Meadow Farm Community Primary School

Special Education Needs and Disabilities (SEND) policy

Approved by:	Chloe Knowles	**Date:** October 2026
Last reviewed on:	September 2025	
Next review due by:	September 2027	

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1. Aims and objectives

Aims

- Provide a caring and supportive environment where all pupils are valued and are given the opportunity to develop to their full potential
- Ensure children with SEND get the support they need to access our broad and balanced curriculum
- Identify pupils with Special Educational Needs and disabilities and ensure that their needs are met as soon as possible, to enable early intervention
- Raise the aspirations of and expectations for all pupils with SEND
- Work in partnership with parents, carers and the wider community

Objectives

- **Identify the needs of pupils with SEND as early as possible**. This is most effectively done by gathering information from parents, education, health and care services and feeder schools and early years settings prior to the child's entry into the school
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate adaptations and scaffolds to overcome all barriers to learning and ensure pupils with SEND have full access to the Early Years Foundation Stage and the National Curriculum.** This will be coordinated by the SENCO with the support from the Senior Leadership Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs**. This means that they are able to express their opinions to a trusted member of staff. They will also be able to express their opinions through questionnaires that are pupil friendly. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school such as membership of the school council.

2. Vision and values

At Meadow Farm we are committed to providing an inclusive, supportive and barrier-free learning environment where every child is valued, respected and empowered to reach their full potential. We believe that all pupils, regardless of their specific needs or disabilities, have an equal right to a broad, balanced and enriching education.

Our vision is to build an educational community where difference is celebrated and inclusion is a reality. We will

- Remove barriers to learning by proactively identifying physical, academic and social barriers so each child can thrive

- Cultivate high aspirations by refusing to let a diagnosing or difficulty define a child's limits and maintaining high expectations for every child's individual progress

- Foster independence where we will equip pupils with SEND the self-advocacy, resilience and practical skills they need to navigate into later childhood and beyond

Our approach to Special Educational Needs and Disabilities is driven by our three core school values:

Confident: We support children to believe in themselves and recognise their strengths. We provide the right support and encouragement so that children can express their needs, make choices, takes risks in their learning and develop increasing independence

Caring: We foster a culture of kindness, respect and understanding. We teach children to value difference, celebrate diversity and care for themselves and others. We ensure that every child feels listened to, included and valued as a member of our school community

Accomplished: We have high aspirations for every child. We recognise that achievement looks different for everyone and we celebrate progress as well as outcomes. We provide appropriate challenge, support and opportunities so that children can develop their knowledge, skills, independence and confidence.

3. Legislation and guidance

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

This policy is also based on the following legislation:

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

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.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need:

Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or 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 SENCO

The SENCO at our school is Miss Chloe Knowles (senco@meadowfarm.derby.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 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

6.2 The governing body

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

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

6.3 The SEND link governor

The SEND link governor is Melanie Gaiderman.

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
- 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
- Ensure 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 scaffolded to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of 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.

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

Early identification of Special Educational Needs and Disabilities (SEND) is important in ensure that children receive the appropriate support at the earliest opportunity. We understand that a child may have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

We use a range of information and evidence to identify children who may have SEND. These include:

- Information provided by parents and carers
- Information form previous schools, nurseries or other educational setting
- Observations and assessments carried out by teachers and support staff
- Assessment and progress data
- Evidence that a child is making less than expected progress, despite high-quality teacher
- Evidence that a child is experiencing difficulties with communication, learning, behaviour, emotional wellbeing or physical/sensory access
- Information and advice from external professionals and specialist services
- Relevant medical or developmental information

Slow progress or attainment below age-related expectations does not automatically mean that a child has SEND. We consider a range of factors, including a child's starting point, progress over time and response to high-quality teaching and appropriate intervention.

Where a potential SEND need identified, the class teacher will discuss concerns with the SENCO and the child's parents/carers. We will consider what adjustments or additional support may be appropriate and monitor the child's response. Assessment will be carried out using the graduated response: Assess – Plan – Do – Review.

If a child continues to have significant and persistent difficulties, despite our actions and provisions put into place, we may consider whether an Education, Health and Care (EHC) needs assessment is appropriate. The SENCO will discuss this with the child's parents/carers. A request for an EHC needs will be made in accordance with the relevant local authority processes and statutory guidance.

8.2 Consulting and involving pupils and parents/carers

We believe that effective SEND provision is built on positive, respectful partnerships between children, parents/carers, school staff and external professionals. Pupils and their families have an important role to play in identifying needs, planning support and reviewing progress. We ensure that the views, wishes and feelings

of pupils and their parents/carers are listened to and taken into account when decisions are made about SEND provision.

Involving pupils

We recognise that children should be supported to have a voice in decisions about their education and support. The level and method of involvement will be appropriate to the child's age, understanding and communication needs. We involve pupils by:

- Encouraging pupils to identify strategies and approaches that help them to learn effectively
- Using appropriate communication methods, visual resources and other aids to support pupils who find it difficult to express their views
- Celebrating achievements and recognising their individual progress
- Talking with them regularly about their strengths, interests, needs and aspirations

Involving parents and carers

Parents and carers are important partners in their child's education. We value the knowledge and experience that families bring and aim to maintain open, honest and respectful communication. We communicate with parents and carers regularly and ensure that the information is clear, accessible and shared in a timely manner. Parents and carers are encouraged to:

- Share information about their child's strengths, interests, needs and experiences
- Contribute to the identification and assessment of SEND
- Attend parents evenings, review meetings and other relevant meetings
- Work with the school and external professionals to support their child's progress and wellbeing
- Contribute to transition planning when their child moves between classes, schools or stages of education.

Working in partnership

Where appropriate, we work collaboratively with external professionals and services. These may include: educational psychologists, speech and language therapists, health professionals and specialist teachers.

8.3 The graduated approach to SEN support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

• Assess

• Plan

• Do

• Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views (if it is possible to ascertain these) and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

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.

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).

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
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

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

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. Recent training has included:

- Autism Awareness
- Dyslexia
- Diabetes
- Behaviour Management
- Paediatric First Aid
- Mental Health and Wellbeing
- Zones of Regulation
- Sensory Circuits
- Social Stories

- Comic Strip Conversations

12. Links with external professional agencies

Meadow Farm 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, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

13.1 Admission arrangements

We are committed to providing an inclusive education for all children, including children with SEND. We welcome applications from families of children with SEND and we work in partnership with parents and carers to ensure that the appropriate support is in place to meet individual needs. For the most up-to-date information about admissions, please refer to Derby's City Council's published admissions arrangements.

Children without an Education, Health and Care Plan (EHCP)

Children with SEND who do not have an EHCP should apply for a school place through the normal admissions process. This includes children who are undergoing an Education, Health and Care needs assessment and the EHCP has not yet been finalised. Parents and carers are encouraged to contact the SENCO to discuss their child's individual needs and the support that may be required.

Children with an Education, Health and Care Plan (EHCP)

Children with an EHCP are admitted through a separate process. If an EHCP names our school as the appropriate setting, we will work with the Derby City Council's SEND team and the child's family to enure that the provision specified in the EHCP can be implemented appropriately.

Working with families

We recognise that parents and carers know their child best. The SENCO will work with families and external agencies to ensure that reasonable adjustments and appropriate support are considered as part of the child's transition and ongoing education

13.2 Accessibility arrangements

We aim to provide an inclusive environment in which all pupils are able to participate fully in school life and achieve their potential. We recognise our responsibilities under the Equality Act 2010 and work to ensure that pupils with SEND are not treated less favourably than other pupils. We work closely with children and parents

and carers to identify and remove barriers to participation and learning. We consider the individual needs of each child and make reasonable adjustments where necessary.

We ensure that our school environment is accessible and that appropriate support is available to enable disabled pupils to participate effectively in education.

Depending on individual need, we may provide or arrangement appropriate facilities, equipment and other aids. These may include:

- Accessible entrances and routes around school
- Accessible toilet facilities
- Appropriate seating and positioning within classrooms
- Specialist furniture or equipment where required
- Adapted learning resources (large-print, visual or tactile resources)
- Access to technology and assistive technology where appropriate
- Visual timetables, symbols and communication aids
- Reasonable adjustments to the learning environment
- Advice and support from specialist services and other external professionals where appropriate

The specific support provided will be based on their individual needs of the pupils, and where applicable their MEP or Education, Health and Care Plan (EHCP)

A copy of our Accessibility Plan is available on our website. Parents and carers who require the Accessibility Plan in an alternative accessible format should contact the school office. The Accessibility Plan is reviewed regularly to ensure that it continues to reflect the needs of our pupils and the development proprieties of the school.

14. Complaints about SEND provision

The school has a published complaints policy. Please refer to this for more detail.

• If a parent or carer of a child with SEND has a complaint they should initially approach the class teacher to see if a discussion can help the problem.

• If they are still dissatisfied they should approach the SENCO and then Head teacher in order to get the problem sorted out.

• If still dissatisfied, they should approach the Chair of Governors at the school. He will aim to resolve your complaint.

• After this a complaints governor panel will be convened

• If these discussions still fail to satisfy the parent or carer they should be advised of the appropriate person within the Local Authority (LA) that they can contact.

• If the LA fail to solve the difficulty they will be advised by the LA of their rights to seek further help.

• At all times the names and work addresses of outside agencies involved with their child should be available to parents and carers in order that they can communicate with them.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made15. 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.

The SENCO in partnership with the Headteacher and SLT will monitor the implementation and impact of this policy by:

- Monitoring the progress, attainment, attendance, engagement and wellbeing of pupils with SEND
- Seeking and responding to the views of pupils with SEND and their parents/carers
- How early pupils are identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community

We understand that progress and achievement will look different for each individual child. Evaluation will therefore consider individual outcomes and progress as well as academic attainment.

15.2 Monitoring the policy

This policy will be reviewed by the SENCO (Chloe Knowles) **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 Body.

16. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy