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Special Educational Needs and Disabilities (SEND) Policy



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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
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff.

2. Vision and values

At Sheen Mount Primary we provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and support them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of all pupils. At Sheen Mount Primary we believe that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best;
- Become confident individuals living fulfilling lives;
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

3. Legislation and guidance

This policy 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.

It 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 coordinators (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

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- 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 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 unfairly children with a disability or with special educational needs.

This policy should also be read in conjunction with the following Sheen Mount policies:

- Accessibility Plan
- Complaints Policy
- Equality Policy and Objectives
- Homework Policy
- Online Safety Policy
- Positive Behaviour and Relationship Policy including Anti-Bullying,
- Safeguarding and Child Protection Policy
- SEND Information Report
- Supporting Pupils with Medical Conditions Policy

4. Inclusion and equal opportunities

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

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

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 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 on their ability to do normal daily activities.

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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	
Cognition and learning	Pupils with learning difficulties often 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
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 (receptive), have trouble expressing themselves (expressive), or not understand or use the social rules of communication (social communication). Pupils who have autism often have needs that fall in this category.
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 hyperactive disorder (ADHD) • Attachment disorder • Suffered adverse childhood experiences (ACES) These needs can manifest in many ways, for example as behaviours which challenge or by the pupil becoming withdrawn or isolated.

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AREA OF NEED	
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 SENCO

The SENCO at our school is Laura Jeffery ljeffery@sheenmount.richmond.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
- Inform parents/carers when the school is making special educational provision for their child and as a consequence that they have been added to the school's SEN register
- 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 co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adapted teaching methods appropriate for individual pupils
- With the headteacher 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 pre and post providers of education (e.g. nurseries and secondary schools) 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: make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate school or authority 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

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- 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
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Ensure the school has a clear approach to identifying and responding to SEND
- That school provides an annual report for parents/carers on their child's progress
- Check that the school records accurately and keeps 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 children with disabilities, the steps taken to prevent children with disabilities being treated less favourably than others, the facilities provided to assist access of children with a disability, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school, 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 Anna Hare ahare@sheenmount.richmond.sch.uk

The SEND governor will:

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

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

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- 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
- Work with the SENCo to advise the local authority 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 local authority 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 adapted 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 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 with their child's class teacher 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, discuss 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.

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6.7 The pupil

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

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

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

7. SEN information report

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

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

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

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

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

- Is significantly less 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 teachers identify an area where a pupil is making less progress, they will target the pupil's area of need with adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Less than expected progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with their needs, their desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

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- Their previous setting has already identified that they have SEN
- 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

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

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

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

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

We will notify parents/carers if it is decided that a pupil will receive special educational provision and therefore be added to the school's SEN register on Arbor.

8.3 The graduated approach to SEN support (see Appendix 1)

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

1. **Assess**

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

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 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 that are needed. This information will be recorded on our provision mapping software and will be made accessible to staff in a learning 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. They will be given a copy of their child's learning plan.

3. **Do**

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

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

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The SENCO will support the teacher in further assessing the pupil's particular strengths and needs, 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 teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN provision

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

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

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

Education, health and care (EHC) plan

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

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

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

8.5 Evaluating the effectiveness of SEN provision

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

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

8.6 Support that is available for improving the emotional and social development of pupils with SEN

At Sheen Mount we believe that it is vital to support pupils to develop good social and emotional mental health and wellbeing. We ensure this happens through both direct teaching (e.g. Zones of Regulation, Circle Time) and indirectly with every conversation that adults have with pupils throughout the day.

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For some pupils, with the most need for help in this area, we also can provide the following; mentor time with a staff member, a designated safe space for the pupil to use when upset or agitated, Drawing and Talking Therapy, Emotional Literacy Support (ELSA), additional social skills support (Social Thinking and Zones of Regulation) and external referral to the Mental Health Support Team (MHST), Emotional Health Service (EHS) and/or Child and Adolescent Mental Health Services (CAMHs).

Pupils with social and emotional needs as part of or due to their special educational needs will be supported to enable them to develop and mature appropriately.

Children and young people with SEND are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time. At Sheen Mount, we have a lunchtime provision called The Nest, which is located in our library, overseen by the Inclusion Leader and other members of staff three days a week. Children with an identified need for a calm, quiet environment during lunchtime are invited to attend. There are also Nest Passes available from key teaching assistants on the playgrounds to enable other children to access the calm space if they are experiencing difficulties on that particular day.

9. Attendance

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

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy. We follow AFC's ERSA (Emotionally Related School Avoidance) guidance.

10. Safeguarding

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

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

11. Expertise and training of staff

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

12. Links with external professional agencies and support services for parents of pupils with SEND

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:

- Educational Psychologists (EPs)
- Occupational Therapists (OTs), Speech and Language Therapists (SALTs) or physiotherapists
- General practitioners or paediatricians
- School Nurses
- Mental Health Support Team (MHST)
- Emotional Health Service (EHS)
- Child and adolescent mental health services (CAMHS)

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- Education Inclusion Support Service (EISS)
- Autism Outreach Advisory Service
- Education Welfare Officers (EWOs)
- Early Help Practitioners
- Social Services

12.1 The contact details of support services for the parents of pupils with SEND

SENDDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years). An example of some of the support offered can be found below:

- Information regarding the local offer, local policy and SENDD/ disability law from independently trained staff
- Advice for parent/carers, children and young people on gathering, understanding and interpreting information and applying it to their own situation

Enquiries: **0808 164 5527**

Email: **info@rksendiass.co.uk**

Website: www.rksendiass.co.uk/

KIDS are a national charity, founded over 47 years ago, providing a wide range of support services to disabled children, young people and their families. They support children with any disability from birth to 25 years of age. They offer their support to the whole family with the aim of giving disabled children a brighter future.

They can be contacted on:

Enquiries: **0207 359 3635**

Website: www.kids.org.uk

EnhanceAble is a charity wholly committed to supporting people with disabilities. It is a local voluntary sector organisation, and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

They can be contacted on:

HELPLINE: **0330 232 0186**

Website: www.enhanceable.org

Skylarks is an independent Richmond upon Thames-based charity that provides **activities and therapies for children** with disabilities and additional needs. They also support and provide therapies, courses and information for their **whole families**.

Children do not need a diagnosis or referral to join them and, whilst they are based in Richmond upon Thames, there are no geographical limitations for their members.

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Website: www.skylarks.charity

Email: info@skylarks.charity

13. Admission and accessibility arrangements

13.1 Admission arrangements

The school currently meets the needs of pupils with an Education, Health and Care Plan (EHCP) with the following kinds of need: autism, specific literacy and/or numeracy difficulties, cerebral palsy, communication and interaction needs, sensory processing difficulties, attention deficit and hyperactivity disorders, and social emotional mental health difficulties. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage children with a disability or those with special educational needs and will follow the usual school admissions procedures.

13.2 Accessibility arrangements

- We work with families and professionals to prevent pupils with disabilities from being treated less favourably than other pupils at Sheen Mount Primary School. This includes the provision of auxiliary aids and services where appropriate.
- Please refer to our school's accessibility plan for further information.

13.3 Reasonable Adjustments

"The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school and that they can enjoy the other benefits, facilities and services that the school provides for pupils." (Equality and Human Rights Commission 2015)

- As well as reasonable adjustments, such as adaptations to curriculum, being made in the classroom environment, all clubs, trips and activities offered to pupils at Sheen Mount School are also available to pupils with SEND. For some pupils this means that 'reasonable adjustments' may need to be made so that they can fully and safely access these clubs, trips and activities. This is always done in partnership with families and carers. This can include liaising with outside providers, providing extra staff on school journeys and putting additional planning in place.

The school has a responsibility to:

- Consider reasonable adjustments up to four weeks before an internal or external school event/trip/activity, ensuring they anticipate the need for these.
- Propose reasonable adjustments to the parent based on the physical and emotional needs of the children, working with the parent to agree the best way forward.
- Where the parent makes specific requests that the school does not agree to, explain the reasons for this and propose alternative reasonable adjustments.
- Respond within five working days to any specific request for adjustments emailed to the Inclusion Leader/SENCo.

The parents have a responsibility to:

- Work constructively with the school to mutually agree reasonable adjustments, being aware that the school has to balance the needs of the wider school too.
- Where unhappy with the reasonable adjustments proposed, outline the reasons for this in writing to the Head Teacher suggesting other possible adjustments for the school to consider.

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- The school's decision concerning any proposed reasonable adjustments will amount to a final decision in the first instance – the parent retains the right to appeal or challenge the school's decision by contacting the appropriate external body/organisation.

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENCo. 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.

The same arrangements for the treatment of complaints at Sheen Mount School are used for complaints about provision made for special educational needs and disabilities.

Please see the Complaints Policy on the school website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

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 Pastoral and Curriculum and Learning Committees of the governing body **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.

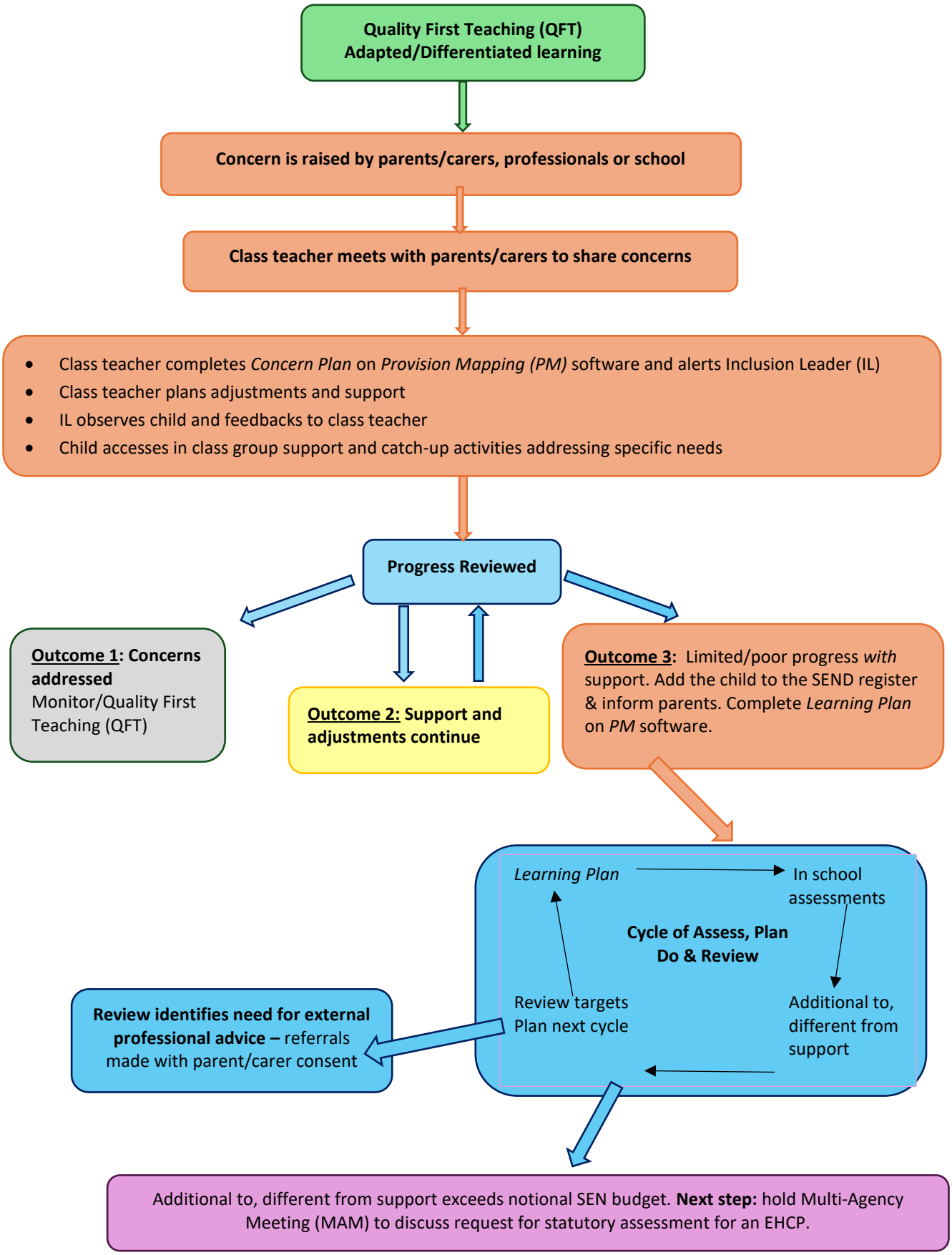
16. Links with other policies and documents

This policy links to the following documents

- SEN Information Report
- The Local Offer
- Accessibility Plan
- Positive Behaviour and Relationship Policy (including Anti-Bullying)
- Equality information and objectives (see the school's website)
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

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Appendix 1 Sheen Mount Graduated Response



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