Special educational needs (SEN) information report

Churchward School

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Brunel Academies Trust (BAT) is a company limited by guarantee with registration number 10074054 and registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN; BAT is the parent company and Sole Corporate Member of the subsidiary company, Brunel Education (BE) is a charitable company limited by guarantee with registration number 11991915, registered with the Charities Commission of England Wales (Charity Number 1214820) and with registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN

Tier 1 policies are centrally held policies relating to Education, Governance, People Services, Finance, ICT and Operations and are the direct responsibility of BAT. Tier 1 policies are created by the BAT Central Services Team but adopted and reviewed by the BAT Board.

We are committed to a sustainable future and to improving the social, economic, and environmental well-being of the community. We are dedicated to environmental improvements that foster a sustainable future and lead to social and economical improvements in the communities we operate within.

Amendments to policy		
Date	**Section**	**Amendment**

BRUNEL ACADEMIES TRUST

Contents

1. What types of SEN does the school provide for? 3
2. Which staff will support my child, and what training have they had? 3
4. How will the school know if my child needs SEN support? 4
5. How will the school measure my child's progress? 5
6. How will I be involved in decisions made about my child's education? 5
7. How will my child be involved in decisions made about their education? 6
8. How will the school adapt its teaching for my child? 6
9. How will the school evaluate whether the support in place is helping my child? 8
10. How will the school resources be secured for my child? 8
11. How will the school make sure my child is included in activities alongside learners who don't have SEN? 10
12. How does the school make sure the admissions process is fair for learners with SEN or a disability? 10
13. How does the school support learners with disabilities? 10
14. How will the school support my child's mental health, and emotional and social development? 11
15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood? 11
16. What support is in place for looked-after and previously looked-after children with SEN? 12
17. What should I do if I have a complaint about my child's SEN support? 12
18. What support is available for me and my family? 12
19. Glossary 14
20. Monitoring arrangements 14
21. Links with other policies and documents 15

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Churchward is a specialist secondary school. All learners who attend Churchward school have an Education Health Care Plan (EHCP). Learners all have diagnosis of Autistic Spectrum Condition (ASC). Their primary need will be ASC or Communication and Interaction (C&I).

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Lorna Dickson

Lorna has worked in education for the past 23 years and has developed a broad range of knowledge and expertise in supporting students with Special Educational Needs (SEN). Throughout her career, she has held several leadership positions within schools, including Assistant Head of Learning, Head of English, and Whole-School Literacy Lead. For the last 14 years, Lorna has specialised in SEND leadership as a SENDCo and has the National Award for SEN Coordination (NASENCO), a certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A).

Over the past four years, she has been the SENDCo and Assistant Headteacher at Churchward School, where she continues to lead on the provision and support of students with additional needs.

Assistant SENCO

Our Assistant SENCO's are Lauren Hambidge, Sarah Bowden and Laura James.

Churchward School has three Assistant SENDCos, each bringing a wealth of experience in supporting students with Special Educational Needs and Disabilities (SEND). Each Assistant SENDCo has responsibility for a specific area of the school: one oversees Key Stage 3 Tadpole, one supports students within Key stage 4 at Tadpole, and the third is responsible for the Bridges and Links provisions.

The Assistant SENDCos attend all Annual Review meetings and play an important role in supporting both students and parents to share their views and contribute meaningfully to the review process. They are instrumental in ensuring the smooth and effective management of Annual Reviews, while also working closely with teaching staff to support the implementation and delivery of provision for students with SEND across the school.

Teachers

Staff at Churchward School are carefully recruited for their skills, experience, and commitment to supporting learners with a wide range of special educational needs. All staff receive a comprehensive induction programme and access to ongoing professional development to ensure they have a thorough understanding of the individual needs of our students.

Training opportunities are provided through a range of whole-school professional development activities, including Early Morning Briefings, INSET days, staff meetings, twilight training sessions, and external courses. This includes mandatory training for all staff, such as Safeguarding, Team Teach, and First Aid, alongside more specialised training tailored to the needs of particular student groups and areas of practice.

Staff receive training to meet the medical needs of students, which is updated annually or more frequently where required. All teachers participate in regular SEND-focused professional development and are supported by the SENDCo and Assistant SENDCos to ensure that they can effectively meet the needs of learners with SEND.

Teaching assistants (TAs)

Churchward School employs 38 Teaching Assistants who play a vital role in supporting students across the school. Teaching Assistants work closely with both students and teaching staff to provide personalised support, helping learners access learning opportunities and achieve their individual educational outcomes. Through their daily interactions, they develop a strong understanding of students' strengths, needs, and learning profiles, enabling them to provide effective and responsive support. Teaching Assistants generally move throughout the school alongside their allocated classes,

ensuring continuity of provision and helping students to feel secure, supported, and engaged in their learning environment.

All teachers are supported by a subject-specific teaching assistant who works alongside both the teacher and the class. This provides consistency and continuity of support, enabling students' individual needs to be met effectively. Teaching assistants can also deliver targeted interventions and additional support discreetly within lessons, helping students access learning while maintaining their independence and confidence.

In addition to academic support, we have a dedicated Pastoral Team and Academic Intervention Practitioner Team who provide targeted interventions tailored to meet the individual needs of our students. These interventions are designed to support students' social, emotional, behavioural, and academic development, ensuring that barriers to learning are identified and addressed effectively. By working closely with students, families, and teaching staff, these teams help to promote wellbeing, engagement, resilience, and positive outcomes both in school and beyond.

External agencies and experts

In order to ensure that our students receive the highest quality support, we work closely with a range of external agencies and professionals. These partnerships help us to identify and implement the most effective strategies to meet each student's individual needs. By working collaboratively, we aim to provide students with the skills, support, and opportunities they need to access learning, develop independence, and build confidence. Our goal is to enable every student to become a valued and active member of society, equipped to engage with their local community safely and successfully, both now and in the future.

These include:

- Speech and language therapists (HCRG)
- Educational psychologists
- Occupational therapists (HCRG)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA) provided support services
- Voluntary sector organisations

4. How will the school know if my child needs SEN support?

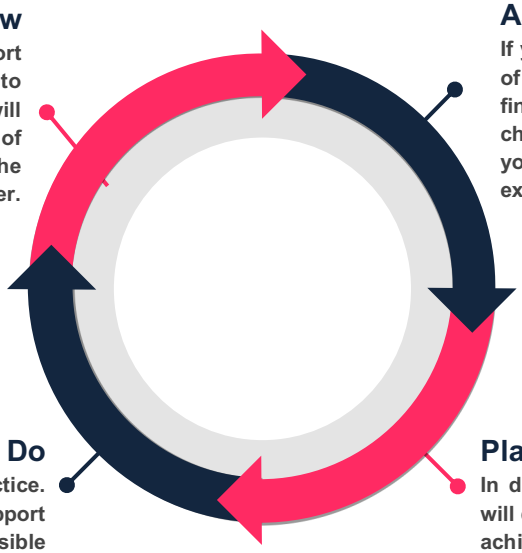
Each student within the school has targets that are designed to support the outcomes identified in their Education, Health and Care Plan (EHCP). These targets are regularly reviewed by teaching staff and are discussed and refined in partnership with parents and carers during Parents' Evenings and Annual Review meetings. Where appropriate, external professionals, such as Speech and Language Therapists and Occupational Therapists, also contribute to the development and implementation of individual targets.

Teachers and Teaching Assistants work collaboratively to provide a supportive and inclusive learning environment. The curriculum is delivered through a range of approaches, including whole-class teaching, small-group work, and one-to-one support. Teaching and learning activities are carefully differentiated to ensure that all students can access the curriculum at a level that meets their individual needs and enables them to make progress.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a learner has made progress, they may no longer need the additional provision made through the additional SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Every student at Churchward School has individual targets that are designed to support the outcomes identified within their Education, Health and Care Plan (EHCP). These targets help ensure that each student receives the support they need to make progress academically, socially, emotionally, and personally.

Targets are regularly monitored and reviewed by teachers and are discussed with parents and carers during Parents' Evenings and Annual Review meetings. Where appropriate, external professionals, such as Speech and Language Therapists, Occupational Therapists, Educational Psychologists, and other specialists, contribute to the development and review of targets to ensure that support is tailored to each student's individual needs.

Our teachers and Teaching Assistants work collaboratively to deliver a personalised learning experience through a combination of whole-class teaching, small group work, and individual support. The curriculum is highly differentiated to ensure that all students can access learning at a level that is appropriate for them, enabling them to achieve their full potential.

A student's level of support is initially determined by the information outlined within their EHCP, alongside assessments, professional recommendations, and their individual needs. Support is allocated to ensure that students can successfully access both the curriculum and wider school experiences while working towards the outcomes identified in their EHCP.

Where changes to a student's support needs are identified, these are discussed with parents and carers and considered through the Annual Review process. Decisions are made collaboratively, taking into account the views of the student, family, school staff, and any involved professionals.

Churchward School provides a highly differentiated curriculum designed to meet the diverse needs of its students. Where necessary, teaching approaches, resources, interventions, and support arrangements are adapted to ensure that every student is fully included and able to access learning in a meaningful and successful way.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Prior to starting at Churchward School transition meetings take place, including a school tour, involving parents, school, present settings, other professionals and if appropriate your child.

A comprehensive and robust transition plan is put in place, which included transition sessions or days that best suits the needs of your child which are bespoke to the needs of the child.

Students will have transition booklets provided, as appropriate.

Churchward School is an inclusive and aspirational community where learning is built upon integrity, respect, and high expectations. We provide a holistic and personalised approach to education, ensuring that the curriculum and support offered are carefully tailored to meet the individual needs of young people with social communication differences and additional needs as well as their academic needs.

Through our bespoke provision and commitment to excellence, we strive to ensure that every student makes exceptional progress from their individual starting points. Our aim is to equip young people with the knowledge, confidence, independence, and life skills needed to lead fulfilling lives and successfully prepare for adulthood.

Students in Key Stage 3 benefit from a range of community-based learning opportunities. These trips enable them to develop valuable independent living skills, such as shopping, handling money, and ordering food in restaurants. They also provide opportunities to explore the local community, including places of worship and other community settings, helping students to develop a broader understanding of the society in which they live.

In Year 9, students have the opportunity to work towards the Duke of Edinburgh's Bronze Award, developing resilience, teamwork, confidence, and independence through a range of enriching experiences.

Within Key Stages 4 and 5, students can access additional preparation for adulthood opportunities, including travel training to develop safe and independent travel skills. Many students also participate

in work experience placements, enabling them to gain practical workplace experience, develop employability skills, and prepare for future education, training, and employment pathways.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE LEARNERS
Communication and interaction	Autism Spectrum Condition (ASC)	Use clear, simple, and concise language. Give instructions one step at a time. Allow additional processing and thinking time before expecting a response. Check understanding regularly. Use visual supports such as symbols, pictures, schedules, and prompts. Social Stories. Small group interventions focusing on turn-taking, listening, and teamwork. Adult modelling of appropriate social communication.
	Speech and language difficulties	Speech and language therapy if required
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Equipment to support learning. Use of technology Interventions – Literacy, Numeracy, study and learning skills.
Social, emotional and mental health	Adverse childhood experiences and/or mental health issues.	Quiet workstation Nurture groups Pastoral support Thrive interventions School councilor
Sensory and/or physical	Hearing impairment Visual impairment Multi-sensory impairment Physical impairment	Limiting classroom displays

These interventions are part of our contribution to Swindon local offer.

9. How will the school evaluate whether the support in place is helping my child?

As a school, evaluation and monitoring are essential in ensuring that we meet the needs of our students and support them in developing into well-rounded individuals. We achieve this by bringing together a wide range of information about each young person to assess the effectiveness of the provision and support they receive.

We evaluate the impact of provision for each student by:

- Reviewing progress towards individual targets and outcomes each term.
- Assessing the impact of interventions following a 12-week cycle.
- Gathering and considering learner voice to understand students' views and experiences.
- Ongoing monitoring by the SENDCo.
- Using provision maps to track and measure progress.
- Analysing assessment data, including academic achievement, attendance, and behaviour.
- Holding Annual Review meetings and monitoring progress against agreed outcomes.
- Working closely with external agencies and incorporating their advice and recommendations into planning and support.

This robust process enables us to ensure that support remains appropriate, effective, and responsive to the changing needs of each student.

10. How will the school resources be secured for my child?

Provision within the school is constantly adapting to the changing requirements of our students and their academic journey across all of our three sites.

Training needs and capital investment in equipment and the wider school environment is driven by ongoing evaluation by professionals within the wide school community.

Universal Provision

- Class groups of up to 10 students
- High Staff/Learner ratios
- Specialised trained SEN Teachers
- Specialised trained SEN Teaching Assistants
- Knowledge-based curriculum appropriate to needs and appropriate examination pathways.
- Adapted delivery of the curriculum on student age and stage
- Adapted environment to meet communication/sensory needs
- Age/need appropriate outside environments
- Educational Psychologist advice and guidance
- Speech and Language Therapist advice and guidance
- Occupational Therapist advice and guidance
- Access to Local Authority Special SEN Service including VI and HI
- Secure internal and external site
- Supervision and support across the school site
- Access to adapted ICT to support learning needs

- Regular offsite trips to support the curriculum
- Access to Careers advice and support.

Communication and Interaction

- Visual schedules and social stories (if required)
- Communication-rich learning environment
- Occupational therapy
- Sensory integration
- Speech and language therapy through SaLT input
- Specialised and personalised management of transitions between activities
- Environment with significantly reduced sensory stimulus
- Ear Defenders
- Pastoral support plans and risk assessment – which include de-escalation strategies.

Medical Needs

- Personalised Care Plans
- Personalised and specific training for staff
- Staff trained in supporting medical needs e.g. epilepsy, epi-pen, asthma
- Regular medicine administered during school day to specific students
- Medical Risk Assessment

Social, Mental and Emotional Health

- Pastoral Support Plans and Risk Assessments
- Team Teach trained staff
- Targeted EP support
- Targeted Learning Disability Team support if required
- Positive handling
- Zones of Regulation
- Sensory Toys e.g. fidget toys, ear defenders
- THRIVE approach

Physical Difficulties/Sensory Loss

- Assistive Technology
- Occupational Therapy
- Sensory Integration
- Sensory Room

Cognition and Learning

- Following the KS3 curriculum
- Assess to KS4 qualifications appropriate for students needs
- Academic interventions
- Assistive technology

- Differentiated schemes of work.
- Work Experience and Careers.

Churchward School recognises that all Students are individuals with differing needs. The school strives to adapt and develop its curriculum to offer the most appropriate provision for each student as they progress through their academic journey.

Churchward School is always happy to discuss with prospective parents how the above can be further enhanced and developed to support the differing needs as they arise.

Further information about our school's offer of provision can be found in our School Local Offer.

11. How will the school make sure my child is included in activities alongside learners who don't have SEN?

At Churchward School, we are committed to supporting all of our young people to become active members of their community and to develop the skills needed to live as independently as possible. Preparing for Adulthood (PfA) is embedded throughout our curriculum and is a key focus when delivering the outcomes identified within students' Education, Health and Care Plans (EHCPs).

We make full use of opportunities within the local community, regularly visiting local businesses, including cafés and shops, to develop students' social, communication, and independence skills.

We also provide travel training to promote confidence and independence when accessing the wider community.

In addition, students in Year 10 and above are offered work experience placements, enabling them to develop valuable employability skills and gain real-life workplace experience in preparation for adulthood.

12. How does the school make sure the admissions process is fair for learners with SEN or a disability?

Churchward School is a specialist provision for students with an Education, Health and Care Plan (EHCP). When a consultation is received from the local authority, the SENDCo team carefully reviews the EHCP and all accompanying documentation to determine whether the school can meet the individual needs of the child. As part of the admissions criteria, students are required to have a diagnosis of Autism Spectrum Condition (ASC), with Communication and Interaction identified as their primary area of need. In addition, students should typically be working no more than three years below their chronological age academically.

Students, parents, and carers are invited to visit the school and meet with staff during school tours prior to their child joining the school. Once a placement has been agreed by the Local Authority, a bespoke transition programme is developed to meet the individual needs of each student, ensuring they are supported to settle successfully into the school environment.

13. How does the school support learners with disabilities?

Churchward School is fully accessible and situated on a single level, with designated parking spaces available for disabled visitors. The entire school environment is wheelchair accessible, ensuring that all students, staff, and visitors can move around the site safely and independently.

Within classrooms, students have access to a range of specialist equipment and resources to support their individual learning needs. This may include items such as wobble cushions, high-backed chairs, and assistive technology, enabling students to engage fully in learning and achieve their potential.

14. How will the school support my child's mental health, and emotional and social development?

Churchward School is fully compliant with all safeguarding legislation and places safeguarding at the heart of its practice. Safeguarding is a standing agenda item at all Governor meetings, ensuring that learner welfare remains a key priority across the school. All staff undertake annual safeguarding training and receive regular updates to ensure their knowledge remains current. Additional guidance and support are also available through the Brunel Safeguarding Lead.

The school follows robust safer recruitment procedures to ensure that all staff are suitable to work with children and young people. Members of the Senior Leadership Team (SLT), Human Resources staff, and Governors involved in recruitment processes have completed Safer Recruitment Training. Teachers and tutor teams develop strong relationships with their students, enabling them to identify concerns early and provide appropriate support to both students and their families when needed.

Churchward School works closely with a wide range of external agencies to ensure that students receive the specialist support they require. This includes access to professionals such as School Nurses, Occupational Therapists, Speech and Language Therapists, CAMHS practitioners, Educational Psychologists, and Specialist Teachers. These partnerships help ensure that students' individual needs are effectively identified and supported.

The school is committed to promoting positive mental health and wellbeing for all students. Staff receive training to help them recognise and respond to mental health needs, and the school has access to counselling services that can provide additional support for students when required. This comprehensive approach helps to ensure that students feel safe, supported, and able to achieve their full potential.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years to help learners with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the learner's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from their primary school, we will liaise with the provision they are currently attending and ask for relevant information for example:

- Access to SEND files
- Data including academic attainment.
- PSP's / risk assessments etc
- Meeting minutes
- Safe Gaurding files

Between phases (for primary schools)

The SENCO of the secondary school will visit the educational establishment or school for a meeting with their SENDCo SENCO. They will discuss the needs of all the children who are receiving SEN support.

Learners will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

Between phases (for secondary schools)

We arrange meetings with the parents/carers of incoming learners to discuss how we can best welcome their child into our community.

We set up new learners with a buddy from the year above to help them get settled in and make friends.

Moving to adulthood for secondary schools

We provide all our learners with appropriate advice on paths into work or further education.

We work with the learner to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Lorna Dickson, SENDCO is the Child Looked After Teacher, they will work with the tutor of the student and staff to make sure that all teachers understand how a looked-after or previously looked-after learner's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after learners will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Tutor in the first instance, they can then be escalated to the school SENDCO if required. If further support is needed, complaints will be referred to the school's complaints policy.

Should you have a complaint, please see the website for procedure and policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the learner themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority website. As we serve many local authoriries, this could be: Swindon, Wiltshire, Oxfordshire or the Gloucestershire local offer.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Link to all local SENDIAS organisations in your catchment area.

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow learners with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a learner's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a learner with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a learner's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the learner's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the learner
- **Intervention** – a short-term, targeted approach to teaching a learner with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for learners with SEN in the local area
- **Outcome** – target for improvement for learners with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports learners with SEN
- **SEN support** – special educational provision that meets the needs of learners with SEN
- **Transition** – when a learner moves between years, phases, schools or institutions or life stages

20. Monitoring arrangements

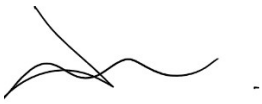
This document will be reviewed **annually** by the Education Team. At every review, it will be approved by the BAT Standards Committee.

21. Links with other policies and documents

This report links to the following policies and procedures:

- Special educational needs (SEN) and disability policy
- Safeguarding and Child protection policy and procedures
- Supporting pupils with medical conditions Policy
- Behaviour Policy
- Attendance Policy

This report is adopted by the BAT Board of Trustees and will be reviewed every year or earlier if change to legislation.

Signed:  CEO

Signed: Chairman of BAT Board of Trustees

Date: 24th September 2025

This report is adopted by Churchward School (part of the Brunel Academies Trust) and will be reviewed every year or earlier if change to legislation.

Signed: G Bailey Headteacher

Signed: Trust SEND Inclusion Lead

Date: Wednesday 7th October 2026