MEPA ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy owner	SENCO
Approved by	Senior Leadership Team
Adopted	July 2026
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Applies to	September 2027, or earlier following material change
School contact	senco@mepaacademy.com

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1. PURPOSE AND INSPECTION AMBITION

This policy explains how MEPA Academy identifies and meets special educational needs and disabilities (SEND), fulfils its legal duties, and secures excellent academic, vocational, personal and social outcomes for pupils aged 11–16. It applies to every pupil, every member of staff, every subject and every aspect of academy life, including rehearsals, performances, trips, work experience and any off-site provision.

OUR AIMS

- Set high expectations and provide an ambitious, broad curriculum in academic and performing-arts disciplines.
- Identify emerging or changing needs early, accurately and without requiring a diagnosis before support begins.
- Make anticipatory reasonable adjustments and use the graduated Assess–Plan–Do–Review approach with fidelity.
- Place the pupil's voice, strengths, identity, aspirations and lived experience at the centre of decisions.
- Work proactively with parents and professionals, building trust through clear, timely communication.
- Improve achievement, attendance, participation, wellbeing, independence, destinations and preparation for adulthood.
- Use well-analysed quantitative and qualitative evidence to adjust provision and demonstrate sustained impact.
- Develop staff expertise so inclusive practice is consistent in classrooms, studios, stages and off-site contexts.

PRINCIPLES

Principle	What it means at MEPA
Equity and belonging	Pupils access the same ambitious community and wider opportunities; support avoids stigma and unnecessary separation.
Strengths-led practice	Creative, academic and personal strengths are used as routes into learning while barriers are addressed explicitly.
Quality-first teaching	The first response is expertly adapted teaching, not automatic withdrawal from the curriculum.
Co-production	Nothing important is decided about a pupil without meaningful participation by the pupil and parent.
Accountability for impact	Provision is judged by improved outcomes and experience, not by the amount of support delivered.

2. LEGAL AND PROFESSIONAL FRAMEWORK

MEPA Academy will have regard to applicable legislation, statutory guidance and the Independent School Standards. The proprietor ensures that academy policies and practice remain current.

- Children and Families Act 2014, Part 3.
- SEND Code of Practice: 0 to 25 years (January 2015, with current publication updates).
- Equality Act 2010, including the duty not to discriminate, the duty to make reasonable adjustments and the accessibility planning duty.
- Special Educational Needs and Disability Regulations 2014, where applicable.
- Education (Independent School Standards) Regulations 2014, particularly curriculum, teaching, welfare and leadership requirements.
- Keeping Children Safe in Education and Working Together to Safeguard Children, current editions.
- Supporting pupils at school with medical conditions, current statutory guidance.
- Ofsted Education Inspection Framework and Non-association Independent School Inspection Toolkit, including the version for use from 7 September 2026.

DEFINITIONS

A pupil has SEN where they have a learning difficulty or disability that calls for special educational provision to be made. A pupil has a learning difficulty or disability if they have significantly greater difficulty in learning than most others of the same age, or a disability that prevents or hinders use of facilities generally provided for peers. Special educational provision is provision additional to or different from that generally made for others of the same age. Disability has the meaning in the Equality Act 2010.

IMPORTANT DISTINCTION **Not every disabled pupil has SEN, and not every pupil with SEN is disabled. MEPA meets both SEN and disability duties. Slow progress, English as an additional language, attendance difficulty, disadvantage or a safeguarding concern does not by itself establish SEN; each may coexist with SEN and must be explored.**

3. ROLES AND ACCOUNTABILITY

Role	Core accountability
Proprietor / governing body	Legal compliance; resourcing; challenge; approval; annual impact evaluation; accessibility; assurance that the SENCo has authority, time and training.
Principal	Culture, strategy and implementation; ambitious curriculum; staffing; partnership; performance management; ensures SEND is integral to improvement planning.
SENCo — Lucy Benardout	Strategic leadership; register and provision oversight; graduated response; staff

Role	Core accountability
	development; pupil/parent partnership; agency liaison; transitions; evaluation and reporting.
SLT oversight — Lewis Muir	Senior leadership oversight, strategic challenge, resourcing, implementation assurance and escalation of significant risks or barriers.
Teachers / vocational tutors	Accountable for the progress, participation and development of every pupil they teach, including where support staff are involved; plan and deliver adaptations.
Support staff	Implement agreed approaches skilfully; promote independence; observe and feed back impact; never replace teacher responsibility.
DSL / pastoral and attendance leads	Join up safeguarding, wellbeing, behaviour and attendance information; recognise communication and vulnerability factors; coordinate timely help.
Pupils	Express views and aspirations, help shape strategies, use agreed supports and participate in reviews in an accessible way.
Parents / carers	Share knowledge and priorities; contribute to plans and reviews; inform the academy of relevant changes; work in partnership on agreed actions.

4. MEPA'S GRADUATED CONTINUUM OF PROVISION

MEPA uses a flexible, needs-led continuum. Tiers are not labels, waiting lists or fixed destinations. A pupil may receive support at more than one level or in different domains. Support begins when a barrier is identified and is intensified, changed or reduced according to evidence.

Level	Core offer	Record and review
Teaching: quality-first	Explicit instruction; clear modelling; carefully chosen seating; processing time; chunking; rehearsal; movement or brain breaks; memory retrieval; scaffolds; accessible resources; frequent checks for understanding.	Lesson planning and pupil information systems; routine formative assessment.
Tier 1: universal	Universal Passport on entry; inclusive routines across academic and vocational teaching; proactive environmental and communication adjustments.	Passport reviewed at least annually and whenever needs change.
Tier 2: targeted	Time-limited, evidence-informed intervention or adjustment agreed with pupil and parent; diagnostic assessment or Early Help where appropriate.	Individual Support Plan (ISP); measurable outcomes; review normally within 6 weeks.
Tier 3/4: personalised	Intensified, coordinated provision following insufficient progress or confirmed SEND; specialist input; CAMHS/LIFT or other referrals where appropriate; consideration of EHC needs assessment.	Personalised ISP and provision map; review normally within 6 weeks; statutory plan review where applicable.

THE NON-NEGOTIABLE **Additional intervention complements—not replaces—access to expert teaching, the full curriculum, performance opportunities, enrichment and a sense of belonging.**

ASSESS–PLAN–DO–REVIEW

1. ASSESS — establish a precise baseline; triangulate attainment, work, observation, attendance, behaviour, wellbeing, pupil and parent views, prior records and specialist evidence. Identify the barrier, not merely the presenting behaviour.
2. PLAN — agree specific, measurable and meaningful outcomes; adaptations; provision; frequency; responsibilities; success measures; pupil/parent contribution; and a review date. Record this in the ISP and Passport.
3. DO — the teacher remains responsible. Staff implement provision consistently, preserve curriculum ambition, gather evidence and support increasing independence.
4. REVIEW — evaluate change from baseline using quantitative and qualitative evidence. Decide with the pupil and parent to continue, refine, fade, intensify, seek specialist advice or request statutory assessment.

5. IDENTIFICATION AND ASSESSMENT

SOURCES OF CONCERN

- Entry and transition information, including previous plans and pupil/parent views.
- A pupil's own request for help or report of a barrier.
- Teacher assessment, work scrutiny, curriculum checks and rate of learning.
- Changes in attendance, punctuality, regulation, behaviour, relationships or wellbeing.
- Access difficulties in particular environments: classroom, dance studio, music, drama, backstage, performance, examinations or unstructured times.
- Screening or diagnostic assessment and advice from health, social care or education professionals.
- A parent or member of staff raising a concern through the academy's concern route.

IDENTIFICATION PROCESS

1. The staff member records and reports the concern promptly to the SENCo and continues appropriate classroom adjustments.
2. The SENCo reviews existing evidence and consults the pupil, parent and relevant staff.
3. The academy rules out or addresses other contributory factors, including gaps in teaching, attendance, health, safeguarding, English acquisition and change or trauma.
4. Where needed, proportionate assessment is undertaken by appropriately skilled staff or external specialists.
5. The SENCo decides, with the pupil and parent, whether needs can be met universally, require SEN Support, or require more specialist/statutory action.
6. The decision, rationale, agreed support, baseline and review date are recorded and communicated.

FOUR BROAD AREAS OF NEED

Area	Illustrative barriers (not diagnostic labels)
Communication and interaction	Understanding or using language; social communication; interaction; processing spoken instruction.
Cognition and learning	Literacy, numeracy, working memory, processing, sequencing, general or specific learning difficulty.
Social, emotional and mental health	Regulation, anxiety, trauma-related responses, attention, self-esteem, eating or mental-health difficulties.
Sensory and/or physical	Hearing, vision, mobility, coordination, pain, fatigue, sensory processing or access to practical environments.

The academy avoids using a broad category as a substitute for individual assessment. Needs may overlap and change. The SEN register records pupils receiving SEN Support or with an EHC plan; it is accurate, current, confidential and not used to cap expectations.

6. HIGH-QUALITY INCLUSIVE TEACHING

All teachers and vocational practitioners teach pupils with SEND. Leaders ensure that curriculum planning identifies likely barriers and supports teachers to adapt responsively without diluting essential knowledge, disciplinary practice or artistic ambition.

Dimension	Expected practice
Instruction	Clear learning purpose; explicit explanation and modelling; manageable steps; worked examples; checks before independent practice.
Language	Pre-teach key vocabulary; concise instructions; visual and written reinforcement; avoid unnecessary ambiguity; allow response time.
Memory and cognition	Retrieval practice; spaced rehearsal; chunking; dual coding where useful; task checklists; reduce extraneous load.
Environment	Purposeful seating; lighting/acoustic consideration; predictable routines; sensory and movement options; accessible layout and evacuation.
Practice and feedback	Guided practice; frequent low-stakes checks; specific feedback; opportunities to revisit; adaptations based on response.
Independence	Scaffolds are matched, taught and faded; adults prompt least first; pupils learn to select tools and self-advocate.
Assessment	Accessible methods; reasonable adjustments; evidence from different modes without invalidating what is being assessed.
Belonging	Pupils are represented positively, protected from stigma and included in trips, productions, leadership and enrichment.

PERFORMING-ARTS CONTEXTS

- Dance: demonstration from more than one viewpoint; chunked choreography; floor markers; rehearsal video where appropriate; graduated sensory exposure; rest, hydration and safe physical adaptation.
- Drama: scripts in accessible formats; pre-teaching of context and cues; rehearsal of transitions; alternatives to unplanned public performance while building confidence toward ambitious participation.
- Music and singing: visual notation or cueing; repetition; acoustic and sensory adjustments; accessible equipment; explicit vocal-health and hearing-safety routines.

- Productions and backstage: visual schedules, named adult, quiet/reset space, accessible call sheets, costume and make-up sensory planning, medication and emergency arrangements, risk assessment and reasonable adjustment.
- Auditions and assessment: transparent criteria, accessible instructions and reasonable adjustments that preserve the competence being assessed.

7. INDIVIDUAL PLANNING, INTERVENTIONS AND SPECIALIST SUPPORT

INDIVIDUAL SUPPORT PLAN QUALITY STANDARD

- A concise strengths-and-needs profile, including communication preferences and what matters to the pupil.
- No more than a small number of prioritised, ambitious outcomes linked to learning, wellbeing, participation or independence.
- A clear baseline, success criteria and evidence source for each outcome.
- Precise classroom/studio adjustments and any targeted provision, including frequency, group size, duration and responsible adult.
- Pupil and parent views, aspirations and agreed contributions.
- Safeguarding, medical or risk information where relevant, cross-referenced securely rather than duplicated unnecessarily.
- A review date and a record of the decision and rationale.

SELECTING AND DELIVERING INTERVENTIONS

Interventions are selected because they address an assessed barrier and have credible evidence, not because they are available. Staff delivering them are trained and supervised. Baseline and exit measures are proportionate and meaningful. Leaders examine transfer into everyday learning and phase out support that has no sufficient impact.

Decision at review	Required response
Outcome met	Celebrate; record; generalise learning; fade support carefully while checking maintenance.
Improving, not yet met	Continue only where evidence supports it; refine dose, method or classroom transfer.
No meaningful change	Reassess the barrier and implementation; alter provision promptly; consider specialist advice.
Regression / escalating risk	Immediate multi-disciplinary review; safeguard; intensify or change support; consider statutory assessment.

EXTERNAL SPECIALISTS AND REFERRALS

With informed consent unless safeguarding or law requires otherwise, the academy may work with educational psychology, speech and language therapy, occupational therapy, sensory services, health professionals, CAMHS, Early Help, LIFT, social care, careers services and the local authority. Advice is translated into clear practice, shared with those who need it and reviewed for impact. A referral never replaces support while the pupil waits.

8. EDUCATION, HEALTH AND CARE PLANS

- MEPA will use its best endeavours to secure the special educational provision called for by a pupil's SEN and will deliver provision specified in an EHC plan where the academy is responsible.
- Where, despite relevant and purposeful action, a pupil does not make expected progress, the academy will consider with the pupil and parent whether to request an EHC needs assessment.
- Evidence will show needs, provision already made, fidelity, outcomes, pupil and parent views, attainment/progress, attendance, wellbeing, specialist advice and why further statutory coordination may be necessary.
- The academy cooperates with the local authority, contributes timely advice, supports accessible pupil participation and prepares for annual reviews.
- Annual reviews focus on progress toward outcomes and preparation for adulthood, and result in clear recommended actions. Transition reviews are planned early.

NO WAIT-TO-FAIL **An EHC assessment or diagnosis is not a prerequisite for reasonable adjustments or SEN Support. MEPA acts on identified need.**

9. PARTICIPATION, PARTNERSHIP AND COMMUNICATION

PUPIL VOICE

Pupil participation is an entitlement and a source of evidence. Staff offer accessible ways to contribute, including conversation, visual prompts, written or digital response, advocacy and supported preparation. Pupils help define successful support, evaluate whether it works, and shape their Passport and ISP.

PARENTS AND CARERS

- Concerns are acknowledged promptly and handled respectfully, without defensiveness or delay.
- Parents receive clear information about needs, provision, outcomes, review dates, local support and routes to challenge.
- Review discussions are planned at least termly for pupils at SEN Support and more often where the ISP specifies a shorter cycle; MEPA's targeted and personalised cycles normally review within six weeks.
- The academy makes communication accessible, records agreed actions and follows through.
- Disagreement is addressed early through the SENCo, then the Principal and the academy complaints procedure. Parents retain statutory rights regarding EHC assessment and appeal.

The academy's dedicated SEND contact is Lucy Benardout, SENCo. Email: senco@mepaacademy.com. Senior leadership oversight is provided by Lewis Muir.

LOCAL OFFER AND INFORMATION

MEPA signposts Kent's Local Offer and relevant information, advice and support services. The academy publishes clear, accurate and accessible information about SEND provision and keeps website information under review. As an independent school, MEPA publishes the SEND information required by its legal status and communicates its offer transparently to current and prospective families.

10. ATTENDANCE, BEHAVIOUR, WELLBEING AND SAFEGUARDING

The academy does not assume that absence or behaviour is a choice. Staff consider whether unmet need, anxiety, sensory load, communication difficulty, bullying, pain, fatigue, caring responsibilities, trauma or safeguarding risk is contributing. Support is personalised while maintaining ambitious expectations.

- Attendance and SEND information is reviewed together; patterns by lesson, teacher, environment, day and activity are explored.
- Reasonable adjustments to behaviour systems are considered and recorded. Consequences are never applied mechanically where disability is relevant.
- Pupils with SEND are explicitly taught how to stay safe, including online and in performing-arts, travel, audition and industry contexts.
- Communication needs and increased vulnerability are reflected in safeguarding plans and staff training.
- Restrictive intervention is a last resort, lawful, necessary, proportionate, recorded and reviewed; prevention and de-escalation are prioritised.
- Bullying, discrimination, harassment and victimisation are acted on promptly, and impact on the pupil is followed up.

SAFEGUARDING OVERRIDES PROCESS **Any concern that a pupil is at risk of harm is reported immediately through the safeguarding procedure. Staff do not wait for a SEND review, diagnosis, parental meeting or further evidence.**

11. EQUALITY, ACCESSIBILITY AND MEDICAL NEEDS

MEPA anticipates barriers and makes reasonable adjustments to policies, teaching, assessment, communications, physical access and the wider offer. Decisions consider effectiveness, practicability, cost and available resources, disruption, health and safety and the pupil's dignity, while recognising that the duty is owed to the individual pupil.

- The accessibility plan addresses curriculum access, the physical environment and accessible information, with measurable actions and regular review.
- Admissions decisions are lawful, evidence-based and non-discriminatory. Families receive honest information about provision and any material limitations.
- Pupils with medical conditions receive support enabling full access, including individual healthcare plans where appropriate, medication arrangements and emergency procedures.
- Intimate or personal care is respectful, safe, agreed and consistent with safeguarding and dignity.
- Exam access arrangements follow current awarding-body rules and are based on evidence of need and normal way of working; they are not automatically determined by diagnosis.

12. TRANSITIONS AND PREPARATION FOR ADULTHOOD

Transition is a process, not an event. Planning begins early for entry, movement between year groups or teachers, changes of timetable, productions and examinations, and progression beyond Year 11.

Stage	Minimum practice
Entry to MEPA	Gather records; meet pupil/parent; understand aspirations and strengths; assess access to academic/vocational provision; agree immediate adjustments; share essential information securely.
Within-school change	Preview staff, rooms, routines and expectations; update Passport; rehearse change; communicate risks and successful strategies.
Key stage 4 / exams	Plan curriculum pathway without lowering ambition; establish normal way of working; secure access arrangements; teach study, regulation and self-advocacy skills.
Post-16 / adulthood	Person-centred careers guidance; encounters and experience of work; independent living, community participation, health and self-advocacy; warm handover to destination.

For pupils with EHC plans, preparation for adulthood outcomes are considered from Year 9 at the latest. Destinations are tracked and used to improve provision.

13. STAFF EXPERTISE AND DEPLOYMENT

- Induction ensures every adult knows the graduated pathway, concern route, reasonable-adjustment duty, safeguarding vulnerabilities and how to access pupil information.
- Annual and responsive professional development is based on cohort need and implementation evidence, including academic and vocational contexts.
- The SENCo provides coaching, modelling, resources and follow-up—not one-off awareness training alone.
- Leaders check whether training changes practice and improves pupils' experience and outcomes.
- Support staff are deployed to develop access and independence; they receive planning time, clear direction and feedback.
- Specialist advice is shared only with staff who need it and translated into observable strategies.
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14. RESOURCES AND COMMISSIONING

The Principal and proprietor allocate staffing, training, assistive technology, specialist input and environmental adaptations according to assessed need and impact. The SENCo contributes to strategic resource decisions. Where provision is commissioned externally, MEPA remains accountable for suitability, safety, quality, attendance, curriculum entitlement, safeguarding and outcomes.

15. MONITORING, EVALUATION AND CONTINUOUS IMPROVEMENT

Leaders evaluate whether provision produces sustained improvement and whether all pupils belong and thrive. Analysis is proportionate to cohort size and protects confidentiality; small numbers are not used as a reason to avoid scrutiny.

Domain	Core evidence
Achievement	Progress from individual starting points; curriculum knowledge; qualifications; vocational development; quality of work; destinations.
Access and participation	Curriculum breadth; lesson and intervention attendance; trips, performances, clubs, leadership and work experience.
Attendance and behaviour	Overall and persistent absence; punctuality; internal removal; suspension; incidents; patterns and response to adjustment.
Wellbeing and belonging	Pupil voice; trusted-adult access; peer relationships; confidence; regulation; safety; parent feedback.
Provision quality	Implementation fidelity; review timeliness; response to specialist advice; Passport/ISP quality; classroom consistency.
Equity	Comparison with appropriate peers and prior cohorts; intersection of SEND with disadvantage, care experience and protected characteristics.
Sustainability	Staff expertise; independence; transition success; capacity; resource impact; sustained improvement over time.

GOVERNANCE CYCLE

- Half-termly: SENCo and senior leaders review provision, outcomes, attendance, safeguarding intersections and pupils requiring escalation.
- Termly: proprietor/governance receives a confidential dashboard and asks about impact, implementation, pupil/parent voice, statutory compliance, staff capacity and priority risks.
- Annually: evaluate policy impact, accessibility actions, cohort trends, destinations and staff development; publish/update required information; set measurable priorities.
- Immediately: escalate statutory non-compliance, safeguarding risk, failure to deliver an EHC plan, significant inequity, or provision that is unsafe or ineffective.

16. EXCEPTIONAL INCLUSION IMPLEMENTATION STANDARD

The following is MEPA's internal excellence standard, mapped to the September 2026 Ofsted toolkit. It is a continuous-improvement tool, not a prediction of grade.

Exceptional test	MEPA implementation and evidence
Strong standards are securely met	Termly self-evaluation triangulates learning visits, work, data, records, pupil/parent voice and staff knowledge; weaknesses trigger named actions.
Impact sustained over time	Three-year trends where available, plus individual longitudinal case evidence, show barriers reducing and gains maintained through transition.
Highly positive outcomes and experiences	Academic and vocational progress, attendance, wellbeing, participation and destinations improve from starting points; pupils describe effective support.
Transformational achievement and thriving	Case reviews demonstrate how precise assessment, high-quality teaching and responsive support changed a pupil's trajectory across school life.
Belonging	Pupils with SEND participate, lead, perform, form relationships and feel known and safe; participation and voice show no hidden exclusion.
No unprioritised significant weakness	SENCo and proprietor maintain a live improvement log with evidence, owner, deadline and review of impact.
System contribution	When practice is securely evidenced, MEPA shares learning with local and professional networks and uses external challenge to refine it.

TERMLY ASSURANCE QUESTIONS

- Which barriers have reduced, for whom, by how much, and how do we know?
- Which pupils are not yet thriving in academic, vocational or wider school life, and what changes now?
- Do classroom and studio practice match the Passport and ISP? Is support building independence?
- What do pupils and parents say is working or not working, and what did leaders change as a result?
- Are attendance, behaviour or safeguarding indicators revealing unmet need or inequity?
- Are leaders' analyses robust when cohorts are small and evidence is qualitative?
- Which significant weakness has been prioritised, who owns it and when will impact be checked?

17. CONFIDENTIALITY, RECORDS, COMPLAINTS AND REVIEW

SEND records are accurate, factual, proportionate, secure and shared on a need-to-know basis in line with data-protection law and safeguarding requirements. Pupil and parent views are recorded respectfully. Records transfer securely at transition and are retained according to the academy's retention schedule.

Concerns should normally be raised first with the relevant teacher or SENCo. If unresolved, they may be escalated to the Principal and then through the academy's published complaints procedure. This does not remove statutory routes relating to EHC assessments/plans, disability discrimination or safeguarding.

This policy is reviewed annually and sooner if legislation, statutory guidance, inspection arrangements, academy context or evaluation evidence changes. The proprietor approves material amendments.

APPENDIX A — OPERATIONAL THRESHOLDS AND RESPONSE TIMES

Event	Expected response
New concern raised	Acknowledge and record promptly; immediate adjustment and safeguarding action where needed.
Initial SENCo triage	Review available evidence and determine next steps normally within 10 school days.
Targeted/personalised ISP begins	Baseline, outcomes, provision, responsibilities and review date agreed with pupil and parent.
ISP review	Normally within 6 weeks under MEPA's model; sooner where risk or rapid change requires.
Parent communication	Meaningful update at least termly for SEN Support, alongside shorter ISP cycles where used.
Specialist referral	Made promptly when criteria are met; interim support continues.
EHC plan provision concern	Escalate immediately to Principal/SENCo; remedy and liaise with local authority.

Timescales are service standards, not barriers to earlier action. They may be adjusted in the pupil's best interests, with reasons recorded.

APPENDIX B — ISP MINIMUM DATASET

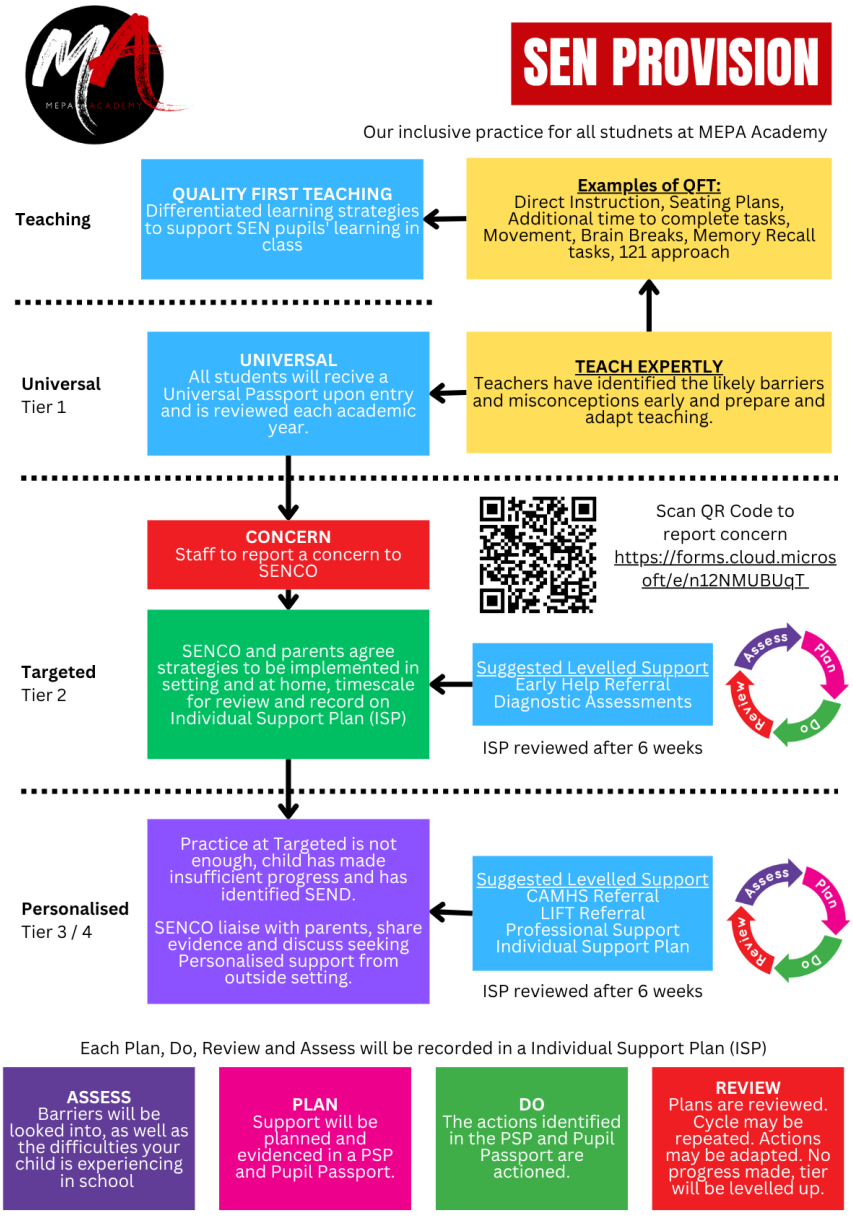
- Pupil details, year group, date, author, review date and SEN status.
- Strengths, interests, aspirations and pupil/parent voice.
- Primary barriers and relevant needs; baseline evidence.
- Prioritised SMART outcomes.
- Quality-first strategies and reasonable adjustments by context.
- Targeted/personalised provision: intervention, dose, group size, adult, start/end.
- Specialist advice and how it will be implemented.
- Success measures and evidence sources.
- Review outcome, impact, pupil/parent view, decision and rationale.
- Relevant transition, safeguarding, medical or risk cross-references.

APPENDIX C — LINKED EVIDENCE READILY AVAILABLE

- Current SEND register and provision map; Universal Passports and ISPs.
- Assessment and review records, including implementation and impact evidence.
- Pupil and parent voice and resulting actions.
- Curriculum planning, learning-visit and work-scrutiny evidence across academic and vocational subjects.
- Attendance, behaviour, safeguarding, wellbeing, participation and destination analysis.
- Staff training needs, delivery, coaching and impact evaluation.
- Specialist referrals/advice and evidence of implementation.
- Accessibility plan, SEN information, equality information and relevant policy cross-references.
- Proprietor/governance minutes, challenge, assurance and improvement priorities.

APPENDIX D — MEPA SEN PROVISION PATHWAY

The academy's visual pathway is reproduced below as an operational companion to this policy. Where wording differs, this policy and current law/statutory guidance take precedence.



APPENDIX E — KEY SOURCES

- **Ofsted, Education inspection framework: for use from November 2025**
  https://www.gov.uk/government/publications/education-inspection-framework-eif/education-inspection-framework-for-use-from-november-2025
- **Ofsted, Non-association independent school inspection toolkit: for use from 7 September 2026**
  https://assets.publishing.service.gov.uk/media/6a31707725c5199bda117648/Independent_schools_inspection_toolkit_for_use_from_September_2026.pdf
- **DfE/DHSC, SEND Code of Practice: 0 to 25 years**
  https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- **Children and Families Act 2014**
  https://www.legislation.gov.uk/ukpga/2014/6/part/3
- **Equality Act 2010**
  https://www.legislation.gov.uk/ukpga/2010/15/contents
- **Education (Independent School Standards) Regulations 2014**
  https://www.legislation.gov.uk/uksi/2014/3283/contents
- **MEPA Academy, Vision and Values**
  https://www.mepaacademy.com/about-mepa/vision-and-values