with SEND receives timely and effective support tailored to their needs.

Overview

The process is designed to answer four key questions:

1. What are the pupil's specific needs or barriers to learning?
2. What outcomes do we want the pupil to achieve?
3. What support and strategies will help them get there?
4. How well is this support working, and what should we do next?

The Four Stages Explained

1. Assess

- The class teacher, SENDCO, and parents gather a clear picture of the pupil's strengths, needs, and barriers to learning.
- Assessment information may include teacher observations, classwork, progress data, and external reports.
- The pupil's views are included in understanding what works best for them.

2. Plan

- The teacher and SENDCO agree on specific support strategies and interventions.
- Clear, measurable outcomes are set (e.g., progress in reading, improved focus, or increased confidence).
- These are recorded on the **Student Passport**, which is shared with all relevant staff and with parents.

3. Do

- The class teacher delivers the planned support and remains responsible for the pupil's learning and progress.
- Teaching assistants or specialist staff may provide additional targeted intervention, but the teacher oversees its quality and impact.
- Ongoing communication between staff, the pupil, and parents ensures consistency.

4. Review

- The impact of support is reviewed **at least once per term** (or more frequently where needed).
- Reviews consider pupil progress, engagement, and well-being.
- Parents and students are invited to share feedback.
- Adjustments are made to strategies, provision, or targets based on outcomes.

This review leads directly into the next **Assess–Plan–Do–Review** cycle, allowing support to evolve as the pupil's needs change.

When Additional Support is Needed

If a pupil continues to make limited progress after several graduated cycles, despite high-quality teaching and targeted interventions, the SENDCO may:

- Seek advice or assessment from external specialists; or

- Discuss with parents whether an **Education, Health and Care Needs Assessment (EHCNA)** should be requested from the Local Authority.

Summary

This structured approach ensures that support for students with SEND is:

- **Proactive** – needs are identified early.
- **Personalised** – provision is matched to the individual.
- **Collaborative** – parents and students are involved at every stage.
- **Dynamic** – support is continually reviewed and refined to secure the best possible outcomes.

5.5 Supporting students moving between phases and preparing for adulthood

Transitions between phases of education can be challenging for students with SEND.

At Redmoor Academy, we work closely with students, families, and partner settings to ensure that every transition is planned, supported, and successful. We aim to make each move a positive experience by sharing information effectively, preparing students for change, and promoting independence and confidence.

Transition into Redmoor Academy (Year 6 to Year 7)

- The SENDCO and Assistant SENDCO liaise closely with primary schools throughout the spring and summer terms prior to transition.
- We gather detailed information about each pupil's needs, strengths, support strategies, and current interventions.
- Staff from Redmoor may visit feeder primary schools to meet students and staff, and to attend transition or annual review meetings.
- Where appropriate, students are invited to additional transition visits to familiarise themselves with the site, routines, and key staff.
- Parents and carers are encouraged to meet with the SENDCO to discuss provision and ask questions before their child starts.
- A personalised transition plan is created for students with high levels of need or anxiety.

This early communication helps ensure that support is in place from the first day of Year 7.

Transition Within School (Year-to-Year)

- Information about students with SEND is shared between teaching staff during transition meetings at the end of each academic year.
- The SENDCO updates Student Passports and provision maps to reflect any changes in needs or strategies.
- New teachers are briefed on the pupil's learning profile, ensuring consistency of support and expectations.
- Where changes of key staff or interventions occur, students are given opportunities to meet new adults or adjust to altered routines gradually.

Transition from Key Stage 4 to Post-16 Education

Preparing for adulthood is an important part of SEND support at Redmoor Academy.

We provide guidance and support to help students make informed choices about their next steps, whether in further education, training, or employment.

We ensure that:

- transition planning begins no later than Year 9 for students with EHCPs, in line with statutory guidance.
- the SENDCO liaises with post-16 providers to share relevant information about needs and support arrangements.
- students are encouraged to visit colleges and training providers, often accompanied by a familiar adult if needed.
- careers education and guidance are personalised for students with SEND, focusing on realistic aspirations and developing life skills.
- parents and carers are invited to attend transition meetings and are kept informed throughout the process.

Transfer to Other Schools

If a pupil with SEND moves to another school, we ensure a smooth handover by:

- transferring all SEND records, reports, and Student Passports securely and promptly.
- liaising with the receiving school's SENDCO to discuss effective strategies and support.
- gaining consent from parents or carers before sharing any additional confidential information.

All transitions comply with data protection and safeguarding requirements.

Summary

Effective transition planning is a shared responsibility between schools, families, and students. By providing early preparation, clear communication, and emotional support, Redmoor Academy helps students with SEND feel confident and ready to take their next steps-academically, socially, and personally.

5.6 Our approach to teaching students with SEND

At Redmoor Academy, we believe that high-quality, inclusive teaching is the most powerful way to meet the needs of all learners.

The first step in our provision for every pupil with SEND is Quality First Teaching (QFT) - highly effective, evidence-based classroom practice that is responsive to individual differences.

Teachers are responsible for the progress and development of all students in their class, including those who receive additional support from teaching assistants or specialist staff.

Quality First Teaching (QFT)

Quality First Teaching is at the heart of our SEND provision and includes:

- Clear explanations and modelling of new learning.
- Breaking learning into small, manageable steps with frequent checks for understanding.
- Scaffolding and adaptive strategies to enable access to learning for all students.
- Opportunities for overlearning and retrieval practice to support memory.
- Feedback that is specific, constructive, and actionable.
- Positive relationships and high expectations that promote engagement and independence.

QFT ensures that lessons are inclusive by design, reducing the need for frequent withdrawal or separate teaching.

Rosenshine's Principles of Instruction

Our teaching approach is underpinned by **Rosenshine's Principles of Instruction**, which promote structured and effective learning for all students - particularly those with SEND. Teachers use these principles flexibly within their subject context to support understanding, memory, and independence.

Key elements include:

1. Begin lessons with a review of prior learning.
2. Present new material in small steps.
3. Ask a high frequency of questions to check understanding.
4. Provide clear models and worked examples.
5. Guide student practice with frequent feedback.
6. Check for understanding regularly and address misconceptions promptly.
7. Obtain a high success rate before moving on to independent work.
8. Scaffold learning and gradually remove support as competence increases.
9. Encourage daily, weekly, and monthly review to strengthen retention.

Adaptive Teaching

Adaptive teaching means anticipating barriers to learning and removing them through practical, proactive strategies.

Teachers use a range of approaches to support students with SEND, such as:

- Pre-teaching key vocabulary and concepts.
- Using visual aids, dual coding, and chunked instructions.
- Allowing additional processing time.
- Providing structured frameworks for extended tasks.
- Offering choice and flexibility in how students demonstrate understanding.
- Embedding opportunities for movement, sensory regulation, or rest breaks when needed.

These adaptations ensure students access the full curriculum while maintaining ambition and challenge.

Additional or Targeted Support

If a pupil requires support beyond QFT, they may access additional or targeted intervention such as:

- Small-group or 1:1 intervention focused on literacy, numeracy, speech and language, or emotional regulation.
- Specialist teaching advice (e.g., from Educational Psychology or Speech and Language Therapy).
- Pastoral and mentoring support to promote emotional well-being.

All interventions are time-limited, evidence-based, and reviewed regularly to assess impact. The aim is always to **build independence**, not dependence on adult support.

Summary

High-quality, inclusive classroom teaching is the foundation of everything we do. By embedding adaptive practice and continually refining our teaching through **Rosenshine's Principles**, we ensure that students with SEND are supported to achieve academic success, confidence, and independence within the classroom.

5.7 Adaptations to the curriculum and learning environment

At Redmoor Academy, we are committed to ensuring that all students - including those with SEND - can access a broad, balanced, and ambitious curriculum. We recognise that students learn in different ways and may require adaptations to the curriculum, teaching methods, or learning environment to thrive.

Teacher Responsibility and Accountability

Every teacher is responsible for delivering inclusive learning experiences for students with SEND. Teachers are expected to:

- Use **Student Passports** to plan lessons that take account of individual strengths, needs, and preferred learning strategies.
- Implement **reasonable adjustments** to remove barriers to participation and achievement.
- Review and refine classroom strategies regularly as part of the **Assess–Plan–Do–Review** cycle.

The SENDCO provides guidance, resources, and coaching to ensure that all staff are confident in adapting their practice effectively.

Curriculum Adaptations

Adaptations may include:

- Differentiating content, outcomes, or modes of assessment.
- Breaking down complex tasks into smaller, manageable steps.
- Providing pre-teaching or overlearning opportunities.
- Using visuals, scaffolds, and exemplars to support understanding.
- Providing alternative ways for students to demonstrate their knowledge (e.g., oral responses, use of technology).
- Adjusting the pace of learning or providing additional time for processing and completion.
- Embedding opportunities for retrieval and repetition to reinforce long-term memory.

All adaptations aim to maintain ambition and enable equal access to subject content - not to reduce challenge.

Environmental Adaptations

We ensure our learning environments are calm, structured, and sensory-aware. Examples include:

- Flexible seating or access to quieter working areas.
- Use of visual timetables, colour-coded resources, or task checklists.
- Reducing visual and auditory distractions where possible.
- Providing access to sensory tools, movement breaks, or calm spaces for regulation.
- Ensuring accessibility for students with physical or medical needs through building adaptations or specialist equipment.

These measures promote concentration, comfort, and emotional safety.

Assessment Access and Adjustments

Where students with SEND experience difficulty in formal assessment conditions, we ensure that **reasonable adjustments** are applied in line with exam board and JCQ guidance.

Examples include:

- Extra time.
- Reader or scribe support.
- Use of word processors or assistive technology.
- Rest breaks or separate rooms.

Such adjustments are based on normal classroom practice and individual need, ensuring fairness and inclusion.

Summary

Adaptation is at the heart of inclusive teaching at Redmoor Academy.

Through proactive planning, responsive classroom practice, and effective use of Student Passports, we ensure that every pupil with SEND can access the curriculum, achieve success, and develop independence within a supportive environment.

5.8 Additional support for learning

At Redmoor Academy, students with SEND receive additional support when high-quality classroom teaching alone is not sufficient to meet their needs.

This support is carefully planned, targeted, and regularly reviewed to ensure it makes a measurable difference to pupil progress, independence, and well-being.

Teaching Assistant (TA) Support

Our team of skilled Teaching Assistants (TAs) play a key role in supporting students with SEND.

They work under the direction of the class teacher and SENDCO to provide structured assistance that promotes engagement, understanding, and independence.

TAs may:

- Deliver pre-teaching or overlearning of key concepts.
- Support comprehension, organisation, and task completion during lessons.
- Model learning strategies and self-regulation techniques.
- Provide clarification and scaffolded prompts to encourage pupil confidence.
- Support small-group or one-to-one interventions.
- Provide feedback to teachers on pupil progress and emerging needs.

We ensure that TA support complements, rather than replaces, the teacher's direct instruction and responsibility for learning.

Targeted Interventions

In addition to in-class support, students may receive short-term, time-limited interventions focused on specific skills or areas of need.

These may include:

- Literacy and numeracy support.
- Speech, language, and communication programmes.
- Emotional literacy and regulation sessions.
- Executive functioning and organisation coaching.
- Social communication and relationship skills development.

All interventions are:

- Evidence-informed and led by trained staff.
- Planned with clear entry and exit criteria.
- Monitored through baseline and outcome measures.
- Reviewed termly for impact and relevance.

Intervention outcomes are recorded on the school's provision map and shared with parents through review meetings.

Specialist and External Support

Where students require more specialist input, we work with a range of external professionals, such as:

- Educational Psychologists.
- Speech and Language Therapists.
- Specialist Teachers (e.g., for Autism, Hearing or Visual Impairment).
- Occupational Therapists or Physiotherapists.
- Mental health and counselling services.

External recommendations are integrated into classroom practice through close collaboration between teachers, TAs, and the SENDCO.

Monitoring and Review

The impact of all additional support is monitored closely through:

- Teacher assessment and feedback.
- Pupil progress data.
- Student and parent voice.
- Review meetings with the SENDCO.

Provision is adapted where progress is limited, ensuring resources are targeted effectively and support remains meaningful.

Summary

Additional support at Redmoor Academy is designed to be **targeted, purposeful, and empowering**.

By combining high-quality teaching, skilled support staff, and carefully chosen interventions, we aim to reduce barriers, build confidence, and help every pupil with SEND make sustained progress towards independence and success.

5.9 Expertise and training of staff

At Redmoor Academy, we are committed to developing the knowledge, confidence, and expertise of all staff so that students with SEND receive the highest-quality support.

We recognise that inclusive education depends on skilled teachers, informed leaders, and well-trained support staff who work together to remove barriers to learning.

Whole-School Commitment

All staff at Redmoor Academy share responsibility for meeting the needs of students with SEND. The SENDCO provides strategic leadership for SEND across the school and ensures that professional development opportunities are aligned with whole-school priorities.

Every teacher is a teacher of SEND, and ongoing training ensures that classroom practice remains adaptive, inclusive, and evidence-informed.

Staff Expertise and Roles

Our SEND team includes:

- A **SEND**CO, responsible for strategic coordination, training, and quality assurance of SEND provision.
- An **Assistant SEND**CO, who supports the implementation and monitoring of targeted interventions and our SEND provision.
- A team of **Teaching Assistants (TAs)** with expertise in specific areas such as autism, speech and language, literacy intervention, emotional regulation, and sensory support.

Specialist staff and external agencies provide additional input and training when required.

Professional Development and Training

We provide a comprehensive programme of SEND professional development throughout the academic year.

This includes:

- Whole-school SEND CPD, delivered through staff meetings, training days, and briefings.
- Targeted workshops on key areas such as Autism Spectrum Disorder, ADHD, trauma-informed practice and adaptive teaching.
- Training for teaching assistants, focusing on effective scaffolding, promoting independence, and supporting emotional regulation.
- Specialist input from external professionals, including the Educational Psychology Service, Specialist Teaching Service, and Speech and Language Therapy.

Building Capacity and Sustaining Impact

SEND training is not a one-off event but part of an ongoing cycle of improvement.

We evaluate the impact of CPD through:

- Classroom observation and learning walks.
- Staff feedback and reflection.
- Improvements in pupil outcomes, engagement, and confidence.
- Case studies showing how training translates into classroom practice.

This ensures that professional learning leads to measurable improvements in teaching and pupil progress.

Summary

Redmoor Academy is committed to creating a culture of continuous learning and reflection. By investing in staff expertise and developing shared understanding of SEND, we build the collective capacity needed to ensure that all students - regardless of need or starting point - receive high-quality, inclusive education.

5.10 Securing equipment and facilities

Redmoor Academy is committed to ensuring that all students with SEND have access to the resources, adaptations, and facilities they need to participate fully in school life.

We work flexibly and creatively to meet individual needs while promoting independence, dignity, and inclusion.

Access to Equipment and Resources

We provide or secure a range of specialist equipment and resources when required to support students' learning, sensory, physical, or medical needs.

This may include:

- Assistive technology such as laptops, reading pens, or speech-to-text software.
- Visual aids and overlays to support reading and processing.
- Sensory tools such as ear defenders, fidget resources, or weighted items.
- Specialised furniture or adaptive seating for students with physical or postural needs.
- Modified learning materials (e.g., large print, simplified text, visual schedules).
- Medical equipment and storage in line with care plans.

The SENDCO works with external professionals (e.g., Occupational Therapists, Physiotherapists, Specialist Teachers) to assess needs and source appropriate equipment.

The Base

The Base is our dedicated support area for students who may require additional help to regulate emotions, refocus, or manage transitions during the school day.

It provides a calm, safe, and structured space where students can receive short-term support before returning to learning.

Purpose and Use:

- A short-term, restorative space to de-escalate or re-engage with learning.
- A place for mentoring or emotional check-ins.
- A supportive environment where students can practise self-regulation strategies.

Access Criteria:

- Entry is agreed by the SENDCO, Pastoral Team, or Senior Leadership Team based on individual need.
- students typically access The Base for a specific reason and limited duration, rather than on an open drop-in basis.
- Support is personalised and focused on helping the pupil reintegrate successfully into mainstream lessons.

Monitoring and Review:

- The use of The Base is tracked and reviewed weekly by the SENDCO and pastoral staff.
- Patterns of use are analysed to ensure support remains purposeful, not avoidant.
- Parents and carers are informed if their child accesses The Base regularly.

Physical Accessibility

Our school site is fully accessible to students with physical disabilities.

Features include:

- Step-free access to key areas of the building.
- Accessible toilets and hygiene facilities.
- Ramps, lifts, and handrails where required.
- Evacuation and medical plans for students who need support during emergencies.

We regularly review the school's **Accessibility Plan** to ensure compliance with the *Equality Act (2010)* and to anticipate the future needs of students.

Summary

Through effective planning, collaboration with professionals, and ongoing review, Redmoor Academy ensures that students with SEND have access to the right equipment, facilities, and environments to learn safely and successfully. All adaptations are designed to promote independence, inclusion, and equal opportunity.

5.11 Evaluating the effectiveness of SEND provision

At Redmoor Academy, we regularly evaluate the effectiveness of our SEND provision to ensure that it leads to strong outcomes for students - academically, socially, and emotionally. Our evaluation process focuses on impact, not just the quantity of support provided.

How We Measure Effectiveness

We use a combination of quantitative and qualitative measures to assess how well our provision meets the needs of students with SEND.

This includes evidence from:

- Academic progress data - comparing progress of students with SEND against individual targets, starting points, and national expectations.
- Behaviour and attendance data - analysing patterns to ensure that students with SEND are fully included in school life.
- Reading and literacy assessments - tracking progress in decoding, comprehension, and vocabulary development.
- Teacher assessment and feedback - reviewing how effectively adaptive teaching and strategies from Student Passports are being implemented.
- Student voice - listening to students' experiences through interviews, surveys, and mentoring sessions.
- Parent and carer feedback - gathering views at review meetings and through annual surveys.
- External professional input - incorporating advice from Educational Psychologists, therapists, and the Specialist Teaching Service.

Monitoring and Review Systems

- The SENDCO maintains a whole-school provision map that records interventions, costings, and outcomes for students receiving SEND Support and EHCP provision.
- Provision is reviewed termly, and adjustments are made based on pupil progress and feedback.
- The Senior Leadership Team monitors SEND outcomes as part of the school's self-evaluation cycle.
- The SEND Governor meets regularly with the SENDCO to review progress against strategic priorities and ensure accountability.
- Findings are shared with the Local Governing Board through reports that include data trends, strengths, and identified next steps.

Quality Assurance

We use a range of approaches to quality assure SEND practice across the school:

- Learning walks and classroom observations focused.
- Book looks and work scrutiny to evaluate progress and feedback quality.
- Staff reflections and CPD evaluations to monitor the impact of training.

This evidence informs ongoing development and supports continuous improvement in inclusive teaching.

Using Evidence to Improve Practice

Evaluation is not a stand-alone task - it drives improvement. Outcomes from monitoring are used to:

- Refine intervention programmes and deployment of TAs.
- Identify professional development needs for staff.
- Inform the school's Strategic SEND Development Plan.
- Ensure resources are allocated effectively to achieve the best possible outcomes for students.

Summary

Through systematic monitoring, pupil and parent feedback, and data analysis, Redmoor Academy ensures that SEND provision remains effective, responsive, and ambitious.

Our aim is to continually refine practice so that every pupil with SEND can make meaningful progress and experience a strong sense of belonging and achievement.

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

Redmoor Academy is an inclusive school.

We are committed to ensuring that students with SEND have full access to the same opportunities, activities, and experiences as their peers, both in and beyond the classroom.

We believe that inclusion is not simply about physical presence, but about active participation, belonging, and equality of experience.

Access to the Full Curriculum

- students with SEND are included in all subjects and curriculum areas.
- teachers plan lessons that are accessible and appropriately challenging for every learner.
- adaptive teaching and reasonable adjustments are made to remove barriers and promote independence.
- withdrawal from lessons for intervention or specialist work only occurs when it is demonstrably in the pupil's best interest and does not narrow access to the wider curriculum.

All decisions about additional or alternative provision are made collaboratively with the pupil, parents, and relevant staff.

Inclusion in Enrichment and Wider School Life

We actively promote the participation of students with SEND in all aspects of school life, including:

- Educational visits and residential trips – planned with risk assessments and reasonable adjustments to ensure full inclusion.
- Clubs and extracurricular activities – including sports, creative, and academic clubs, with support provided where necessary.
- Student leadership roles – such as student council and ambassadors, open to all students regardless of need or disability.
- Performances, events, and competitions – ensuring accessibility and support for participation.

No pupil is excluded from any activity on the grounds of SEND, disability, or medical condition.

Equality and Accessibility

Our approach is guided by the Equality Act (2010) and the Public Sector Equality Duty. We ensure that:

- All students are treated with fairness and respect.
- Reasonable adjustments are made to enable participation and remove disadvantage.
- The school's Accessibility Plan is reviewed regularly to anticipate and address potential barriers.

When planning events or curriculum experiences, we proactively consider the needs of students with SEND to ensure full inclusion from the outset.

Summary

Inclusion is at the core of Redmoor Academy's values.

Through thoughtful planning, open communication, and a strong culture of belonging, we ensure that every pupil with SEND is supported to learn, contribute, and thrive alongside their peers - in the classroom, in the community, and in every aspect of school life.

5.13 Support for improving emotional and social development

At Redmoor Academy, we recognise that emotional well-being and positive relationships are essential foundations for learning and personal growth.

Many students with SEND experience challenges linked to social understanding, emotional regulation, or self-esteem, and we are committed to supporting these needs through a proactive, trauma-informed approach.

Our Approach

We create a school culture where all students feel safe, valued, and understood. Our approach is based on:

- Relational practice – building trust and positive connections between staff and students.
- Trauma-informed principles – understanding behaviour as communication of need, not defiance.
- Predictable routines and calm environments – helping students feel secure and ready to learn.
- Restorative conversations – supporting reflection and repairing relationships after incidents.

Staff are trained to recognise signs of emotional distress and to respond with empathy, consistency, and appropriate strategies.

Targeted Support and Interventions

Where students need additional support, we offer a range of tailored interventions, such as:

- Mentoring and emotional coaching from trained staff or key adults.
- Social skills and friendship groups to develop communication and interaction.
- Emotional Literacy Support (ELSA) sessions focusing on regulation, resilience, and confidence.
- The Flourish Project
- In-school counselling
- Anxiety management and self-esteem programmes.
- Access to The Base for short-term emotional regulation support.
- 1:1 pastoral or counselling support for students experiencing high levels of stress or anxiety.

All interventions are designed to build self-awareness, emotional control, and social confidence.

Promoting Positive Behaviour and Relationships

- Our Behaviour and Relationship Policy emphasises fairness, consistency, and restoration rather than punishment.
- Staff use clear boundaries, relational language, and positive reinforcement to support students in meeting expectations.
- students are encouraged to take responsibility for their actions and reflect on how to make positive choices.
- Incidents of bullying or discrimination are taken seriously and addressed swiftly, in line with our Anti-Bullying Policy.

We work closely with parents and carers to ensure a consistent approach between home and school.

Partnership with External Services

Where appropriate, we work in partnership with external agencies to support emotional and mental health needs, including:

- The Educational Psychology Service.
- Child and Adolescent Mental Health Services (CAMHS).
- The Mental Health Support Team (MHST).
- Specialist outreach teams and counselling providers.
- Teen Health

These partnerships enable students to access early and specialist help when needed.

Summary

Redmoor Academy is a community that prioritises belonging, empathy, and emotional safety. By embedding trauma-informed practice, nurturing relationships, and targeted support, we help students with SEND to develop the emotional and social skills they need to engage confidently with learning and with life.

5.14 Working with other agencies

At Redmoor Academy, we recognise that effective support for students with SEND often involves working closely with a range of external agencies and professionals. Collaboration between education, health, and social care ensures that students receive coordinated, high-quality provision tailored to their individual needs.

Purpose of Multi-Agency Working

Our work with external professionals aims to:

- Gain a fuller understanding of students' strengths and barriers to learning.
- Access specialist advice, assessments, or interventions that cannot be delivered in school alone.
- Ensure that provision is evidence-based and proportionate to need.
- Promote consistency and shared understanding between professionals, families, and school staff.

We seek early involvement from external partners where additional expertise would benefit the pupil's progress, safety, or well-being.

Key Partners and Services

We work with a wide range of agencies and services, including (but not limited to):

- Educational Psychology Service (EPS) – for cognitive, emotional, and behavioural assessments and recommendations.
- Specialist Teaching Service (STS) – providing support for students with autism, ADHD, or sensory and physical needs.
- Speech and Language Therapy (SaLT) – supporting students with communication and interaction difficulties.
- Occupational Therapy (OT) and Physiotherapy – supporting physical, sensory, or motor coordination needs.
- Child and Adolescent Mental Health Services (CAMHS) – providing assessment and therapeutic support for emotional and mental health needs.
- Mental Health Support Team (MHST) – offering in-school mental health interventions and staff training.
- School Nursing Service – supporting medical needs, care plans, and health education.
- Social Care and Early Help Services – ensuring safeguarding and family support where required.

Specialist advice from these services is used to inform planning, adapt teaching approaches, and refine provision maps and EHCP targets.

Information Sharing and Consent

We value open communication between school, families, and professionals.
To ensure transparency and confidentiality:

- Parental consent is always sought before making referrals or sharing pupil information (unless there is a safeguarding concern).
- Professionals share reports and advice with both parents and the school.
- Recommendations are discussed with the pupil, parents, and teachers to agree next steps.
- Information is stored and shared securely in line with **Data Protection and GDPR regulations**.

Summary

Working in partnership with external agencies ensures that students with SEND at Redmoor Academy receive coordinated, specialist support that meets their educational, emotional, and physical needs.

Through collaboration, we strengthen our capacity to deliver timely, effective, and holistic provision for every child.

5.15 Complaints about SEND provision

At Redmoor Academy, we are committed to working in partnership with students, parents, and carers to provide the highest quality of SEND support.

We aim to resolve any concerns or difficulties quickly and informally through open communication with staff.

Step 1: Informal Resolution

If a parent or carer has a concern about the provision or support their child is receiving, they should first contact the class teacher or form tutor.

If the concern remains unresolved, they can contact the SENDCO to discuss the matter further.

Most issues can be addressed promptly at this stage through discussion and review of provision.

Step 2: Formal Complaint

If the concern cannot be resolved informally, parents or carers may make a formal complaint in line with the school's Complaints Policy.

This process involves:

- Submitting the complaint in writing to the Headteacher.
- The Headteacher investigating and responding within the timescales set out in the policy.
- If the parent remains dissatisfied, they may refer the complaint to the Chair of Governors, who will review the case and respond in writing.

The full Complaints Policy is available on the school website or on request from the school office.

Step 3: Escalation Beyond the School

If parents or carers believe the school or Local Authority has failed to carry out its statutory duties under the *Children and Families Act (2014)*, they may contact:

- Leicestershire County Council SEND Team – for concerns about Education, Health and Care Plans (EHCPs) or Local Authority responsibilities.
- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) – for impartial advice and guidance.

Parents also have the right to appeal to the First-tier Tribunal (Special Educational Needs and Disability) if they disagree with decisions made by the Local Authority regarding an EHCP.

Our Commitment

We value parental feedback and use it to improve our SEND provision.

Concerns are always taken seriously, and we aim to resolve issues respectfully, fairly, and in the best interests of the child.

5.16 Contact details of support services for parents of students with SEND

Redmoor Academy recognises the importance of providing families with access to clear, impartial advice and support.

The following organisations can offer independent information, guidance, and advocacy for parents and carers of children and young people with SEND.

Leicestershire SEND Information, Advice and Support Service (SENDIASS)

Provides free, confidential, and impartial advice on education, health, and social care issues for children and young people with SEND, and their families.

Website: www.sendiassleicester.org.uk

Email: sendiass@leics.gov.uk

Telephone: 0116 305 5614

Leicestershire Local Offer

The Local Offer outlines the full range of services, provision, and support available for children and young people aged 0–25 with SEND, as well as their parents and carers.

Website: www.leicestershire.gov.uk/SEND-local-offer

Email: sendlocaloffer@leics.gov.uk

National Autistic Society (NAS)

Provides information, guidance, and community support for autistic children, young people, and adults, as well as their families.

Website: www.autism.org.uk

Helpline: 0808 800 4104

IPSEA (Independent Provider of Special Education Advice)

A national charity offering free legal advice and resources for parents and carers on SEND law, EHCPs, and educational rights.

Website: www.ipsea.org.uk

Advice Line: 01799 582030

Contact – For Families with Disabled Children

Provides practical guidance, financial advice, and emotional support for families raising children with additional needs.

Website: www.contact.org.uk

Helpline: 0808 808 3555

Kooth

An online mental health and well-being platform offering free, confidential support for young people.

Website: www.kooth.com

YoungMinds Parents Helpline

Provides emotional support and advice to parents concerned about their child's mental health.

Website: www.youngminds.org.uk

Helpline: 0808 802 5544

Summary

We encourage parents and carers to seek support whenever needed.

The SENDCO is also available to signpost families to relevant services, help with referrals, or liaise with professionals to ensure joined-up support for every child.

5.17 Contact details for raising concerns

We encourage parents and carers to communicate openly with the school about any questions or concerns relating to their child's progress, well-being, or SEND provision.

Concerns can often be resolved quickly through discussion with the appropriate member of staff.

Key Contacts

Role / Responsibility	Name	Contact Information
Special Educational Needs and Disabilities Coordinator (SENDCO)	Rebecca Wilson	Email: rwilson@redmooracademy.org
Assistant SENDCO	Diane Buckingham	Email: dbuckingham@redmooracademy.org
Headteacher	Matthew Nicolle	Email: mnicolle@redmooracademy.org
SEND Governor	Julie Walton	Email: jwalton@redmooracademy.org
Chair of Governors	Darren Maguire	Email: dmaguire@redmooracademy.org

All correspondence will be acknowledged and responded to within the timescales set out in the school's Communication and Complaints Policies.

General Enquiries

For general questions about SEND provision, please contact the school office:

Telephone: 01455 230731

Email: office@redmooracademy.org

Postal Address: Redmoor Academy, Wykin Road, Hinckley LE10 0EP

Confidentiality and Communication

All queries and concerns are handled sensitively and in line with the school's safeguarding, data protection, and communication policies.

We are committed to working collaboratively with parents and carers to ensure every pupil's needs are understood and supported effectively.

5.18 The local authority local offer

Every Local Authority must publish a **Local Offer**, as required by the *Children and Families Act (2014)*.

The Local Offer sets out the support and services available for children and young people aged **0–25** with special educational needs and disabilities (SEND), and for their parents and carers.

Purpose of the Local Offer

The Local Offer aims to:

- Provide clear, accessible information about the full range of **education, health, and social care services** available in the local area.
- Help families understand what they can expect from different services and how to access them.
- Improve communication and transparency between schools, professionals, and families.
- Support early identification of needs and promote independence and preparation for adulthood.

Leicestershire's Local Offer

Leicestershire County Council's Local Offer includes:

- Information on support in mainstream and special schools.
- Details about the Education, Health and Care Plan (EHCP) process.
- Guidance on transport, therapies, and health services.
- Advice for parents and carers on funding, short breaks, and transitions.
- Links to community groups and local support organisations.

Families can access Leicestershire's Local Offer [here](#) or via [Facebook](#):

You can also contact the Local Offer team by email at sendlocaloffer@leics.gov.uk for advice or assistance.

How the School's SEND Information Report links to the Local Offer

This **SEND Information Report** forms part of Leicestershire's Local Offer.

It outlines how Redmoor Academy identifies, assesses, and supports students with SEND within the school context.

Parents are encouraged to read both documents together to gain a complete understanding of the local and school-based provision available.

Summary

The Local Offer is a valuable tool for parents and carers seeking clear, impartial information about SEND services in Leicestershire.

By combining the resources of the Local Offer with the personalised support available at Redmoor Academy, families can make informed decisions and access the help they need at every stage of their child's journey.

6. Monitoring arrangements

The Redmoor Academy **SEND Policy and Information Report** is reviewed regularly to ensure that it remains accurate, compliant, and reflective of best practice in supporting students with special educational needs and disabilities (SEND).

Review Process

- The **SENDCO** monitors the effectiveness of the policy and information report throughout the year as part of the school's wider self-evaluation cycle.
- The **Senior Leadership Team (SLT)** reviews the implementation of SEND provision, ensuring alignment with the school improvement plan and statutory duties.
- The **SEND Governor** meets termly with the SENDCO to review progress, provision, and outcomes for students with SEND.

- Findings and key performance indicators (KPIs) are reported to the Local Governing Board to inform strategic decision-making and resource allocation.

Annual Review and Publication

- This policy and report are formally reviewed and updated annually, or sooner if national guidance or legislation changes.
- Updates reflect new priorities, evaluation findings, and feedback from students, parents, and staff.
- The reviewed version is approved by the Local Governing Board and published on the school website each academic year.
- A printed copy is available on request from the school office.

Quality Assurance and Continuous Improvement

Monitoring arrangements ensure that:

- The needs of students with SEND are accurately identified and effectively met.
- Staff have the training and resources required to deliver high-quality provision.
- Interventions and support strategies are evaluated for measurable impact.
- The voice of students and parents is used to inform ongoing development.

This process ensures that SEND provision at Redmoor Academy continues to evolve in line with evidence-based practice and the school's commitment to inclusion and excellence.

Next Scheduled Review

This SEND Policy and Information Report was last reviewed in **October 2025** and will be reviewed again in **October 2026**, or earlier if significant changes occur in legislation or school practice.

7. Links with Other Policies and Documents

This SEND Policy and Information Report should be read alongside a range of related school policies and statutory documents that together promote inclusion, safeguarding, and equality for all students.

Key related policies and documents include:

- **Accessibility Plan**
- **Admissions Policy**
- **Behaviour and Relationships Policy**
- **Safeguarding and Child Protection Policy**
- **Equality, Diversity and Inclusion Policy**
- **Supporting students with Medical Conditions Policy**
- **Anti-Bullying Policy**
- **Complaints Policy**
- **Teaching and Learning Policy**
- **Personal Development and Well-being Framework**
- **Data Protection and GDPR Policy**

All of these policies are available on the **school website** or, upon request, from the **school office**.

Final Statement

At Redmoor Academy, our vision for inclusion is rooted in the belief that **every child belongs, every child matters, and every child can succeed.**

This document reflects our ongoing commitment to ensuring that students with SEND receive high-quality, personalised education that enables them to thrive academically, socially, and emotionally.

Together - staff, families, and external partners - we continue to build a community where **aspiration, belonging, and character** guide every decision and every learner's journey.