Richard Lee Primary

Special Educational Needs and Disabilities (SEND) Policy

Local Level Policy

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Part of the Castle Phoenix Trust

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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.
- 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

Richard Lee Primary School is a fully inclusive mainstream primary school. We promote our core values (Unity, Pride, Honesty, Resilience and Kindness) in all that we do.

At Richard Lee Primary School:

- We have high aspirations for all our pupils with SEND. We want them to be happy, independent, confident, proud, and achieve the best possible outcomes.
- We want our pupils with SEND to have the same opportunity to achieve the highest outcomes as our pupils without SEND.
- All pupils with SEND are taught a broad, balanced and ambitious curriculum, which gives them the opportunity to realise their full potential and make progress.
- We are committed to providing full access to the curriculum by ensuring high quality teaching and differentiation to meet individual needs.

- We aim for every teacher to be an effective teacher of pupils with Special Educational Needs and Disabilities through our tailored professional development programme.
- We continuously develop our ways of working to provide the highest quality of provision for all our pupils with SEND within the resources available.
- Pupils with SEND have balance of class, group and individual support to achieve the best outcomes.
- All of our out of class interventions are evidence informed and have been carefully selected to meet the needs of our pupils with SEND and ensure the best possible outcomes.
- We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.
- We believe in equality of opportunity and we aim to create a supportive, stimulating and challenging environment that values difference and recognises the achievements of all children.
- We provide all pupils with SEND a range of extra-curricular activities including sports, games and music clubs.
- All our pupils with SEND are included in all aspects of school life.
- We actively encourage our pupils with SEND to evaluate themselves as learners, express their opinions and make choices.
- All pupils with SEND have a personalised plan which is reviewed at least once every term with parents/carers.
- We work closely with parents/carers so that they can share their knowledge and expertise about their child for them to achieve their full potential.

3. Legislation and Guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and 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, SEND coordinators (SENDCOs) 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 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 Handbook, 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 unfairly children with a disability or with special educational needs.

4. Inclusion and Equal Opportunities

At Richard Lee Primary 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

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 provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

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 do 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.

AREA OF NEED	
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.

6. Roles and Responsibilities

6.1 The SENDCO

The SENDCO at our school is Miss Azra Foric.

Email Address: rlp-sendco@castlephoenixtrust.org.uk | Phone: 024 76 658 800

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made.

- Work with the Headteacher and SEND 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 SEND, 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 SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND 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 ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority or school 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 SEND, 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 SEND information report and any updates to this policy.
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

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 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 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 a SEND 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 SENDCO 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 Mrs Lisa Gadsby. Please contact the school office if you would like Mrs Lisa Gadsby's contact details.

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 SENDCO to determine the strategic development of the SEND policy and provision in the school.

6.4 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENDCO 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 SENDCO 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 SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the SENDCO, 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 SENDCO and teaching staff, identify any patterns in the school's identification of SEND, 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 SENDCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEND Information Report.
- Communicating with parents 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' 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 SEND 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 parent or carer 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. SEND Information Report

The school publishes a SEND 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

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 Richard Lee Primary 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.

At Richard Lee Primary School, we hold termly pupil progress meetings. Each Class Teacher meets with our Assistant Headteacher responsible for assessment and our Assistant Headteacher/SENDCO. The purpose of these meetings is to discuss the progress all our pupils have made both personally and academically and examine the effectiveness of the current provision in place. Following these meetings, interventions are organised accordingly in order to maximise individual pupil's progress. All our out of class interventions are closely monitored by our Assistant Headteacher/SENDCO and their impact is reviewed every six weeks in order to ensure that all pupils make progress from their individual starting point.

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.

When a Class Teacher identifies an area where a pupil is making slow progress, they will target this area through differentiated, high-quality teaching. This may include: pre-teaching new content, providing scaffolds for the pupil to access the learning or using technology. If progress does not improve, the Class Teacher will fill out a Richard Lee Primary School SEND Referral Form and have an initial discussion with the SENDCO about whether this lack of progress may be due to a special educational need. The SENDCO will then contact the parents/carers to discuss any concerns they may have. With parental consent, the SENDCO will observe the pupil, look at the pupil's books and talk to the pupil. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

Based on all of this information, the SENDCO in consultation with parents/carers and the Class Teacher will decide whether the pupil needs SEND support. When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our ordinarily available provision, or whether something different or additional is needed. If the child does need SEND support, their name will be added to the school's SEND Register, and the SENDCO and/or the Class Teacher will work with parents/carers to create an Individual Education Plan (IEP) or a My Support Plan (MSP) for the pupil. As a school, we will endeavour to identify a pupil's special educational need as early as possible, under the four broad areas of need, to enable us to provide the appropriate support to ensure that the pupil makes the best possible progress both personally and academically.

If a pupil is joining Richard Lee Primary School, and:

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

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and Involving Pupils and Parents/Carers

Richard Lee Primary School will put the pupil and their parents/carers at the heart of all decisions made about special educational provision. At Richard Lee Primary School, we actively encourage partnerships with parents/carers through our SEND Coffee Mornings, Termly Review Meetings,

Termly Meet the Teacher Evenings, Initial Consultations, Welcome Weeks, Telephone Calls and Dedicated SENDCO Email. We also regularly provide opportunities for our pupils to evaluate themselves as learners, express their opinions and make choices.

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

8.3 The Graduated Approach to SEND Support

Once a pupil has been identified as having SEND, 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 SENDCO 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.

2. **Plan**

In consultation with the parents/carers and the pupil, the Class Teacher and the SENDCO 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 that are needed. This information will be recorded on our whole school Provision Map which all staff have access to. Each pupil on the SEND Register at Richard Lee Primary School has either an Individual Education Plan (IEP), My Support Plan (MSP) or Education, Health and Care Plan (EHCP). Parents/carers will be fully aware of the planned support and interventions, and will be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's Class Teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class, 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

SENDCO 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.

4. 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 Class Teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of Support

School-Based SEND Provision

Pupils receiving SEND 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 Plan (EHCP)

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an Education, Health and Care 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 SEND Provision

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

- Tracking and reviewing pupils' progress each term as part of Pupil Progress Meetings and Review Meetings.
- Tracking and reviewing the impact of interventions each term using Provision Map, our online system.
- Weekly quality assurance by the SENDCO and Senior Leadership Team.

- Holding termly Individual Education Plan (IEP) and My Support Plan (MSP) reviews with parents/carers.
- Holding Annual Reviews for pupils with an EHCP.
- Tracking pupils' progress using our online assessment system (Arbor).
- Carrying out the review stage of the graduated approach in every cycle of SEND support.
- Pupil voice.
- Parent/carer feedback.

9. Expertise and Training of Staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO 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.

10. Links with External Professional Agencies

We currently work with the following external professional agencies:

- Child and Adolescent Mental Health Service
- Complex Communication Team
- Educational Psychology Service
- Occupational Therapy Service
- Pepper Therapy (Private Speech and Language Therapy)
- RISE
- School Nursing Team
- SEND Early Years Team
- Social, Emotional, Mental Health and Learning Team
- Speech and Language Therapy Service

11. Admission and Accessibility Arrangements

11.1 Admission Arrangements

If there are more applications for a place than there are places available within the school's admission number, places will be allocated in accordance with the following criteria and in the order shown below:

1. All children with an Education Health and Care Plan that name the school will be admitted before all other applicants.
2. Children who, at the time of admission, are in the care of a local authority or are provided with accommodation by the authority (looked after children). Also, children who were previously looked after but ceased to be so because they were adopted, or became subject to a residence order or a special guardianship order. A looked after child is defined in Section 22 of the Children Act 1989.
3. Children who live in the catchment area served by the school, who have a brother or sister attending the school, provided that the brother or sister will be of compulsory school age and will continue to attend the school the following year.
4. Other children who live in the catchment area served by the school.
5. Children living outside the catchment area with a brother or sister who currently attends the school, provided that the brother or sister will be of compulsory school age and will continue to attend the school the following year.
6. Children by reference to the distance their home is from the school in accordance with the definitions section.

If it is not possible to meet all of the requests in any one of the categories described above, the school will prioritise the requests by reference to distance.

The school's admissions policy can be found on our website.

11.2 Accessibility Arrangements

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The primary objective is to reduce and where reasonably practicable and affordable, eliminate barriers to access to the curriculum and

to enable full participation in the school community for pupils, and prospective pupils with a disability. We recognise the need to provide adequate resources for implementing plans and will regularly review them. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and recognises its duty under the Equality Act to:

- Not discriminate against disabled pupils in their admissions and exclusions, and provides of education and associated services.
- Not to treat disabled pupils less favorably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

The school also recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The full accessibility plan can be found on our school website.

12. Complaints about SEND Provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCO and/or Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to Castle Phoenix Trust. Castle Phoenix Trust is committed to ensuring that all students are provided with the best education possible and that each school works in a productive and positive partnership with all parents and carers. However, if a parent/carer feels that a situation has arisen that they are unhappy about then they have a right to make a complaint. Any and every complaint made will be taken seriously and dealt with swiftly and professionally. The school's Castle Phoenix Trust complaints policy can be found on our website. If you are not satisfied with the school's response, you 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. If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-aboutschool/disability-discrimination

You can make a claim about alleged discrimination regarding:

Admission

Exclusion

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

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

13. Monitoring and Evaluation Arrangements

13.1 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.

13.2 Monitoring the Policy

This policy will be reviewed by Azra Foric (Assistant Headteacher/SENDCO) every three years. 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.

14. Links with other Policies and Documents

This policy links to the following documents:

- SEND Information Report
- The Local Offer
- Accessibility Policy
- Admissions Policy
- Promoting Positive Behaviour Policy
- Medical Conditions Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Intimate Care Policy

These documents can be found on our school website.