



CAPA College

SEND Policy & SEND Information Report

Approved by Governors: 20th January 2022

Date for Review: January 2023

SEND Statement:

CAPA College are committed to be fully inclusive where all members of our school are treated fairly and equally. By working in partnership with children, families and partner agencies, we ensure that all children receive the support they need to access all aspects of school life. We respect each child as an individual and have high expectations and aspirations for all.

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1.	Aims and Objectives
	The specific objectives of our SEND Policy are as follows:
	<ul style="list-style-type: none"> i. Set out how CAPA College will support and make provision for students with special educational needs and disabilities (SEND) ii. Explain the roles and responsibilities of everyone involved in providing for students with SEND iii. To ensure a consistent, whole college, approach to students with SEND. iv. To identify students with learning difficulties or disabilities and/or special educational needs as early as possible and ensure that the necessary support is provided through early intervention, tracking and review. v. To provide students with EHC plans with the appropriate levels of support. vi. To support staff in creating a learning environment that meets the special educational needs of each student. vii. To ensure that all students have equal access to a broad, balanced and differentiated curriculum. viii. To encourage students to be fully involved in their learning and in developing the skills to monitor and review their own progress. ix. To ensure that all staff and governors in the college are aware of the importance of identifying and providing for those students with special educational needs. x. To make clear the expectations of all partners when planning for and supporting the provision for special educational needs. xi. To ensure that parents are kept fully informed and are involved in supporting the college in meeting the needs of their child. xii. To ensure that all teaching and support staff receive appropriate information and guidance to meet the needs of students with identified LDD/SEND. xiii. To ensure that students with special educational needs join in the activities of the college together with students who do not have special educational needs, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other students in the college and the efficient use of resources.

2.	Legislation and Guidance
	This policy and information report is based on the statutory <u>Special Educational Needs and Disability (SEND) Code of Practice</u> and the following legislation:
	<ul style="list-style-type: none"> i. <u>Part 3 of the Children and Families Act 2014</u>, which sets out schools' responsibilities for students with SEND and disabilities. ii. <u>The Special Educational Needs and Disability Regulations 2014</u>, which sets out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.
3.	Definitions
	A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:
	<ul style="list-style-type: none"> i. A significantly greater difficulty in learning than the majority of others of the same age, or ii. A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream education iii. Special educational provision or training provision that is additional to, or different for, that made generally for other children or young people of the same age by mainstream schools.
	In practice, however, CAPA College will not take students under the age of 16 and will ensure that all aspect so of the SEND Code of Practice are implemented throughout the college.

	Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
4.	Roles and Responsibilities
	SEND provision at CAPA College is overseen by the SENDCO (Adam Sheard) and is supported by Intervention Leader (Amy Reddaway) and Learning Support Teacher (Louise Edwards).
4.1	The SENDCO will:
	<ul style="list-style-type: none"> i. Work with the Principal and SEND Governor to determine the strategic development of the SEND policy and provision in the college. ii. Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans. iii. Oversee the day-to-day operation and implementation of the college's SEND Policy. iv. 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. v. Advise on the graduated approach to providing SEND support. vi. Be the point of contact for external agencies, especially the local authority and its support services. vii. Work with the Principal and governing body to ensure that the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements. viii. Ensure the college keeps records of all students with SEND up to date. ix. Ensures that background information from the previous school of each identified student with LDD/SEND is collected, recorded, updated and communicated to the relevant member of staff.

	<ul style="list-style-type: none"> x. Analyses the data provided by Educational Psychologists to implement recommendations and to ensure that, where identified, relevant access arrangements are provided for Public Examinations. xi. Uses information from subject staff to act as a trigger for student observation in class. (These students will have been identified as displaying needs or behaviours associated with LDD/SEND that may not have been identified by the previous school). xii. Co-ordinates the monitoring and review of interventions/actions that have been introduced to support the student. xiii. Ensure policies and records are reviewed and updated annually.
4.2	The SEND Governor will:
	<ul style="list-style-type: none"> i. Help to raise awareness of SEND issues at local governing body meetings. ii. Monitor the quality and effectiveness of SEND and disability provision within the college and update the local governing body on this. iii. Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the college.
4.3	The Principal will:
	<p>Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the college.</p> <p>Have overall responsibility for the provision and progress of learners with SEND and/or a disability.</p>
4.4	Each class teacher is responsible for:
	<ul style="list-style-type: none"> i. The progress and development of every student in their class. ii. Working closely with any specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

	<ul style="list-style-type: none"> iii. Working with the SENDCO to review each student's progress and development and decide on any changes to provision. iv. Ensuring they follow this SEND policy. v. Ensure Student Summary information is adhered to and referenced in planning.
5.	SEND Policy in Action
5.1	Admissions
	The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEND; those with Education, Health and Care Plans and those without.
	Provision for students with SEND is a matter for the college as a whole.
	We welcome all students to our college and endeavor to ensure that appropriate provision is made to cater for their needs.
	All students with SEND play a full part in the daily life of the college and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed.
	Students with identified needs, including those without Education, Health and Care Plans, are admitted into college and fully integrated unless it would be incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.
	In any admissions case, we advise parents to make direct contact with the Admissions Administrator prior to an audition. The Admissions Administrator would consider the best way for the student to be supported in terms of effectively accessing the different elements of the audition process. If a student was offered a place at the college the SENDCO and a member of the Core Team would meet

	with the student and his/her parents/carers to explore whether or not and how the individual's access needs could be accommodated.
	Before a student starts CAPA College, the parents/carers complete a medical history form that could alert the college to potential difficulties and reasonable adjustments to be made to ensure that individual needs are identified, addressed and met. During enrolment, CAPA College will contact the secondary schools of all students to obtain a confidential written reference for each student that will provide information on any needs and any intervention or strategies undertaken.
5.2	Identification and Assessment:
	Where some needs emerge after a student has begun a programme, our teaching staff will work with specialist support to identify where a student may be having difficulty which may be because of SEND.
	The graduated response, adopted by CAPA College, recognises that there is a continuum of needs, as recommended in the SEND Code of Practice 2014.
	Our approach considers the 4 key steps – Assess, Plan, Do, Review , so that effective provision is put in place so as to remove barriers to learning:
	Assess:
	<ul style="list-style-type: none"> i. Where a student has a learning difficulty or disability that calls for special educational provision, CAPA College will use its best endeavours to put appropriate support in place. ii. Students will be supported to participate in discussions about their aspirations, their needs, and the support they think will help them best. Supports will be aimed at promoting student independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participating in the community.

	<p>iii. In a very few cases it may be necessary to consider, in consultation with the parents/carers and any outside agencies involved, whether a statutory assessment may be necessary. We use the Local Authority guidance to help make any such decisions. If, in rare, cases, the student's needs are considered to be severe and complex, statutory assessment will be considered under the new Education Health and Care (EHC) Plan.</p>
	Plan:
	<p>i. Where SEND is identified, we will discuss with the student their ambitions, the nature of the support to be put in place, the expected impact on progress and a date for reviewing the support.</p> <p>ii. Plans will be developed with the student and the support and intervention provided will be selected to meet the student's aspirations, being based on reliable evidence of effectiveness and provided by practitioners with the relevant skills and knowledge.</p>
	Do:
	<p>i. CAPA College will ensure that the agreed support is put in place, and that appropriately trained staff provide the support needed. We will work closely with the student to assess the impact and success of the intervention.</p>
	Review:
	<p>ii. Reviewing student progress will be made at termly checks. The review process will evaluate the impact and quality of the support and interventions. The SENDCO will revise the support and in light of student progress and development, make any necessary amendments going forward, in consultation with students, parents/carers and subject teachers, as appropriate.</p>

	<ul style="list-style-type: none"> iii. Where a student has an EHC plan, CAPA College will work with the Local Authority, as required, to enable a review of the plan to take place at least every twelve months. Where requested by the Local Authority, CAPA College will convene and hold the annual review meeting on its behalf.
5.3	Resources, Curriculum and Inclusion
	Resources:
	<ul style="list-style-type: none"> i. A proportion of our budget is allocated for resources, which include identified materials for use to support students who need additional or different activities. ii. Provision of additional support is made as appropriate from the delegated SEND budget. iii. We intend to develop our resources to support students with SEND that link with priorities sated in the school's development plan.
	Curriculum entitlement:
	<ul style="list-style-type: none"> i. The educational support provided by the SENDCO, teachers and support staff includes: <ul style="list-style-type: none"> (i.) In class support (ii.) Small group work (iii.) One to one bespoke support in a withdrawal setting ii. The SENDCO will hold, centrally, details of all strategy plans and subject targets for identified SEND students. iii. SEND information and support strategies will be cascaded (through Arbor and staff training) to relevant staff in order to aid teaching and learning and to maximising student progress. iv. All students are entitled to a performing or creative arts based curriculum and progress is continually monitored. v. All information gained is used to support planning in order to aid progress.

	<p>vi. All students aged 16 to 18, or aged 19 to 25 if they have a Learning Difficulty Assessment or Education and Healthcare Plan, who do not hold a GCSE Grade 4-9 or equivalent qualification in Maths and/or English, will be required to be studying these subjects as part of their study programme in each academic year.</p>
	Inclusion:
	<p>i. Identification of special educational needs will be undertaken following referral by any member of staff expressing concern regarding an individual's progress. Further assessment may be administered by the SENDCO to obtain more specific information regarding a student's individual learning needs, to inform planning and implementation of provision. Records will be maintained through a process of continuous assessment by the class teacher. Records could be further complemented by the results of standardised assessments, administered by the SEND team, together with the range of assessments administered with all students on a rigorous basis to inform data collection, reports, etc.</p>
5.4	Identification and Review of Student Needs
	<p>i. Identification of special educational needs will be undertaken following referral by any member of staff expressing concern regarding an individual's progress. Following the identification of students with any SEND need, the name and specific need of the student is entered into the College's MIS System to aid the tracking of their progress, attainment and attendance. This also enables all staff to be made aware of their specific need and support. Further assessment may be administered by the SENDCO to obtain more specific information regarding a student's individual learning needs, to inform planning and implementation of provision. Records will be maintained through a process of continuous assessment by the class teacher. Records could be further complemented by the results of standardised assessment, administered</p>

	<p>by the SEND team, together with the range of assessments administered with all students on a rigorous basis to inform data collection, reports, etc.</p> <ul style="list-style-type: none"> ii. Where necessary, students will be referred to the SENDCO for diagnostic testing to construct a profile of an individual's strengths and weaknesses. iii. The progress of students with special educational needs will be reviewed through formative and summative assessment as outlined in the Code of Practice. The progress of students with an EHCP will be reviewed annually.
5.5	Access Arrangements:
	<ul style="list-style-type: none"> i. The SENDCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam. The SENDCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam. ii. Making special arrangements for candidates to take exams is the responsibility of the exams officer. iii. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the exams officer. iv. Rooming for access arrangement candidates will be arranged by the SENDCO with the exams officer. v. Invigilation and support for access arrangement candidates will be organised by the SENDCO with the exams officer. vi. If we feel that a student is not making progress commensurate with their ability and if we feel that he/she may need extra time for exams, we will inform their parents/carers and work with outside agencies to investigate if a specific barrier to learning exists.
5.6	Referral for an Education, Health and Care Plan

	<ul style="list-style-type: none"> i. If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the college but can be requested by a parent/carer. This will occur where the complexity of needs or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. ii. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, the SENDCO and any other relevant agencies. iii. The application for an Education, Health and Care Plan will combine information from a variety of sources including parents/carers, teachers, SENDCO, Social Care and Health professionals.
5.7	Education, Health and Care Plans (EHC)
	<ul style="list-style-type: none"> i. Following statutory Assessment, and EHC Plan will be provided by the Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in college and parents/carers will be involved in developing and producing the plan. ii. Parents have the right to appeal against the contents of the EHC Plan. They may also appeal against the school/college named in the Plan if it differs from their preferred choice. iii. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.
5.8	Professional Development for Staff
	<ul style="list-style-type: none"> i. We have a plan for the professional development and training of all staff in line with the priorities identified in the School Development Plan.

	<ul style="list-style-type: none"> ii. We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation. iii. The SENDCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development. iv. There is an induction procedure for all new staff into the College's policy and procedures for SEND.
5.9	Support Services Available
	<ul style="list-style-type: none"> i. Advice and support from outside agencies is available if requested by the college. ii. We have links with various agencies that the college can contact and is available as a support for parents, if applicable. iii. We believe that effective action on behalf of students with SEND depends upon close co-operation between the college and other professionals, e.g. the Local Authority, SEND support services, health services, social services etc.
5.10	Links with Other Agencies
	<ul style="list-style-type: none"> i. CAPA college have good working relationships with a range of outside agencies who they call upon for specific and targeted support as required ii. The SENDCO endeavours to discuss (and share information) with other educational providers regarding any students identified as needing additional or different provision to enable continuity of support.
5.11	Partnership with Parents/Carers
	<ul style="list-style-type: none"> i. The college is committed to involving parents/carers. This is a commitment to all parents/carers but is especially important in the case of those whose students are identified with SEND.

	<ul style="list-style-type: none"> ii. Parents/Carers are notified of any concerns as they arise and there is always a willingness to listen to issues brought forward for discussion. iii. We share information with parents/carers in informal conversations and formal meetings. iv. Parents/Carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the student both in college and at home. v. We promote a culture of co-operation between parents, schools, Local Authorities and others. This is important in enabling anyone with SEND to achieve their full potential. vi. We respect the differing perspectives of all parties concerned with students with SEND and seek constructive ways of reconciling different viewpoints. vii. We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.
5.12	Student Participation
	<ul style="list-style-type: none"> i. Students have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the students in college are given due weight according to their age, maturity and capability. ii. Students participate where possible, in all the decision making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.
5.13	Transfer and Transition Arrangements
	<ul style="list-style-type: none"> i. We have procedures in place to ensure that transfer or transition arrangements take place with ease and are perceived in a positive light, by all our students.
5.14	Preparing for Adulthood

	<ul style="list-style-type: none"> i. CAPA College understands that the support it provides to its young people can have a major impact on their preparation for adulthood, helping them go on to achieve the best outcomes in employment, independent living, and health and community participation. ii. We work closely with all health and social care partners to provide students with SEND the information and skills they need to help them gain independence and prepare for adult life. iii. CAPA College will consider how study programmes can be designed to create pathways to employment, where appropriate. iv. Throughout, CAPA College will focus on supporting young people so they are empowered to make decisions for themselves.
6.	Complaints Procedure
	<p>The procedures for making and managing complaints are as specified in the College's complaints policy. Initial concerns or enquiries about a student with special educational needs or disabilities, or SEND provision, should be dealt with by the class teacher, the SENDCO or the Principal. A response will be made as soon as possible.</p>
	<p>In the event that these informal discussions fail to resolve matters, the complainant should follow the Complaints Procedure, setting out the precise nature of the complaint as specified in the college's Complaints Policy. All formal complaints that are received will be recorded in the college and acknowledged, as outlined in the Complaints Policy.</p>
7.	Monitoring the Effectiveness of this Policy
	<p>This policy and information report will be reviewed by the SENDCO and Principal every year. It will also be updated if any changes to the information are made during the year. It will be approved by the local governing body.</p>

	The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
	We continually review and report on the effectiveness of the policy. This includes the numbers of students identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
	The SENDCO, Core Team and MLT monitor classroom practice/analyse student tracking data and test results/identify value added data for students with SEND.
	SEND is part of our self-evaluation arrangements.
	Further evidence will be gathered regarding:
	<ul style="list-style-type: none"> i. Staff awareness of individual student needs. ii. Success of the identification process at an early stage. iii. Academic progress of students with special educational needs in relation to other vulnerable groups of students and also in relation to students who do not fall into a vulnerable category. iv. Improvements in behavior of identified students. v. Student attendance. vi. Number of exclusions. vii. Consultation with parents. viii. Number of students moving between key stages. ix. Students' awareness of their targets and achievements.
8.	Links with Other Policies and Documents
	This policy links to our policies on:

	<ul style="list-style-type: none"> i. Accessibility Plan ii. Behaviour iii. Equality Information and Objectives iv. Supporting Students with Medical Conditions v. SEND Statement 									
9.	SEND Information Report									
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With Students:

- Student review days with parents / carers to report on progress (termly)
- 1-1 meetings with tutor (weekly as appropriate)
- In class curriculum tracking – Teachers / Pathway leaders
- Intervention tracking – SEND Support team / Teachers / CORE Team
- Pathway leader monitoring and meetings (as appropriate)
- Teacher referrals
- Access arrangement assessments (as required)

Internally:

- Pathway meetings, training & moderation (weekly)
- Data collection and analysis (Termly)
- Data meetings - CORE team / Pathway leaders (termly)
- SENDCO / SEND support team meetings

6. Arrangements for supporting transition to the next phase of education / career**Transition to CAPA College:**

- Open Days - Teachers / Pathway leaders / SENCO / SEND Support Staff available
- Open day Q&A and frequently asked questions information
- SENDCO / SEND support team available via phone and email
- Online meetings available with Pathway leaders / SENDCO / SEND support team
- CAPA College site available for pre-enrolment familiarisation (if required)
- SENDCO / SEND support team available to visit existing provision (if required)

Transition from CAPA College:

- 'Life after CAPA' Tutorial programme embedded within curriculum
- 'Life after CAPA' Parents / Carers meeting
- SEND Support / intervention available with UCAS / application forms
- Individual tutor / pathway meetings
- SENDCO / SEND Support team communication with next stage of education (university / conservatoire etc as required)

7. The teaching approaches and strategies used

- Wave 1: Intervention (as and when required) in class, providing support for the student
- Wave 2: Small group bespoke interventions outside of class routine.
- All above plus inclusive use of technology to support all student learning
- Targeted interventions to ensure best outcomes for all learners

8. Adaptations made to the curriculum and / or college environment

	<ul style="list-style-type: none"> • Provision of bespoke curriculum as and when required • Use of technology to support all learners (Office 365; Class Notebook; Change your colour etc etc) • Bespoke personal education plans for all SEND students • Access to wellbeing room – quiet, safe space as required • Staff bulletin highlights any student who needs an adaptation to the curriculum and / or environment (weekly) • Adaptation to learning environments as required
9.	<p>The level of expertise of staff and training available</p>
	<ul style="list-style-type: none"> • Fully trained and verified SENDCO • Experienced Core Team • SEND Governor support • Specialist SEND support team • Bespoke training for all staff
10.	<p>The evaluation of the effectiveness of the provision</p>
	<ul style="list-style-type: none"> • Annual SEND Review and audits • SEND spotlight focus & learning walks • Data analysis and progress measures used to evaluate (termly) • Quality Assurance by outside agencies (as required)
11.	<p>How students with SEND can engage with the activities the other students in the college engage in / with</p>
	<ul style="list-style-type: none"> • See CAPA College Admissions and inclusion Policy • Inclusivity in all college activities / opportunities • Curriculum adaptations (as required)
12.	<p>Support for emotional and social development</p>
	<ul style="list-style-type: none"> • See CAPA Colleges: Safeguarding, Behaviour, Pastoral policies • Support available from Student Welfare Officer • SEND support team available for drop in sessions • Connect and reflect tutorial programme
13.	<p>The involvement of other bodies / agencies</p>

	<ul style="list-style-type: none"> • Close working with a number of agencies as required dependent on need • Wakefield LA • Leeds / Doncaster & Sheffield LA • WAKEFIELD LOCAL OFFER: https://wakefield.mylocaloffer.org/Home • Yorkshire Dyslexia 	
	<p>14. How complaints are dealt with</p>	
	<ul style="list-style-type: none"> • See CAPA College Complaints Policy 	
<p>CAPA College reserves the right to amend this policy at any time during the academic year.</p>		

CAPA College is proud to be a part of Enhance Academy Trust.

