

# Special educational needs and disabilities (SEND) policy

St John's Upper Holloway CE Primary School



St John's  
Upper Holloway  
C.E. Primary School

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## 1. Aims and objectives

Our Special Educational Needs and Disabilities (SEND) Policy sets out our commitment to meeting the needs of every student, in line with national legislation and guidance. We aim to ensure that all students with SEND are fully supported in accessing a broad and balanced education, participating in all aspects of school life, and achieving their full potential.

We believe that every child, including those with SEND, should be supported to thrive at school.

Our core principles are:

- **Early Identification and Intervention:** We are committed to identifying needs early and providing timely intervention to address barriers to learning at the earliest opportunity.
- **High Aspirations:** We set high aspirations for all students, tailoring provision to individual strengths and needs. Our goal is to help every student develop the knowledge, skills, and confidence to lead fulfilling lives and participate meaningfully in society.
- **Collaboration and Partnership:** We place great importance on working in partnership with students, their parents/carers, all staff, and external agencies. We believe that decisions about support are most effective when they are informed, collaborative, and person-centred.
- **Integrity and Accountability:** We act with integrity, ensuring fairness, equity, and trust in everything we do. We hold ourselves accountable for the outcomes of all students and make decisions that put their best interests at heart.
- **Continuous Improvement:** We are dedicated to continually seeking new approaches and strategies to improve outcomes for students with SEND. We support staff in reflecting, learning, and adapting, ensuring our practice evolves in response to student needs and emerging evidence.
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## 2. Vision and values

At St John's Upper Holloway, our vision is rooted in the words of Jesus: *'Love each other as I have loved you'* (John 15:12). We believe that as we are loved, so we shall love; as we are taught, so we shall teach; and as we are nurtured, so we shall flourish.

Our mission as a small, caring Church of England Primary School is to support every pupil to be happy, successful, and fulfilled. We believe everyone is unique and valued by God. We aspire to be an inclusive school that:

- Celebrates diversity and values all religions, faiths, and backgrounds.
- Provides a rich curriculum that inspires and challenges all learners.
- Promotes a sense of community and belonging.

At our school, we will provide all pupils with access to a broad and balanced curriculum.

We are committed to ensuring all our pupils have the chance to thrive and to supporting them in meeting their full potential.

We are focused on creating an inclusive environment where provision is tailored to the needs and abilities of pupils, however varied.

### 3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice, Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), 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](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which sets 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](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), 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 children with a disability or with special educational needs

### 4. Inclusion and equal opportunities

We are committed to ensuring that every student, irrespective of their individual needs or disabilities, is welcomed, valued and enabled to thrive. We celebrate the uniqueness and diversity of all students, and uphold the principles of equity and fairness for everyone, regardless of difference, in line with the Equality Act 2010 and its protected characteristics.

We aim for all students to have access to high-quality teaching, a broad, balanced and challenging curriculum, and opportunities to secure the best possible outcomes. We listen to and respond to students and their families, working together to build an ongoing, holistic understanding of each child or young person's needs. This understanding informs our provision, staff training and the allocation of resources, so that every learner has the support they need to achieve and to prepare effectively for adulthood.

In practice, this means:

- Making reasonable adjustments to teaching, the curriculum and the learning environment so that all students, including those with medical conditions, can participate fully in school life.
- Supporting teachers to adapt lessons as part of individual planning, ensuring high expectations for all.
- Embedding inclusive practices which ensure students with SEND are engaged in the same opportunities as their peers, including enrichment activities, trips and wider experiences.
- Working with school leaders to ensure compliance with the Equality Act 2010 and that responsibilities for reasonable adjustments and access arrangements are met.

## 5. Accessibility

We are committed to ensuring equality of opportunity for all students and preventing disabled students from being treated less favourably than their peers. We work proactively to remove barriers to learning and participation, and to promote inclusion in every aspect of school life. We make reasonable adjustments, including the provision of auxiliary aids and services, so that disabled students are not disadvantaged. Staff are trained to understand and respond to a range of needs, and our policies and practices are reviewed regularly to ensure they promote equity and inclusion. We are able to provide a range of facilities to enable disabled students to access our school, which may include:

- adapted classrooms and specialist equipment where required
- access to auxiliary aids (e.g. assistive technology, adapted resources)
- personalised teaching strategies
- modified learning materials and differentiated teaching to ensure curriculum access
- pastoral support to help overcome barriers to participation

Our Accessibility Plan is available on our website and sets out the steps we are taking to:

- increase the extent to which disabled students can participate in the curriculum;
- improve the physical environment to enable disabled students to take better advantage of education, facilities and services provided by the school; and
- improve the availability of accessible information for disabled students and their families

## 6. Definitions

### 6.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 6.2 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.

### 6.3 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 one 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	<p>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.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia</li> <li>● Moderate learning difficulties</li> <li>● Severe learning difficulties</li> <li>● 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</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>● Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>● Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>● A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 7. Roles and responsibilities

### 7.1 The SENCO

The SENCO at our school is Rebecca Ross Goobey.

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 headteacher 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 coordination 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 and access arrangements
- 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

### 7.2 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

### **7.3 The SEND link governor**

The SEND link governor is Jane Airey ([jairey3.206@lgflmail.org](mailto:jairey3.206@lgflmail.org)).

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

### **7.4 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

### **7.5 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

### **7.6 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.

## 7.7 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.

## 8. SEN information report

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.

## 9. Our approach to SEND support

### 9.1 Identifying pupils with SEND and assessing their needs

We recognise the importance of early identification so that effective provision can be put in place quickly to improve the long-term outcomes for students. When a student joins our school, we will assess their current levels of attainment, building on information from previous settings where appropriate. We will also consider any evidence that the student may have a disability and, if so, what reasonable adjustments may need to be made in line with the Equality Act 2010.

Class teachers will regularly assess the progress of all students. A special educational need may be indicated where 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; or
- widens the attainment gap.

We will also consider progress in areas other than attainment, such as students' personal development, social needs or emotional wellbeing. When teachers identify that a student is making slower than expected progress, they will provide targeted, high-quality teaching to address any areas of weakness. If progress does not improve, the class teacher will discuss their concerns with the SENCo.

In consultation with parents/carers, we may seek advice from external specialists. Slow progress and/or low attainment does not automatically mean a student is recorded as having SEND. We will also consider potential short-term factors (e.g. social issues, family context etc.) and take particular care when assessing students whose first language is not English.

When deciding whether a student requires special educational provision, we will:

- begin with the desired outcomes, including the expected progress and attainment;
- take account of the views and wishes of the student and their parents/carers; and
- consider whether support can be provided by adapting our core offer, or whether something different or additional is required.

We will work closely with all relevant professionals and the family to ensure that appropriate support is in place as early as possible if a student is joining the school and:

- their previous setting has already identified that they have SEND;
- they are known to external agencies; or
- they have an Education, Health and Care Plan (EHCP).

When it is identified that a student does have SEND, parents/carers will be formally notified, and the child will be placed on the SEND Register. This ensures provision can be put in place.

## **9.2 Consulting and involving pupils and parents/carers**

We believe that strong, collaborative relationships with students and their families are essential to ensuring effective identification of need, high-quality provision and positive long-term outcomes. Parents/carers know their children best, and their insights, alongside the student's own views, are central to our decision-making.

When a potential special educational need is identified, we hold an early discussion with the student and their parents/carers. These conversations will ensure that:

- everyone develops a clear understanding of the student's strengths and areas of difficulty;
- the concerns of parents/carers are taken into account;
- the intended outcomes and next steps are agreed together; and
- everyone is clear about the support to be put in place and how progress will be reviewed.

Notes of these discussions will be recorded and used to inform the first cycle of the graduated approach (Assess > Plan > Do > Review).

Parents/carers will be formally notified if their child is placed on the SEND Register and will be involved at every stage of provision, including where a statutory assessment may be required. We are committed to regular, open and meaningful communication with parents/carers, including:

- termly consultation meetings and annual reviews, with a person-centred approach;
- sharing students' Personal Learning Goals (PLGs), targets and support plans so parents/carers understand how to help at home;
- regular updates on progress through reports, phone calls, emails, newsletters or home-school communication books, depending on what works best for families;
- opportunities to provide feedback through surveys, forums and other informal events; and
- invitations to attend meetings with external agencies, ensuring families are involved in multi-agency decision-making.

We also recognise that some students and families may need more frequent contact. This can be arranged based on individual needs, and the SENCo may signpost families to additional support, such as [SENDIASS](#).

We believe that students are at the heart of all decisions about their special educational provision. We empower them to share their views on their learning and support in a variety of ways. Our staff use a range of communication methods when students have additional needs, to ensure every student's voice is heard and respected. This approach allows students to explain their strengths and difficulties, contribute to setting

their own goals, and give feedback on interventions. Through this ongoing partnership with students and families, we ensure that support is personalised, responsive and effective, and that everyone is working together towards the best possible outcomes.

### **9.3 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 class teacher(s) and SENCo will carry out an analysis of need, drawing on formative and summative assessment, prior attainment, comparisons with peers and national expectations, parent/carer views, student views, and where relevant, the advice from external agencies.

#### **2. 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 who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided, and any teaching strategies or approaches needed. This information will be recorded on our management information system and will be made accessible to staff in a school-based support plan.

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

#### **3. Do**

The class teacher(s) retain overall responsibility for the student's learning and progress, working closely with support staff and the SENCo to implement strategies and interventions. The class teacher(s) will plan and assess the impact of support and interventions and how these can be linked to classroom teaching. The SENCo will support the teacher(s) in further assessing the student's particular strengths and weaknesses, in problem-solving and advising on how to implement support effectively.

#### **4. Review**

Regular evaluation of the impact and quality of support on the student's progress will take place, taking into account the views of the student, parents/carers, and staff. Provision and outcomes are revised accordingly in consultation with the student and their parents/carers.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required are identified on the student's support plan.

The *Assess > Plan > Do > Review* cycle is ongoing and enables provision to be refined and adjusted as the school's understanding of the student's needs develops. Where, after cycles of support, it is identified that needs cannot be met through SEN Support, the school may request a statutory assessment that could lead to an Education Health Care Plan (EHCP).

### **9.4 Levels of support**

There are two levels of support: SEN support which is school-based SEN provision, and Education Health Care Plan (EHCP). These are defined below:

### **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.

### **Annual Reviews of Education, Health and Care Plans (EHCPs)**

Annual Reviews are a statutory requirement under the SEND Code of Practice and provide an opportunity to reflect on progress, provision and future planning.

- The SENCo is responsible for organising the review,
- Meetings are person-centred and attended by parents/carers and all relevant professionals. Students are included in meetings as appropriate, with the views, wishes and feelings of the student and family actively sought and placed at the heart of decision-making.
- The review considers:
  - the progress made towards EHCP outcomes over the past 12 months;
  - any new evidence about the student's needs or provision; and
  - amendments required to the EHCP to ensure needs continue to be met effectively.
- A review may recommend changes if:
  - significant new evidence has emerged;
  - some needs are no longer present; and/or
  - provision needs updating to meet the child's changing needs.

Following the meeting, the LA decides whether to amend the EHCP.

Parents/carers are informed of decisions in writing, and an amended legal document is issued where changes are made. All annual review documentation is filed in the school's electronic record to ensure continuity and accountability.

In addition to the statutory review, parents/carers are invited to termly consultation meetings and receive end-of-year reports, with the option to request feedback at any time. This ensures an ongoing dialogue between home and school, so that provision remains responsive, person-centred and ambitious.

### **9.5 Evaluating the effectiveness of SEN provision**

We are committed to ensuring that our provision for students with SEND is effective, evidence-based and leads to good progress. We undertake rigorous ongoing evaluation of our provision, and use this to inform future planning around whole school improvement and professional development.

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

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

## **10. 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.

## **11. 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.

## **12. Expertise and training of staff**

We are committed to ensuring that staff have the skills, knowledge and confidence to support students with SEND effectively. Regular training and updates are delivered through induction, professional development opportunities and staff meetings, linked to the school improvement plan and the needs of students.

The SENCO and SLT regularly monitor staff development needs and plan appropriate training. Staff also benefit from additional training and opportunities for collaboration across the Maamulaha and Deanery Networks. The SENCO attends local cluster groups, network meetings, externally provided courses and national training as appropriate, and ensures relevant opportunities are cascaded to staff.

We recognise that no school can meet all the needs of every student with SEND in isolation. To ensure students receive the best possible support, we actively seek advice and work in partnership with a range of external agencies in the identification, assessment and provision of SEND.

## **13. 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 or support services including: The Bridge, Samuel Rhodes School, Richard Cloudesley School
- 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
- Social services

## 14. Complaints about SEND provision

We hope that concerns can be resolved quickly and informally through discussion with staff, but we recognise that parents/carers, carers or students may sometimes wish to pursue matters more formally.

Please refer to our Complaints Policy on the school website for more information.

The SEND Code of Practice (2015), pages 246–247 provides further information on appropriate routes for complaints about SEND provision ([SEND Code of Practice 0–25, 2015](#)).

Parents and carers are also entitled to use disagreement resolution and mediation services, which are independent and designed to help resolve disputes in a fair and supportive way. Details of local disagreement resolution and mediation services can be found on the [Local Authority website](#).

If, after using these processes, parents or carers remain dissatisfied, they may appeal to the SEND Tribunal, which makes legally binding decisions on disputes relating to Education, Health and Care Plans. More information about the SEND Tribunal is available here: [First-tier Tribunal \(Special Educational Needs and Disability\)](#).

## 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 SENCO **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:

- 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