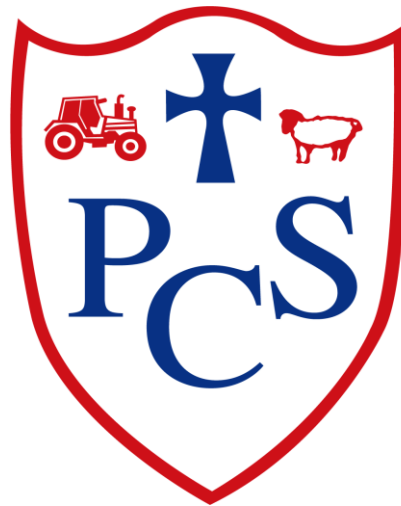


Preston Candover CE Primary School



SEND Policy

Reviewed by: SENco, Headteacher

Approved by: Curriculum & Standards Committee

Last review date: January 2026

Next review date: January 2029



Love



Hope



Justice

Inspire learning for life

Encourage each other and build each other up - 1 Thessalonians 5:11

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1. Aims and objectives

Our Special Educational Needs and Disabilities (SEND) Policy outlines how our school supports and makes provision for pupils with special educational needs and disabilities, in line with current national legislation and statutory guidance. It explains the roles and responsibilities of all those involved in supporting pupils with SEND and sets out how the policy is understood and implemented consistently by all staff. The policy also describes how we communicate with and actively involve pupils with SEND, as well as their parents or carers, in discussions and decisions regarding support and provision. This policy should be read in conjunction with our SEND Information Report found on our school website: [Preston Candover CE Primary School - SEND](#)

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

2. Vision and values

At Preston Candover CE Primary School, we believe that all pupils have equal rights to a rich and varied curriculum and to enjoy and achieve in all aspects of school life. We are a fully inclusive school and ensure that, where necessary, differentiated support and learning programmes are provided to encourage independence and enable each child to achieve both socially and academically to the best of their ability. Our vision for pupils with SEND is to provide access to a broad and balanced curriculum, to ensure all pupils have the opportunity to thrive, and to create an inclusive environment where provision is tailored to the needs and abilities of every child.

It is the aim of this policy to underpin procedures and practice that ensure:

- All staff understand their responsibilities regarding SEND and recognise that every teacher is a teacher of all children, including those with SEND
- Pupils with SEND are identified early and provided for, recognising the wide range of needs
- Inclusive education is provided wherever reasonably practical, enabling pupils to learn alongside their peers
- The social, physical and emotional wellbeing of each pupil is supported according to individual needs
- Accountability for SEND resources, both school and Local Authority, is maintained
- Strong links exist between school, the Local Authority and external agencies
- Early intervention is prioritised, with assessment and support enabling timely identification of needs
- Pupils' views are listened to and considered in planning support
- Effective partnerships with parents, families, and carers are fostered

- Staff receive training, support and advice to develop their expertise in supporting pupils with SEND
- Admissions policies remain inclusive and follow Hampshire County guidelines

Objectives:

- To identify and provide for pupils with special educational needs and additional needs
- To operate within the guidance of the SEND Code of Practice (2014)
- To adopt a ‘whole pupil, whole school’ approach to SEND management and provision
- To provide a named Inclusion Leader/SENCo to oversee and coordinate SEND provision
- To provide support and advice for all staff working with pupils with SEND

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](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school’s duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which 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

4. Inclusion and equal opportunities

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

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

5. Definitions

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.

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.

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	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• 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	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • 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 <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

The Inclusion Leader/ SENDCO

The Inclusion Leader/SENDCO at our school is Mrs D Meier

Telephone – 01256-389278

Email: senco@prestoncandover.hants.sch.uk

The Inclusion Leader/SENDCO is a qualified teacher, and holds the National Award in Special Educational Needs. The Inclusion Leader/SENDCO is a member of the school Senior Leadership Team.

The Inclusion Leader/SENDCO will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils

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

The governing board

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

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

- Make sure that there is a qualified teacher designated as Inclusion Leader/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

The SEND link governor

The SEND link governor is Michelle Cooke

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 Inclusion Leader/SENDCO to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the Inclusion Leader/SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the Inclusion Leader/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 Inclusion Leader/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 Inclusion Leader/SENDCO, 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 Inclusion Leader/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 Inclusion Leader/SENDCO 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

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 Inclusion Leader/SEND/CO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

Learning Support Assistants

Each learning support assistant is responsible for:

- Be aware of this policy and procedures for identification, monitoring and supporting pupils with SEND.
- Give feedback to teachers about pupils' responses to tasks and strategies.
- Undertake specific interventions to support children's identified needs.
- Attend CPD as appropriate to better support children with SEND in the school.
- Contribute to written records of children as necessary.

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 meetings twice a year to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress
- The school will take into account the views of the parents or carers in any decisions made about the pupil.

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

Identifying Pupils with SEND and Assessing Their Needs

At Preston Candover CE Primary School, we take our definition of Special Educational Needs from the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (DFE, 2014). Children have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority

It is important to recognise that slow progress or low attainment does not automatically mean a child has SEND.

Early Identification

Early identification is key to ensuring that pupils receive the support they need as soon as possible. We assess each pupil's skills and attainment on entry, building on information from previous settings and Key Stages where available. We also consider whether a pupil may have a disability under the Equality Act 2010 and whether reasonable adjustments are required. Class teachers continually monitor the progress of all pupils and will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widen the attainment gap

This assessment includes progress in areas beyond academic attainment, such as social, emotional, or developmental needs.

Where a pupil is making slower progress, class teachers will provide targeted support through high-quality, differentiated teaching. If progress does not improve, the teacher will discuss the pupil with the Inclusion Leader SENDCo to consider whether the difficulty may be due to a special educational need. In consultation with parents or carers, external specialists may also be involved.

Potential short-term causes of underperformance, such as bereavement, illness, or bullying, are carefully considered. Particular attention is given to pupils for whom English is an additional language.

Decisions about the need for special educational provision are based on the desired outcomes for the pupil, expected progress, attainment and the views of the pupil and their parents or carers.

For pupils joining the school, we ensure that all relevant information is gathered in advance, particularly if the child:

- Has already been identified as having SEND in a previous setting
- Is known to external agencies
- Has an Education, Health and Care Plan (EHCP)

This enables early planning and support. The school works in partnership with families and external agencies to ensure that pupils receive timely and appropriate support.

In line with the SEND Code of Practice (2014), pupils' needs are generally grouped into four broad areas, noting that many pupils may have needs that span more than one area:

- **Communication and Interaction** – including speech, language, and communication needs (SLCN) and Autism Spectrum Disorders (ASD)
- **Cognition and Learning** – including Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia; Moderate, Severe, or Profound and Multiple Learning Difficulties (MLD, SLD, PMLD)
- **Social, Emotional, and Mental Health Difficulties** – including anxiety, depression, ADHD, ADD, attachment disorders, challenging behaviour, self-harm, eating disorders, or medically unexplained symptoms
- **Sensory and/or Physical Needs** – including hearing or visual impairment, mobility difficulties, or other conditions requiring adaptations to access the full curriculum.

Consulting and involving pupils and parents/carers

At Preston Candover CE Primary School, we value our partnership with all parents and carers and are committed to supporting them in playing an active and valued role in their child's education. Partnership with parents is essential in enabling children with SEND to make progress and become successful learners. The school recognises that parents hold key knowledge and experience about their child. Home/school communication books may also be used to enhance communication and monitor progress between parents and teachers.

Parents and carers are involved at every stage when a child is identified as having special educational needs. We recognise that the earlier parents are made aware then a joint plan of action is agreed, the better the outcomes for the child. Parents will be informed as soon as possible if the school identifies that their child may have SEND, usually by the class teacher and, where appropriate, with the support of the Inclusion Leader/ SENDCo. Regular meetings are held for children with SEND and parents' views are considered when setting future targets. Parents are also fully involved in all stages of Annual Reviews for children with Education, Health and Care Plans (EHCPs).

Parents may also raise concerns about their child at any time. In these cases, staff will investigate and, where necessary, involve the Inclusion Leader SENDCo to provide additional support.

The school puts the pupil and their parents/carers at the centre of all decisions regarding special educational provision. When identifying whether a pupil requires SEND support, early discussions with the pupil and their parents/carers will ensure that:

- Everyone gains a clear understanding of the pupil's strengths and areas of difficulty
- Parents' concerns are fully considered
- Agreed outcomes for the child are understood by all parties
- The next steps are clear to everyone involved

Notes from these early discussions are added to the pupil's records and shared with parents/carers. Parents/carers will be formally notified if it is decided that a pupil will receive special educational provision.

The graduated approach to SEN support

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

1. Assess

The pupil's class teacher and the Inclusion Leader/ 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 teacher and the Inclusion Leader/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 and will be made accessible to staff in an individual plan.

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

3. Do

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

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any Learning Support 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 Inclusion Leader/ 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 teacher and the Inclusion Leader/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/carers.

Levels of support

School-based SEN provision

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

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

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

Education, health and care (EHC) plan

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

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

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

Evaluating the effectiveness of SEN provision

At Preston Candover CE Primary School, we are committed to ensuring that all SEND provision is effective in supporting pupils to achieve their full potential. The school regularly reviews and evaluates support, interventions and resources to ensure they meet the needs of each child.

We evaluate the effectiveness of SEND provision by:

- Monitoring pupils' progress through assessments, observations, and tracking against individual targets
- Reviewing individual SEND plans and outcomes termly
- Gathering feedback from pupils about their learning and the support they receive
- Consulting parents and carers to understand their perspectives on provision and progress
- Holding regular meetings with staff, including teachers, Learning Support Assistants, and the Inclusion Leader/SENCo, to discuss the impact of interventions
- Analysing data to compare the progress of pupils with SEND to that of their peers
- Evaluating the effectiveness of targeted interventions across academic, social, and emotional areas
- Reviewing the use of resources, including staffing and specialist support, to ensure they are deployed effectively
- Seeking feedback from external professionals and agencies supporting pupils with SEND
- Making adjustments to teaching, support, or interventions based on evaluation outcomes
- Tracking pupils' progress through provision maps, individual plans, and case studies
- Implementing the review stage of the graduated approach
- Monitoring by the SENCo through work sampling, progress and attainment data analysis, behaviour analysis, and attendance analysis
- Holding annual reviews for pupils with Education, Health and Care Plans (EHCPs)

9. Attendance

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

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

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group. For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

At Preston Candover CE Primary School, we are committed to keeping our knowledge and skills up to date to support our vision of inclusion for all children. Staff will attend relevant courses and information will be shared through informal arrangements as well as through INSET sessions. The Inclusion Leader/SENDCo will continue to undertake professional development as needed, through the Local Authority and external providers where appropriate. Training will be provided regularly for both teaching and support staff. The Headteacher and Inclusion Leader/SENDCo will continuously monitor staff training needs and incorporate these into the school's plan for continuous professional development to ensure that all staff are equipped to meet the needs of pupils with SEND.

12. Links with external professional agencies

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

- Speech and Language Therapists
- Specialist teachers or support services
- Educational Psychologists
- Occupational Therapists or Physiotherapists
- General practitioners or Paediatricians
- Children's Therapy Service
- School Nurses
- Health Visitors
- Child and Adolescent Mental Health Service (CAMHS) Education welfare officers
- Social services
- Children's Services
- LA Advisory Team
- Behaviour Support Service

13. Admission and accessibility arrangements

Pupils with SEND will be admitted to the school in accordance with the requirements of the 1996 Education Act and the LA Admission Policy. The school will seek appropriate support as necessary to ensure that individual needs are met. Liaison with parents and external agencies is particularly important. In the case of children with an EHC Plan, liaison with the LA will clarify whether resources to meet the child's needs will be in place as the child is admitted. Phased entry may be helpful in ensuring a smoother integration for some children.

14. Complaints about SEND provision

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy. 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 SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, 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-about-school/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.

15. Monitoring and evaluation arrangements

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
- 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

Monitoring the policy

This policy will be reviewed by Dominique Meier (Inclusion Leader/ SENDCo) annually. 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 body.

16. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour and Positive Relationships policy
- Equalities Policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- Mental Health and Well being Policy