



Southport
Learning
Trust



Maghull High School

Special Educational Needs & Disabilities Information Report

(Updated January 2025)

Annual review – September 2025

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| School name and address | Maghull High School Ormonde Drive Liverpool L31 7AW |
| Website | https://maghullhigh.com/ |
| Telephone number | 0151 527 3955 |
| School details | Secondary Comprehensive Mixed 11-18 |
| <u>Name and contact details of SENCO</u> | <p><u>SENCO:</u> Laura Lindley – lindleyl@maghullhigh.com</p> <p><u>Associate SENCO:</u> Kate Taylor – taylork@maghullhigh.com</p> <p><u>Acting SENCO:</u> Heather Corrigan – corriganh@maghullhigh.com</p> |

Our aim

At Maghull High School, our unwavering commitment to fostering a nurturing and inclusive environment ensures that every student can fulfil their potential. We believe that every student brings unique strengths and perspectives, and our dedicated staff work tirelessly to create tailored learning experiences that inspire growth and achievement for all. Through our school ethos of Aspire, Achieve, Enjoy, we are committed to the inclusion of all our students and support them in their learning and wellbeing. We are committed to providing an inclusive education that provides an environment and culture that is sympathetic to, and understanding of, the issues involved in providing a fair and appropriate education for students with special educational needs or disabilities. At Maghull High School, we promote high standards of High Quality Teaching and deliver additional interventions, where appropriate, to support the emotional, social, and academic development of our students. We implement a student-centered and whole-school approach to ensure that students with SEND have high aspirations and strive for the best possible outcomes for themselves. Working collaboratively, all stakeholders implement practices that ensure students have access to learning opportunities without discrimination, in accordance with the Equal Opportunities Act 2010 and The Children and Families Act 2014.

1. How are Special Educational Needs defined?

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age' (SEND Code of Practice 2014).

There are diagnoses that might be classed as SEND and may result in students needing extra support to progress and take a full part in school life. Special educational provision means interventions which are additional to or different from that made for other students. We escalate and involve experts as needed to ensure progress as part of a graduated response, in line with the SEN Code of Practice. We follow DfE guidance when we review progress, update targets, and define, manage and map special provision <https://www.education.gov.uk/schools/pupilsupport/sen>.

The SEND Code of Practice identifies four broad areas of special need, under which SEND can be classified:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

| Category of Need | Examples of Need | Examples of Provision |
|------------------------------------|---|--|
| Communication and Interaction | <ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) • Speech and Language Communication Needs (SLCN) • Tourette Syndrome | <ul style="list-style-type: none"> • Access to the sensory room • Communication groups • Bespoke strategies tailored to individual needs • Support from outside agencies such as OSSME and Together Trust • Extra-curricular clubs such as Debate Mate to improve confidence in communication |
| Cognition and Learning | <ul style="list-style-type: none"> • Dyslexia • Dyspraxia/Developmental Coordination Disorder (DCD) • Dyscalculia | <ul style="list-style-type: none"> • Use of overlays • Resources printed on coloured paper • Use of a laptop for extended writing • In-class reader • Literacy intervention, such as Lexia • Reading intervention such as Paired Reading or Reading Plus • Referral to Educational Psychologist • Printed written instructions • Access arrangements such as extra time |
| Social and Emotional Mental Health | <ul style="list-style-type: none"> • Anxiety • Depression • Eating disorder • Attention Deficit Hyperactivity Disorder (ADHD) | <ul style="list-style-type: none"> • Referral to Learning Mentors and counsellors in our Phoenix Centre • Use of the sensory room • Time Out pass • Use of external agencies such as Together Trust • Referrals to external services, such as CAMHS • Increased pastoral support |

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| Sensory and Physical needs | <ul style="list-style-type: none"> • Hypermobility • Cerebral Palsy • Hearing impairment • Sight impairment • Sensory Processing Disorder | <ul style="list-style-type: none"> • Adaptation of work spaces, such as adjustable desk heights • Bespoke TA support • Uniform adjustments • Use of subtitles on all video or audio resources • Careful seating plan to alleviate physical demands |
|----------------------------|--|---|

Students may have learning needs that fall under more than one broad area of SEND. However, Maghull High School's priority is to support all students to succeed and enjoy their school experience, regardless of diagnoses or areas of need. Additionally, identification of a specific type of need does not automatically mean that a student will require a support plan. Approaches used in an inclusive classroom may enable students to make progress without additional support.

It is essential that pupils with SEND are identified as early as possible so that appropriate provision, access and interventions can be implemented.

2. How do we identify students with SEND?

At Maghull High School, we use a range of strategies to identify students with SEND. For example:

- Year 6 transition data and information provided by Primary Schools
- Information collected during Year 6 transition visits to Primary Schools
- Student voice and concerns
- Parental feedback
- Staff feedback
- Information provided by the Local Authority Inclusion Consultants during transition meetings
- Data from assessments such as Cognitive Ability Tests (CATS), New Group Reading Test (NGRT), and New Group Spelling Test (NGRT)
- Letters from professionals, such as GPs.

Once identified as having suspected or confirmed SEND, students are supported according to their needs and presentation. Some students are adequately supported through in-class strategies implemented by teachers, whereas others require a range of intervention. Such information is included in students' SEND profiles. Some students are provided with a key worker from the Inclusion Department to offer further support across the school day. Depending on their level of need, students with SEND will fall under one of the following categories:

- Education and Healthcare Plan (EHCP)
- SEND Support Plan
- Monitoring

It is important to note that the level of support offered to students is not fixed and will change according to their presentation and progress across school, alongside parent and student feedback.

Students must not be regarded as having a learning difficulty solely because the language spoken at home is different to the language in which they will be taught.

In addition to this, we recognise our responsibilities to make provision for students with disabilities under the Disability Rights Act (2003), the Equality Act (2010) and the 'Supporting Students with Medical Conditions' guidance 2014 where appropriate, both in the school curriculum and additional activities, such as school trips.

Other relevant SEND documentation that should be taken account includes:

- Maghull High SEND Policy
- Maghull High Accessibility Plan
- Maghull High Equality Policy

For some, this additional support may not be enough to make adequate progress. Maghull High School can then, in consultation with parents/carers and external agencies, ask the Local Authority (LA) to consider the initiation of an Educational Health Care Plan (EHCP). These pupils would have lifelong and complex needs. This stage of intervention is called a Request for Education, Health and Care Plan (EHCP) assessment and it emphasises the joint responsibility of Education, Health and, if appropriate, Social Care, to work together

The school will have to demonstrate why we believe the student's needs are so considerable that a statutory assessment is needed. Parents can also request a statutory assessment themselves.

The school then provides the following evidence

- SEND Support Plan with reviews
- High Needs Funding plan with reviews
- Students' health and medical records
- National Curriculum attainments
- Educational assessments
- Views of parents/carers
- Views of the student if appropriate
- Views of other professionals and social care as appropriate
- Educational Welfare service

The LEA must decide within six weeks whether to carry out such an assessment.

When the local authority receives a request for an EHC assessment, the parent/carer or young person will be allocated a named SEN Casework Assistant to support them through the process. Where there is no EHC Application from the school, the school will be asked to submit this within 2 weeks to ensure that the SEN and Inclusion Panel can make a decision within the statutory time scale of six weeks. In order to decide whether an EHC statutory assessment is required, the panel need to consider whether the child or young person has long term, severe and complex SEN, whether they have responded to sustained, relevant and purposeful measures taken by the school and whether the child or young person's needs can be reasonably provided for within the resources normally available to mainstream schools and settings. The panel needs to have information from the parents/ carers, the young person and the school or other educational setting in order to make this judgement.

Where the decision is to proceed with an EHC needs assessment, the SEN casework team will contact the parents/young person to check that the summary of their views is still up-to-date and to agree the additional information required.

The information collected must include advice about the child or young person's education, health and care needs, desired outcomes and the special educational, health and care provision required to meet these needs and outcomes. Some of this information will however already be available and in the person-centred, outcomes-led format required. It will therefore only be necessary to seek further advice where the child/young person's needs have changed or there are gaps in the information provided. Where such advice is requested by the local authority it must normally be provided within six weeks of the request being made.

An EHC Plan has to include:

- Student's name and address
- Details of their needs
- The provision made to meet their needs
- The type of school they will attend to meet those needs
- Relevant non-education needs

The EHC Plan provides a formal written framework for the review of all the targets set after consultation with parents. The student will be provided with a new updated SEND Support Plan. Year 9/11, 12/13 reviews focus specifically on transition so the student can be well supported at times of significant change. Local Authority (LA) Careers Services have a statutory obligation to be involved in this process and should interview the student and attend the EHCP / statement reviews as appropriate.

If the LA does not proceed with a statutory assessment of your child's needs and you disagree with this decision you can appeal to the LA or write to the SEN and Disability Tribunal Service for further advice. You can also request that Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) attend any meetings with you if this is appropriate.

Sefton SENDIASS:

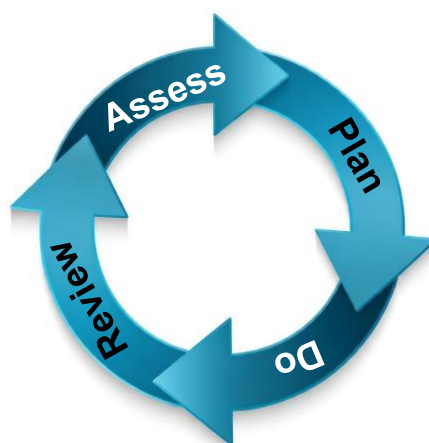
[Special Educational Needs and Disability Information, Advice and Support Service \(SENDIASS\) - KIDS | The Sefton Directory](#)

Liverpool and Knowsley SENDIASS:

[Liverpool and Knowsley SENDIASS | Barnardo's](#)

3. How do we support students with suspected or diagnosed SEND in lessons?

As per the SEND Code of Practice, Maghull High School adopts a graduated approach with four stages of action: Assess, Plan, Do, Review.



All staff are responsible for the planning, identification and teaching of students with SEND and use the following approach:

Assess: All staff are responsible for assessing, monitoring and tracking the progress of students. The school's calendar of assessment points provides a structure for this and each student is formally assessed at various points throughout the school year. Assessments take place in all subject areas. Results of assessments are recorded on Arbor and communicated to parents/guardians in the form of a written report. All students are set achievable yet challenging targets which have high expectations for progress. These are based on Fisher Family Trust 20 (FFT20) target-setting data. The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets. Additionally, students are informally assessed regularly through formative assessment strategies, such as questioning or teacher observations of peer discussions. Such formative assessments are used to swiftly address misconceptions and further support students towards fulfilling their potential. Maghull High School provides students with reasonable adjustments and access arrangements, such as alternative methods of recording assessments or the use of a separate venue, where needed. Such information is added to students' SEND profiles, where appropriate.

Plan: A wide range of staff across school, such as subject teachers, Heads of Departments, form tutors, Heads of Year and the Inclusion Team regularly review the progress of students and concerns are raised if students are not making expected progress. Subject teachers utilise adaptive teaching strategies to ensure the needs of each student are met in lessons. If a student is not making expected progress, intervention strategies are put in place immediately and this information is communicated to parents/guardians. Intervention strategies vary and are bespoke to the individual needs of students. Students who have high needs and require specific equipment or facilities to support them are eligible for high needs funding. In such circumstances, the SENCO will apply accordingly.

Do: Staff at Maghull High School strive to provide High Quality Teaching for all our students. Teachers and Heads of Departments prepare Schemes of Work and lessons which support the learning and progress of all students. Teachers utilise a variety of methods, creative teaching techniques, and the use of a diverse range of resources. Once areas of concern are highlighted through the assessment cycle, staff adapt their teaching and resources to support the learning of all students. These adaptations are dependent upon the needs of the student.

Review: As per the assessment calendar, staff review the progress of students continuously during the year. Any concerns regarding a student's needs or their potential barriers to learning are supported through adaptive teaching and High Quality Teaching strategies before being referred to the Inclusion Team. The SENCO is responsible for the co-ordination of SEND provision within the school. It is her responsibility to provide strategic leadership for the vision and implementation of SEND support in the school. There is consequently a whole school approach to monitoring, intervention and support strategies for SEND pupils.

Additionally, we offer a range of reasonable adjustments to support the learning of students. For example, the use of a 'Time Out' pass to allow students to regulate in lessons if needed. Passes are awarded on a needs basis. Any guidance or strategies advised by outside agencies will be passed onto staff via the weekly SENCO Briefing.

Maghull High School adheres to the Local Authority's Graduated Response in providing for students identified with SEND. We work collaboratively to ensure that we meet the needs of all pupils and that they make good progress in line with other children of the same age.

To see Sefton's local offer please click on the following link:

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

To see Liverpool's local offer please click on the following link:

<https://liverpool.gov.uk/localoffer/#:~:text=Liverpool's%20local%20offer%20provides%20information,for%20you%20or%20your%20child.>

To see Knowsley's local offer please click on the following link:

www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send

4. How do we support students with SEND in the wider school environment?

At Maghull High School, we believe it is essential that all students, regardless of need, are encouraged and are able to access our wider school offering. Supporting students to engage with the wider school community and extracurricular activities is crucial for their personal development, social inclusion, and well-being. We utilise a range of support to allow all students to access extra-curricular activities. For example, key worker adults attending activities such as Duke of Edinburgh Award to offer support for specific students. Where appropriate, we modify sports, arts, and other clubs to accommodate physical, sensory, or cognitive needs. Additionally, we provide clubs and groups specifically designed for (but are not exclusive to) students with SEND, such as Circle of Friends, and quiet spaces at the Inclusion Team break and lunchtime club. Furthermore, all staff are provided with training and resources, if needed, to ensure inclusivity of extra-curricular activities.

School trips and curriculum-based activities are inclusive of all students and are staffed according to the needs of students in attendance. Activities are risk-assessed and planned carefully to ensure they are accessible for all.

Staff ensure adequate representation of students with SEND across wider school opportunities and make adaptations to enable all students to access such opportunities. This includes student leadership opportunities and access to our Aspire Programme. For example, accessing Aspire Programme talks via a virtual link instead of attending the group in person.

We welcome feedback from students and parents about the inclusivity of our wider school offering and will adapt our provision accordingly.

5. How are parents/guardians included in reviews, or informed of the progress of students with SEND?

All Education and Healthcare Plans (EHCPs) are reviewed on an annual basis. Reviews are carried out in line with statutory guidance for reviews. Advice is provided by the school, external agencies, external professionals such as Educational Psychologists, the student and parents/guardians. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LA, parent/guardians and school. Students are always encouraged to participate in their meeting.

Key workers will contact the parents/guardians of all students on SEND support plans. Students on SEND Support Plans have a scheduled meeting with their key worker termly. The

feedback from this is communicated to parents/guardians following the meeting. Additionally, key workers communicate home with students' SEND support plans.

Assessment points are used to highlight progress of students and this is shared via a written report. Additionally, parents/guardians have the opportunity to meet with class teachers and form tutors virtually through parents evenings.

There are also year-group SEND coffee mornings for parents/guardians. This is by invitations only and information is communicated with parents/guardians in advance.

Finally, the SENCO and wider Inclusion Team are available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality. Staff are contactable via email and we welcome communication regarding students when needed.

6. Are students' views considered in the planning and reviewing of their education?

Student voice is an integral consideration for how we support the learning and wellbeing of students with SEND. There are a range of opportunities for students to offer their input and feedback for what their educational journey looks like moving forward. Students are encouraged to attend EHCP reviews, have scheduled meetings with their key worker (should they have one), and are regularly given opportunities to provide feedback in a more informal manner. Additionally, we take into consideration any student feedback that is communicated to us through parents/guardians, class teachers, form tutors, the wider pastoral team, staff from outside agencies such as OSSME, and external professionals such as GPs or CAMHS workers. This feedback is used when reviewing how to best support students moving forward.

7. How do we support the social and emotional wellbeing of students?

All students have access to a wide pastoral team, who place great importance on social development and emotional wellbeing. This includes a form tutor, Assistant Head of Year, Head of Year, the Senior Leadership Team, and the Inclusion Department. Additionally, students at Maghull High School are able to access the Phoenix Centre, which is staffed by Learning Mentors. Students, parents/guardians, and staff can refer students for support from the Phoenix Centre. All students access one wellbeing afternoon per year, which consists of students coming off timetable to engage with a range of activities to promote positive wellbeing. Additionally, we subscribe to services such as Kooth, allowing all students to seek online support should they have concerns over their own wellbeing. Furthermore, our comprehensive Personal Development scheme includes lessons regarding social development and emotional wellbeing. These lessons are delivered by form tutors, who then report any concerns identified in said lessons. If concerns are expressed regarding the emotional wellbeing or social development of students, a range of intervention strategies can be implemented depending on the concerns raised. For example, a student observed as often being alone might be referred to Circle of Friends, or a student struggling with poor mental health may be referred to the school counsellor. Furthermore, we have regular visits from a school nurse and Schools Safety Officer (SSO) who are available to support with specific concerns.

8. What specialist staff are available to support students with SEND?

Although it is the responsibility of all staff to support the learning and wellbeing of students with SEND, we have a dedicated Inclusion Department consisting of staff whose roles are specific to supporting students with SEND:

| Staff member | Role | Contact |
|---------------------|-----------------------------------|--|
| Mrs L Lindley | SENCO & Assistant Headteacher | lindleyl@maghullhigh.com |
| Mrs H Corrigan | Acting SENCO & Teacher of English | corriganh@maghullhigh.com |

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| Mrs C McDonough | SEND Governor Link | mcdonoughc@maghullhigh.com |
| Mrs J Bailey | Assistant SENCO (part time) | baileyj@maghullhigh.com |
| Mrs F Rivers | Acting Assistant SENCO | riversf@maghullhigh.com |
| Mrs K Mackinnon | Acting Assistant SENCO | mackinnonk@maghullhigh.com |
| Mrs S Smith | Specialist Teacher of KS2 and KS3 | smiths@maghullhigh.com |
| Miss L Stewart | Intervention Manager | stewartl@maghullhigh.com |
| Miss K Adams | HLTA Cognition and Learning | adamsk@maghullhigh.com |
| Miss H Ashcroft | HLTA Social and Emotional Mental Health | ashcrofth@maghullhigh.com |
| Mrs D Woolley | TA3 – Communication and Interaction | woolleyd@maghullhigh.com |
| Mr E Harris | TA3 | harrise@maghullhigh.com |
| Mrs J Stewart | TA2 | stewartj@maghullhigh.com |
| Mrs S Hodgkinson | TA2 | hodgkinsons@maghullhigh.com |
| Mr M Mayhew | TA2 | mayhewm@maghullhigh.com |
| Mrs D O'Donnell | TA2 | odonnell@maghullhigh.com |
| Mrs K Taylor | Associate SENCO | taylork@maghullhigh.com |
| Mrs E Garrahan | Consultant SENCO | garrahane@maghullhigh.com |

Additionally, Maghull High School currently accesses specialist support from a number of outside agencies and providers, such as:

- Applied Psychologies
- Speech and Language Therapy
- OSSME
- Together Trust
- Mind Mastery

9. What training is provided for staff to ensure they can support students with SEND?

We offer a number of training opportunities for staff, each following different formats. All teaching staff are required to attend INSET days and training sessions that revolve around a number of school priorities, including SEND. All staff are required to follow guidelines provided in the SEND Code of Practice. Additionally, all staff are required to attend a weekly morning briefing dedicated to SEND. The briefings include information about SEND and diagnoses, explanations of student profiles, and strategies to utilise across school. Additionally, we hold bespoke training sessions, when required, targeted toward meeting the needs of specific students. Furthermore, we have access to a number of outside professional agencies, such as Applied Psychologies, who have provided training for staff.

Mrs L Lindley has completed National Award for SEN Coordination (NASENCO) award.

Mrs H Corrigan is currently completing National Professional Qualification for Special Educational Needs Coordinators (NPQ SENCO).

10. How do we utilise support from external professionals?

At times, student require specific, targeted support, or assessments and observations from practitioners from outside agencies, such OSSME and Together Trust. If staff at Maghull High School feel such intervention is needed, we will contact parents/guardians to explain the rationale behind this and seek consent for the named intervention. Once consent is gained, the interventions or assessments can take place. Feedback from any assessments and

interventions are shared with school and parents/guardians as per the policy of each agency/provider. All external professionals are required to follow the school safeguarding protocols.

Maghull High School has links with a number of external agencies, which include:

- Sefton SEN and Inclusion Service
- SENIS
- SENDIASS
- Educational Psychologists
- Inclusion Consultants
- Complex Needs Inclusion Consultant
- Specialist Teachers for SEND
- Specialist Teachers for Visual Impairment
- Specialist Teachers for Hearing Impairment
- Sefton Autism and Social Communication Team
- Liverpool SEN and Inclusion Service
- Knowsley SEN and Inclusion Service
- Health Care Professionals
- Community Paediatrician
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nurse
- Social Care Professionals
- CAMHS
- YPAS
- OSSME
- SWACA
- VENUS

11. How will Maghull High School support students through any transition phases?

When pupils move from primary school to Maghull High School, visits to the primaries are carried out by the SENCO and the wider Inclusion Department. This provides students with the opportunity to meet key staff prior to their transition to Maghull High School. Additionally, information and data is gathered to support with the creation of SEND Support Plans or student profiles in advance of their first day. Furthermore, the SENCO will meet with Sefton Inclusion Consultants to gather further information and documentation on students with SEND prior to their September start.

All Year 6 students are invited to a transition day and more vulnerable pupils will be invited to attend an extra transition morning. Students with SEND receive a transition pack in the post which included pictures of key areas of the school site, as well as staff who will be working closely with the student, such as their form tutor and key worker. Parents/guardians of students in Year 6 with SEND are invited to a SEND Transition evening, specifically designed to outline our provision for students with SEND and to introduce parents/guardians to key members of staff, including those from outside agencies. The evening also allows parents/guardians the opportunity to ask the SENCO and wider Inclusion Department any questions.

All students transitioning from KS3 to KS4 are invited to attend an options evening where they have the opportunity to discuss options with class teachers. A meeting will be arranged for

pupils and parents to speak to a member of staff regarding their options and advise accordingly. Parents who have any concerns regarding GCSE options are encouraged to contact staff such as students' key workers, form tutors, Head of Year, or the SENCO to discuss potential alternative arrangements.

Careers and options advice are given by Mrs Wallis, our Careers and Transition Coordinator, who meets each Year 11 student individually to have a bespoke conversation regarding next steps. For KS4 in to KS5, open evenings are available and all pupils attend an open day depending on what path they chose to take post 16.

12. What measures are put in place to prevent bullying of students with SEND?

Preventing the bullying of students with SEND requires a proactive and multi-faceted approach that fosters a safe, inclusive, and supportive school environment. Firstly, we aim to promote an inclusive school culture through raising awareness of SEND and educating students, with an emphasis on empathy, respect, and understanding. We celebrate differences through highlighting the strengths and contributions of all students, including those with SEND. This is celebrated through assemblies, the Headteacher Award, and the school newsletter. We have a zero-tolerance approach to bullying and any observations or reports of bullying are investigated by the safeguarding and pastoral team. We communicate our expectations of respect towards one another to all students, staff, and parents/guardians to ensure the expectations are clear and followed consistently. Through safeguarding training, staff are trained on how to recognise subtle signs of bullying, particularly towards vulnerable students such as those with SEND, and how to respond swiftly and effectively to any concerns. Furthermore, we provide structured peer support groups to promote friendship and social skills in a safe, guided environment. Staff are directed to stand outside of classrooms during lesson transitions, and staff are placed near key areas such as the canteen and toilets during break and lunchtimes, providing enhanced supervision of students during unstructured times. Students the options to anonymously report a concern via the school website: [Report a Concern | Maghull High School](#)

When an incident of bullying has been identified, all students involved are offered support to ensure positive wellbeing and to prevent further cases of bullying.

13. What if a parent/guardian wants to make a complaint about the provision for students with SEND?

As a reflective setting, we are always looking to improve and welcome any parental feedback. Should a parent/guardian wish to make a complaint, our complaints procedure can be found here: [SLT-Complaints-Procedure-4.pdf](#)

14. How do we evaluate the effectiveness of our SEND provision?

Maghull High School regularly evaluates the effectiveness of the provision made for students through quality assurance exercises, action planning, reviewing, and learning walks. Teachers and Teaching Assistants are observed with a focus on appropriate adaptation for students with SEND. Learning walks and work scrutiny are carried out more frequently to further evaluate the effectiveness of teaching and support. This reviewing process forms part of the whole school Quality Assurance calendar.

Where additional provision is made, progress is monitored on a more regular basis to ensure that the provision is effective and matched to the child's needs. Where students are not making progress, they will progress through the school's Graduated Approach in liaison with parents/carers. Students' SEND Support Plans highlight the support individuals receive, and

are updated termly (or more regularly if required) identifying where the provision has been successful and where it has not. If provision is not successful, then a more suitable provision is considered.