



Langdale Church of England Primary School

Every child is valued. No one left behind



LANGDALE CE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Approved by	
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Position:	Headteacher Link governor with responsibility for SEND
Signed:	
Review date:	September 2026



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Introduction

At Langdale CE Primary School, we believe that every child is a unique individual - created in the image of God - with their own strengths, needs and potential. Our SEND provision is rooted in our Christian values and our school ethos: *'Every Child is Valued. No One Left Behind'*. We are committed to creating a fully inclusive learning environment where all pupils, regardless of need or ability, are supported to flourish—socially, emotionally and academically.

We recognise the uniqueness of each child within our setting and celebrate diversity within our school community. By thoughtfully adapting our curriculum and teaching approaches, we ensure that children with special educational needs and disabilities are provided with meaningful, personalised learning experiences. Our goal is to remove barriers and provide the right support at the right time so that every child can access a broad and balanced curriculum and achieve their full, individual potential.

We are proud of our Learning Beyond the Classroom approach, which offers rich, real-world experiences that bring learning to life. Through local visits, hands-on activities and values-led teaching, we help children build confidence, resilience and a love of learning.

We work closely with families, external agencies and specialist services to ensure that each child's journey is supported with compassion and expertise. At Langdale, we are united in our commitment to nurture every child so they can grow in confidence, develop a sense of belonging and make a meaningful contribution to their community and beyond.

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1. Aims and objectives:

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Ensure 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 SEND.
 - Provide pupils with SEND access to all aspects of school life so they can engage in activities of the school alongside pupils who do not have SEND.
 - Help pupils with SEND fulfil their aspiration and achieve their best.
 - Help pupils with SEND become confident individuals living fulfilled lives.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Communicate with pupils with SEND and their parents or carers and involve them in discussion and decision about support and provision for the pupil.
- Make sure the SEND policy is understood and implemented consistently by all staff.

2. Vision and values:

Our vision is to provide every child with the opportunities to aspire and become confident, lifelong learners in an ever-changing world. In the spirit of John (10:10), we share Jesus' vision to experience "Life in all its Fullness". We offer a school that is inclusive, with respect and compassion at its core. Diversity is celebrated within our school community and further afield. We enable learners to collaborate with others allowing individual skills, talents, interests and beliefs to flourish.

Our core Christian values of compassion, respect, perseverance, aspiration, trust and thankfulness, enable our entire school community to learn whilst feeling safe, happy and valued.

Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school. To do this, we will:

- Identify and provide for pupils who have special education needs and/or any additional needs.
- Work within the guidance provide in the SEND Code of Practice 2014.
- Provide a Special Educational Needs Co-ordinator (SENDCo)
- Provide support and advice for all staff working with Special Educational Needs pupils.
- Provide support and advice to all school stake-holders in regards to pupils with Special Educational Needs.

3. Legislation and guidance:

This policy, and the school's SEND Information Report, is based on the statutory **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, SEND co-ordinators (SENDCOs) and the SEND 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 opportunities 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 it's duty not to disadvantage unfairly children with 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 or abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfill 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 SEND if they have a learning difficulty or disability, which calls for 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 the majority of 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).

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 of 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 four 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	Definition
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
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 is Mrs Laura Turley. Mrs Turley holds the National Award for SEND Co-ordination.

Contact: sendco@langdale.cumbria.sch.uk

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 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 work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and quality first 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 pupil's needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and 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 governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- 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.

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 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 governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of the 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 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 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 and 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 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 parent or carer in any decisions made about the pupil.

6.7 The pupils

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. Identification and Assessment:

At Langdale CE Primary School all teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from specialist staff and teaching assistants. Quality first teaching and a differentiated approach for individual pupils is the first step in responding to pupils who have SEND.

The SENDCo maintains a register of pupils identified below (see 7.2). This list is reviewed

each term when a detailed analysis of the interventions completed by children on the register takes place. For some pupils a more in-depth assessment may be undertaken by the school or other educational or health professionals if deemed necessary.

7.1 Code of Practice - The Graduated Response

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Register. The class teacher will remain responsible for planning individualised programmes of interventions and help deliver them alongside teaching assistants.

7.2 Identification

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice (2014).

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical (S/P)

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

The SENDCo works within the senior leadership team, using whole school tracking data as an early identification indicator. We also use a number of additional indicators of special educational needs:

- The analysis of data, including entry profiles, end of Foundation Stage data, Year 2 SAT's, reading ages, annual and termly pupil assessments etc.
- The use of our local authority SEN criteria.
- The following up of teacher concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Information from previous schools on transfer.
- Information from other services.

7.3 Intervention plans and objectives

Where it is deemed most appropriate, pupils on our SEND support register will have short term objectives set out on an intervention plan. Interventions will offer provision that is additional to, and different from, usual classroom provision. For pupils with an EHCP,

provision will work towards meeting the recommendations on the plan.

Intervention plans will record:

- Area/s of concern,
- Longer term aims and objectives,
- Targets,
- Achievement criterion,
- Resources and timings,
- Evaluation of learning.

Parents of pupils in receipt of interventions will be informed during Parents' Evenings and in the end of year reports. They will also receive termly copies of intervention plans.

7.4 Intervention review

Intervention plans will be reviewed every term. The review will take place between class teachers, teaching assistants and the SENDCo and will record progress made and next steps. New intervention plans will then be generated using information from these meetings before being shared with parents.

7.5 Statutory assessments - (EHCPs)

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).

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention the pupil remains a significant cause for concern. A statutory assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum attainment levels
- Other relevant assessments from specialists such as Advisory Teachers and Educational Psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Care and Health Plans (EHCPs) will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer.

However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Established through parental/pupil consultation
- Set out in an Intervention Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- The pupil's parent
- The pupil, if deemed appropriate
- The relevant teacher and support staff

Other professionals that may be included, dependent on the needs of the child/family are:

- Educational Psychologist
- Designated EHCP officer
- Social worker
- A representative of the SEN Inclusion and Assessment Team
- Any other person the SENDCo or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate, to set new objectives for the coming year

At end of Key Stage transition reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCo will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

[7.6 Evaluating the effectiveness of SEN provision](#)

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

[8. Training and resources](#)

All professional development needs are identified through the school's appraisal system and self-evaluation and feed into the School Development Plan as required.

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.

- The head teacher oversees the professional development of all teaching staff and teaching assistant occurs during whole school training days and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- Newly appointed teaching and support staff undertake an induction meeting with the SENDCo who will explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENDCo regularly attends SEND network meetings in order to keep up to date with local and national developments in SEND.

9. Working with others:

9.1 Parents and carers

The school aims to work in partnership with parents and carers. If you have an SEND issue you are invited to contact Mrs Laura Turley (SEND coordinator) by email: sendco@langdale.cumbria.sch.uk or via the school office on 015394 37204.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents.
- Making parents and carers feel welcome and giving them the opportunities to play an active and valued role in their child's education.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately · focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.

School will also provide information about the SENDIAS Service (formally known as Parent Partnership) who offer impartial advice to parents and families of all students with Special Educational Needs on request. They can provide independent support and advice.

The school may also have contact details of other support services for the parents of pupils with SEND, which can be gained from contacting the school SENDCo or via the Westmorland and Furness local offer.

9.2 Educational support services

The school has a bank of services that we use and sign post parents to. These include:

- Specialist Advisory Teachers - Speech and Language, Deaf and Hearing impaired, Autism Spectrum Disorder
- Education Psychologists

- Occupational Therapists
- Emotional Behavioural Welfare Officer
- Family support and safeguarding
- Cognition and Learning Team
- Young Carers
- Social services
- Targeted Youth Support
- Child and adolescent mental health services (CAMHS)
- School nurse
- General practitioners or paediatricians.

10. Admissions:

10.1 Admission arrangements

Pupils with special educational needs will be admitted to Langdale CE Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements.

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability'. (COP, 1.28)

- Must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- Must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- Must not refuse to admit a child on the grounds that they do not have an EHC plan

The Headteacher is delegated with the task of determining, in the case of any admission, whether the school can deliver a curriculum to the child. This includes whether Langdale would best meet the needs of the child, taking into account the targets in the child's statement. All children have equal opportunity, unless it is deemed that the applicant's needs cannot be met by the school.

10.2 Accessibility arrangements

The school is accessible to all regardless of SEND. For further information see our schools Accessibility policy.

11. Curriculum access and provision:

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

- In class support for small groups with an additional teacher or Teaching Assistant (TA).
- Small group withdrawal with TA.
- Individual class support/individual withdrawal.
- Further differentiation of resources, learning materials or specialist equipment.
- Interventions.
- Staff development/training to undertake more effective strategies.
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment or staff training.

12. 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.

13. 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.

14. Complaints about SEND provision:

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with their child's class teacher. 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 school SENDCo or headteacher in the first instance. They will be handled in line with the school's complaints policy. The Chair of Governors may be involved if necessary.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint (please see the school's Complaints Procedure available on the school's website). 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**.

15. Links with other policies and documents:

This policy links to the following documents:

- SEN information report
- The school and county local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions

- Attendance policy
- Safeguarding/child protection policy
- Complaints policy

16. Monitoring arrangements:

16.1 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

16.2 Monitoring the policy

This policy will be reviewed and updated by the SENDCo and Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

This policy will be approved by the governing board before being published.