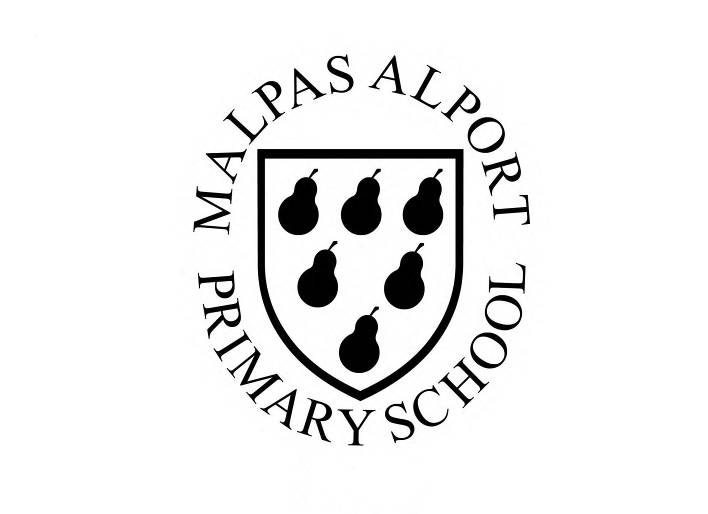
Malpas Alport Endowed Primary School

Special Educational Needs & Disabilities Policy



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| **Approved by Governing Body** | Summer 2025 |
| **Next Review Date** | Summer 2026 |
| **Ratified** | **FGB** |

1. **Aims and objectives**

Our special educational needs and disabilities (SEND) policy aims to:

* Make sure our school fully implements national legislation and guidance regarding pupils with SEND
* Set out how our school will:
  + Support and make provision for pupils with special educational needs and disabilities
  + Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  + Help pupils with SEND fulfil their aspirations and achieve their best
  + Help pupils with SEND become confident individuals living fulfilling lives
  + Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
* Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
* Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
* Make sure the SEND policy is understood and implemented consistently by all staff

# 2. Vision and values

* We are committed to making sure all our pupils have the chance to thrive and support them to meet their full potential
* We provide high-quality teaching which is differentiated and personalised to meet the needs and abilities of all children
* We are focused on creating an inclusive environment that meets the needs of all children: At the heart of the work of every class will be a continuous cycle of planning, teaching and assessing which will take account of the wide range of abilities, aptitudes and interests of children
* We provide all pupils with a broad and balanced curriculum
* We implement a trauma-informed approach to effectively address and support the diverse needs of all children

# Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) and [working together to improve school attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance).

This policy is also based on the following legislation:

* [Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for pupils with SEND
* [The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
* The [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents) (section 20), which sets out the school’s duties to make reasonable adjustments for pupils with disabilities
* The [Public Sector Equality Duty](https://www.legislation.gov.uk/ukpga/2010/15/part/11/chapter/1) (section 149 of the Equality Act 2010), which set out the school’s responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don’t share it
* The governance guide for [maintained schools](https://www.gov.uk/guidance/governance-in-maintained-schools) which sets out governors responsibilities for pupils with SEND
* The [School Admissions Code](https://www.gov.uk/government/publications/school-admissions-code--2), which sets out the school’s obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

# 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

# 5. Definitions

5.1 Special educational needs

The SEN Code of Practice reminds us that all children may have Special needs at some time during their school lives. The 2014 Education Act instructs schools to distinguish between the different stages of supported learning, the initial stages being mainly in-school based, with multi-professional advice being requested in the later stages.

A child has special educational needs if he/she has difficulties that call for special educational provision to be made.

This will be if a child:

● Has significantly greater difficulty in learning than the majority of children of the same age

● Has a disability which prevents or hinders the child from making full use of facilities of a kind provided for children of the same age

This may be identified through progress that:

● Is significantly slower than that of their peers starting from the same baseline

● Fails to match or better the child’s previous rate of progress

● Fails to close the attainment gap between the child and their peers

● Widens the attainment gap.

Special educational provision means educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained mainstream schools.

Children must not be regarded as having learning difficulties solely because their language, or their home language, is different from that in which they are taught.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

| Area of need |  | |
| --- | --- | --- |
| Communication and interaction | Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.  Pupils who are on the autism spectrum often have needs that fall in this category. |
| Cognition and learning | Pupils with learning difficulties usually learn at a slower pace than their peers.  A wide range of needs are grouped in this area, including:   * Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia * Moderate learning difficulties * Severe learning difficulties * Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |
| Social, emotional and mental health | These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:   * Mental health difficulties such as anxiety, depression or an eating disorder * Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder * Suffered adverse childhood experiences   These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. |
| Sensory and/or physical | Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.  Pupils may have:   * A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment * A physical impairment   These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. |

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# 6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Mrs Jennifer Jones (Eppi Jones)

They will:

* Inform any parents that their child may have SEN and then liaise with them about the pupil’s needs and any provision made
* Work with the head teacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
* Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
* Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
* Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
* Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
* Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
* Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
* When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil’s SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
* Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments
* Make sure the school keeps its records of all pupils with SEND up to date and accurate
* With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school’s plan for continuous professional development
* With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
* Prepare and review information for inclusion in the school’s SEN information report and any updates to this policy
* With the headteacher and teaching staff, identify any patterns in the school’s identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
* and access arrangements

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

* Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
* Do all it can to make sure that every pupil with SEND gets the support they need
* Make sure that pupils with SEND engage in the activities of the school alongside pupils who don’t have SEND
* Inform parents/carers when the school is making special educational provision for their child
* Make sure that the school has arrangements in place to support any pupils with medical conditions
* Provide access to a broad and balanced curriculum
* Have a clear approach to identifying and responding to SEND
* Provide an annual report for parents/carers on their child’s progress
* Record accurately and keep up to date the provision made for pupils with SEND
* Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
* Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school’s accessibility plans
* Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
* Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Adam Christopher.

The SEND governor will:

* Help to raise awareness of SEND issues at governing board meetings
* Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
* Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

* Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
* Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
* Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
* Have responsibility for monitoring the school’s notional SEND budget and any additional funding allocated by the LA to support individual pupils
* Make sure that the SENCO has enough time to carry out their duties
* Have an overview of the needs of the current cohort of pupils on the SEND register
* Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
* With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school’s plan for continuous professional development
* With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
* With the SENCO and teaching staff, identify any patterns in the school’s identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

* Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
* The progress and development of every pupil in their class
* Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
* Working with the SENCO to review each pupil’s progress and development, and decide on any changes to provision
* Ensuring they follow this SEND policy and the SEN information report
* Communicating with parents/carers regularly to:
  + Set clear outcomes and review progress towards them
  + Discuss the activities and support that will help achieve the set outcomes
  + Identify the responsibilities of the parent, the pupil and the school
  + Listen to the parents’/carers’ concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child’s progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil’s SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

* Invited to termly meetings to review the provision that is in place for their child
* Asked to provide information about the impact of SEN support outside school and any changes in the pupil’s needs
* Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
* Given an annual report on the pupil’s progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

* Explaining what their strengths and difficulties are
* Contributing to setting targets or outcomes
* Attending review meetings
* Giving feedback on the effectiveness of interventions

The pupil’s views will be taken into account in making decisions that affect them, whenever possible.

# 7. SEN information report

A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor will be encouraged to take a full challenging role regarding the progress of these children with both the SENCO and Head-teacher.

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

# 8. Our approach to SEND support

**Educational inclusion**

Through appropriate curricular provision, we respect the fact that children:

* Have different educational and behavioural needs and aspirations;
* Require different strategies for learning;
* Acquire, assimilate and communicate knowledge at different rates;
* Need a range of different teaching approaches and experiences.

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil’s current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or better their previous rate of progress
* Fails to close the attainment gap between them and their peers
* Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs. All teachers are responsible for identifying pupils with SEN and, in collaboration with the SEN Coordinator (SENCO), will ensure that those pupils requiring different or additional support are identified at an early stage.

**Early identification:**

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

* Evidence obtained by regular teacher observation/assessment
* Comparisons against National Curriculum expectations
* Pupil progress information
* Records from previous settings/schools
* Information from parents
* Standardised screening or assessment tools

As a result of these the school will:

* Provide a differentiated and appropriate curriculum
* Identify the support needed within the class
* Assess learning difficulties
* Ensure regular feedback on pupil progress through ongoing observations and
* assessments
* Ensure appropriate targets are set and learning experiences enable pupils to meet
* these targets.
* Involve parents/carers in a home-school learning approach

At Malpas Alport, we adopt a flexible, graduated approach to intervention, ensuring that changing levels of need are accurately understood and effectively addressed.

Individual pupil progress at Additional SEN Support Level will be intensively monitored three times per year by the school tracking system and personally by the Head-teacher in conjunction with Parents and the SENCO.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We take into account any concerns the parents/carers have
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil’s class teacher and the SENCO will carry out a clear analysis of the pupil’s needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil’s need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

1. **Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff working with the pupil will be fully informed of their needs, the intended outcomes, the support in place, and any necessary teaching strategies or approaches. This information will be documented in one-page profiles, achievement mats, first concerns records, and SEND profiles or person-centered plans

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

1. **Do**

The pupil’s class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil’s particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

1. **Review**

The effectiveness of the support and interventions and their impact on the pupil’s progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

* The views of the parents/carers and pupils
* The level of progress the pupil has made towards their outcomes
* The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil’s progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school’s SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil’s needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school’s notional SEND budget.

On the census these pupils will be marked with the code K.

**Education, health and care (EHC) plan**

Pupils who need more support than is available through the school’s school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school’s notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

* Tracking pupils’ progress using INSIGHT
* Carrying out the review stage of the graduated approach in every cycle of SEN support
* Using class and whole-school provision maps
* Monitoring by the SENCO
* Holding annual reviews for pupils with EHC plans
* Getting feedback from the pupil and their parents/carers

# 9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

# 10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

# 11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school’s plan for continuous professional development.

# 12. Links with external professional agencies

The school recognises that it won’t be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

* Speech and language therapists
* Specialist teachers, support or outreach services
* Educational psychologists
* Occupational therapists, speech and language therapists or physiotherapists
* General practitioners or paediatricians
* School nurses
* Child and adolescent mental health services (CAMHS)
* Education welfare officers
* Children’s services

# 13. Admission and accessibility arrangements

13.1 Admission arrangements

Our school operates a fully inclusive admissions policy and supports children and parents/carers with SEND receive the support they need to join our school.

* No child will be disadvantaged for having SEND or an EHCP and the school will work with the families to provide a plan for how needs will be met.
* On admission request we will work with the family to use current documentation and a pupil profile to determine how best to meet needs.
* Where we may need specialist or medical support to admit a child safely into school, with support will be pursued promptly so that admission is not delayed.
* Children with an EHCP will be prioritized in our admissions.
* Our oversubscription criteria will not disadvantage a pupil with SEND.

13.2 Accessibility arrangements

Malpas Alport’s Accessibility plan outlines how we ensure that the school is accessible for disabled pupils and is available on the school’s website or via the school office.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. In order to meet the needs of all pupils, we comply with all our duties under the Equality Act 2010.

Some may also have special educational needs and may have a statement, or Educational Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice, is followed.

If your child has additional needs that could affect their SATs performance, they may be entitled to adjustments, known as ‘access arrangements’.

Who is entitled to access arrangements?

Because every pupil is different, there’s no definitive guide to which children qualify for access arrangements. However, pupils who might need special accommodations include those with:

* difficulty reading
* difficulty writing
* difficulty [concentrating](https://www.theschoolrun.com/boosting-your-childs-concentration-skills)
* processing difficulties (e.g. the speed at which they can process information)
* a [hearing impairment](https://www.theschoolrun.com/deaf-and-hearing-impaired-children-at-school)
* a [visual impairment](https://www.theschoolrun.com/how-recognise-eyesight-problems-your-child)
* [English as an additional language](https://www.theschoolrun.com/English-as-additional-language) (i.e. not their first language)

Children do not have to have a formally diagnosed special educational need or disability, or an [Education, Health and Care Plan (EHCP)](https://www.theschoolrun.com/EHC-plans-expert-tips-to-help-parents) to be considered for access arrangements.

Some access arrangements we offer are:

Additional time

The eligibility criteria for this varies, but pupils with an EHCP are automatically allowed 25% additional time to complete their tests. Other pupils may qualify for extra time if, for example, they need extra time to demonstrate their knowledge and understanding, are waiting for confirmation of an EHCP, or use enlarged print versions of the tests.

Note that this doesn’t apply to KS1 SATs, as they are not formally timed.

Adaptations to test papers

This could include photocopying test papers onto coloured paper, enlarging print or diagrams, or translating questions (where appropriate) into a child’s first language. Schools must apply for permission to open papers early to make these adaptations.

Schools do not have to apply for permission to open KS1 papers early, as the tests are administered flexibly throughout May.  
 Scribes

These are writing assistants who write down the answers that a pupil dictates. Scribes may be used for children who are unable to write or have difficulty writing, are unable to use a word processor, or are known to experience fatigue.

Transcripts

If a child has problems making their writing legible, an adult can make a transcript of their paper at the end of the test so the marker can understand it.

Word processors and other electronic aids

If a child uses these during normal class time to make their work accessible, they should be able to use them during tests, but any functions that may give them an unfair advantage – e.g. a calculator app – must be turned off.

Written or oral translations

Translations may be made in advance if a child speaks English as an additional language. However, the questions themselves and passages of text for reading comprehension can’t be translated – only directions and instructions.

Readers

A reader may be used to help children who have difficulty reading, perhaps due to dyslexia or visual processing difficulties. There are rules about what a reader can and can’t read, and ideally children who need a reader should sit their tests in another room so they don’t disturb other pupils.

Prompters

A person known to the pupil who can draw their attention back to the task if their concentration wanders or they become distracted, e.g. by saying their name or touching their arm.

Rest breaks

Children who struggle with concentration or fatigue may be given rest breaks during the paper. Pupils must stay under supervision during their break and must not have any contact with children who have already finished the test.

Highlighter pens

Pupils can use highlighters to mark passages of text in all papers, as long as they usually do so in class.

# 14. Complaints about SEND provision

Where parents/carers have concerns about our school’s SEND provision, they should first raise their concerns informally with the class teacher/SENCO/headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the class teacher/SENCO/headteacher] in the first instance. They will be handled in line with the school’s complaints policy which can be viewed on the school’s website or requested from the school office.

If the parent or carer is not satisfied with the school’s response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

Disagreement resolution and mediation services are available through the website of your local authority.

# 15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

* All staff’s awareness of pupils with SEND at the start of the autumn term
* How early pupils are identified as having SEND
* Pupils’ progress and attainment once they have been identified as having SEND
* Whether pupils with SEND feel safe, valued and included in the school community
* Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the SENDco and headteacher **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

# 16. Links with other policies and documents

This policy links to the following documents which can all be accessed through the school website or school office.

* SEN information report
* The local offer
* Accessibility plan
* Behaviour policy
* Equality information and objectives
* Supporting pupils with medical conditions policy
* Attendance policy
* Safeguarding / child protection policy
* Complaints policy