St. Francis Catholic Primary School

Headteacher: Mrs C. Peear

ST. FRANCIS MISSION STATEMENT

Jesus said, '"love one another as I have loved you."

Our aim is to make St. Francis School a loving community, respecting every child and every adult, caring for God's world and helping each other to do our best as we grow together in Christ.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment

DRAFT SEND POLICY

Document Detail	
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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to ensure that St Francis Catholic Primary School provides an inclusive and supportive learning environment in which all pupils, including those with SEND, can achieve their potential.

We aim to:

- Meet our responsibilities under national SEND legislation and statutory guidance.
- Identify and respond to pupils' special educational needs as early as possible.
- Provide appropriate support and provision to meet pupils' individual needs.
- Ensure that pupils with SEND have access to a broad and balanced curriculum and opportunities to participate in all aspects of school life alongside their peers.
- Support pupils with SEND to achieve their best, develop confidence and independence, and fulfil their aspirations.
- Involve pupils with SEND and their parents or carers in discussions and decisions about their needs, outcomes and support.
- Clearly define the roles and responsibilities of staff and governors in supporting pupils with SEND.
- Ensure that this policy is understood and implemented consistently by all staff.

2. Vision and values

At our school we will 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 supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils within a mainstream school setting.

3. Legislation and guidance

This policy is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice**, together with the following legislation and guidance:

- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with special educational needs and disabilities (SEND).
- **The Special Educational Needs and Disability Regulations 2014**, which set out local authorities' and schools' responsibilities for Education, Health and Care Plans (EHCPs), Special Educational Needs Co-ordinators (SENCOs) and the SEN Information Report.
- **The Equality Act 2010**, including section 20, which sets out the duty to make reasonable adjustments for disabled pupils.
- **The Public Sector Equality Duty**, under section 149 of the Equality Act 2010, which requires public bodies to have due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share a protected characteristic, including disability, and those who do not.
- **The Governance Handbook**, which provides guidance on governors' responsibilities, including their responsibilities towards pupils with SEND.
- **The School Admissions Code**, which sets out admissions requirements, including the duty to admit pupils whose EHCP names the school and the requirement not to unfairly disadvantage children with SEN or disabilities.

Alongside these statutory requirements, the school draws on Essex County Council's **Ordinarily Available: Inclusive Teaching Framework** and **Ordinarily Available: Targeted Support** guidance. These documents inform our approach to inclusive teaching, reasonable adjustments and targeted support, while recognising that provision must be based on each pupil's individual needs.

4. Inclusion and equal opportunities

At St Francis Catholic Primary School, we are committed to creating an inclusive learning environment where all pupils have access to a broad, balanced and challenging curriculum and are supported to achieve their potential and fulfil their aspirations.

We aim to ensure that pupils with SEND and disabilities can participate fully in school life alongside their peers. We do this by considering individual needs and making reasonable adjustments to teaching, the curriculum, the school environment and wider school activities.

This includes school visits, residential trips, extra-curricular opportunities and before- and after-school clubs. We consider the arrangements for participation on an individual basis, taking account of the pupil's needs, the nature of the activity and the resources available, while fulfilling our responsibilities under the Equality Act 2010.

No pupil will be excluded from school activities solely because they have SEND or a disability.

5. Definitions

5.1 Special educational needs

A pupil has special educational needs (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 that 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 carry out normal day-to-day activities.

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

5.3 The 4 areas of need

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

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

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties may include difficulties with literacy, numeracy, working memory or processing. Support is based on assessed learning needs rather than a diagnosis alone. • 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 hyperactivity disorder (ADHD), anxiety, emotional regulation difficulties or attachment-related needs • 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 St Francis Catholic Primary School is ***Mrs Russell*.**

The SENCO is responsible for:

- Informing parents when their child may have special educational needs (SEN) and working with them to understand their child's needs and the support required.
- Working with the headteacher and SEND link governors to determine the strategic development of the school's SEND policy and provision.
- Taking day-to-day responsibility for implementing the SEND policy and co-ordinating provision for pupils with SEN, including those with Education, Health and Care Plans (EHCPs).
- Providing professional guidance to colleagues and working closely with staff, parents and external agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advising on the graduated approach to SEN support, including adaptive teaching approaches and the use of Essex County Council's Ordinarily Available guidance to inform provision.
- Advising on the effective use of the school's delegated SEND budget and other resources to meet pupils' individual needs.
- Acting as a key point of contact for external agencies, particularly the local authority and its specialist support services.
- Liaising with receiving schools and other education settings to support smooth transitions for pupils with SEN and their families.
- Ensuring that relevant information about a pupil's SEN and provision is shared appropriately and in a timely manner when they move to another school or setting.
- Working with the headteacher and governors to ensure that the school meets its responsibilities under the Equality Act 2010, including reasonable adjustments and access arrangements.
- Ensuring that the school's records of pupils with SEND are accurate and kept up to date.
- Working with the headteacher to identify staff training needs relating to SEND and incorporate these into the school's continuing professional development programme.
- Working with the headteacher to regularly review and evaluate the quality and effectiveness of SEND provision and co-operating with the local authority in developing and reviewing the Local Offer.
- Preparing and reviewing the school's SEN Information Report and contributing to updates of the SEND Policy.
- Working with the headteacher and teaching staff to monitor patterns in the identification of SEN, including comparisons with national data, and using this information to inform improvements in teaching and provision.

6.2 The governing board

The governing board is responsible for ensuring that the school's statutory duties towards pupils with special educational needs and disabilities (SEND) are fulfilled. While certain responsibilities may be delegated to a committee or an individual, the governing board retains overall accountability.

The governing board will:

- Co-operate with the local authority (LA) in reviewing the provision available locally and developing the Local Offer.
- Do its best to ensure that every pupil with SEND receives the support they need to access education and make progress.
- Ensure that pupils with SEND are supported to participate in school activities alongside their peers, with reasonable adjustments made where appropriate.
- Ensure that parents are informed when the school makes special educational provision for their child.
- Ensure that appropriate arrangements are in place to support pupils with medical conditions.
- Ensure that all pupils have access to a broad and balanced curriculum.
- Oversee the school's approach to identifying and responding to SEND, including the graduated approach to SEN support.
- Ensure that parents receive an annual report on their child's progress.
- Ensure that accurate, up-to-date records are maintained of the provision made for pupils with SEND.
- Ensure that the school publishes an SEN Information Report on its website, explaining how the SEND Policy is implemented.
- Ensure that the school publishes information about the admission of disabled pupils, the steps taken to prevent disabled pupils being treated less favourably than others, the facilities available to support accessibility and the school's Accessibility Plan.
- Ensure that a qualified teacher is designated as the school's SENCO, that their responsibilities are clearly defined and that the effectiveness of the role is monitored.
- Oversee the effective use of the school's resources and funding to support the progress and development of pupils with SEND.

6.3 The SEND link governor

The SEND link governors at St Francis Catholic Primary School are ***Mrs Trasa Bradley-Jones and Mrs Kirsty McCloud***.

The SEND link governors will:

- Raise awareness of SEND matters at governing board meetings and help ensure that SEND remains a priority within the school.
- Monitor the quality and effectiveness of SEND provision and report their findings to the governing board.
- Work with the headteacher and SENCO to support the strategic development and implementation of the school's SEND Policy and provision.

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governors to lead the strategic development and implementation of the school's SEND Policy and provision.
- Work with the SENCO and governing board to ensure that the school meets its responsibilities under the Equality Act 2010, including making reasonable adjustments and providing appropriate access arrangements.
- Have overall responsibility for overseeing the provision, progress and development of pupils with SEND.

- Monitor the school's notional SEND budget and any additional funding allocated by the local authority (LA) to support pupils with SEND, ensuring that resources are used effectively to meet identified needs.
- Ensure that the SENCO has sufficient time and resources to carry out their responsibilities effectively.
- Maintain an overview of the needs of pupils on the school's SEND register and the support provided.
- Work with the SENCO to identify when an Education, Health and Care (EHC) needs assessment may be required or when an existing Education, Health and Care Plan (EHCP) may need an early review, and liaise with the local authority as appropriate.
- Work with the SENCO to identify staff training needs relating to SEND and incorporate these into the school's continuing professional development programme.
- Work with the SENCO to regularly review and evaluate the quality, effectiveness and impact of SEND provision, and co-operate with the local authority in reviewing local provision and developing the Local Offer.
- Work with the SENCO and teaching staff to monitor patterns in the identification of SEN, including comparisons with national data, and use this information to inform improvements in teaching and provision.

6.5 Class teachers

Each class teacher is responsible for:

- Planning and delivering high-quality, inclusive teaching that is adapted to meet pupils' individual needs, using the graduated approach to SEN support.
- Taking responsibility for the progress and development of every pupil in their class, including those with SEND.
- Working closely with teaching assistants and specialist staff to plan, deliver and evaluate support and interventions, ensuring these complement and are linked to classroom teaching.
- Working with the SENCO to assess and review pupils' needs, progress and development, and agree any necessary changes to provision through the assess, plan, do, review cycle.
- Ensuring that their teaching and practice are consistent with the school's SEND Policy and the provision described in the SEN Information Report.
- Communicating regularly with parents and carers to:
    - Agree clear outcomes for pupils and review progress towards them.
    - Discuss the teaching approaches, activities and support that will help pupils achieve their agreed outcomes.
    - Clarify the roles and responsibilities of the pupil, parents and school.
    - Listen to parents' concerns, views and aspirations for their child and take these into account when planning support.

6.6 Parents or carers

Parents and carers are encouraged to inform the school if they have any concerns about their child's learning, progress or development.

Parents and carers of pupils receiving SEN support will be given opportunities to share information, express their views and be involved in decisions about their child's needs and the support provided.

They will be:

- Invited to termly meetings to review their child's progress, agreed outcomes and the support in place, in line with the school's graduated approach and One Planning process.
- Encouraged to share information about their child's needs, including the impact of support outside school and any changes in their circumstances.
- Given opportunities to discuss concerns, share their views and aspirations, and work with school staff to agree appropriate outcomes for their child.
- Provided with an annual report on their child's progress.

The school will listen to and take account of parents' and carers' views when planning, reviewing and making decisions about their child's SEND provision.

6.7 The pupil

Pupils with SEND will be encouraged and supported to share their views about their strengths, needs and the support they receive. They will be involved in discussions and decisions about their learning and provision in ways appropriate to their age, understanding and communication needs.

This may include:

- Sharing what they feel they do well and what they find difficult.
- Contributing to setting and reviewing their individual targets and outcomes.
- Participating in review meetings, where appropriate.
- Giving feedback on the support and interventions they receive and what they find helpful.

The school will listen to pupils' views and take them into account when planning, reviewing and making decisions about their SEND provision.

7. SEN information report

The school publishes an SEN Information Report on its website, which explains how the SEND Policy is implemented and how pupils with SEND are supported at St Francis Catholic Primary School.

The SEN Information Report is available on the school website
https://www.stfrancismaldon.co.uk/SEND/

The report is reviewed and updated annually, and as soon as possible following any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We assess each pupil's skills and levels of attainment when they join the school, drawing on information from previous settings and Key Stages where appropriate. We also consider whether a pupil has a disability and what reasonable adjustments may be needed to support their access to learning and school life.

Class teachers regularly assess the progress and development of all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.

- Fails to match or improve upon their previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap between them and their peers.

This includes progress beyond academic attainment, such as communication, independence, emotional wellbeing, social interaction and participation in school life.

When concerns are identified, class teachers will consider the pupil's individual needs and review the effectiveness of the teaching and support already in place. They will adapt high-quality teaching, drawing on Essex County Council's **Ordinarily Available: Inclusive Teaching Framework**, and consider appropriate targeted support where needed.

Teachers will discuss concerns with the SENCO and parents or carers, taking account of the pupil's views and information from relevant professionals. External specialist advice may also be sought where appropriate. **A formal diagnosis is not required before support can be provided or a pupil can be identified as having SEN.**

Slow progress or low attainment does not automatically mean that a pupil has SEN. Staff will consider other factors that may affect learning, behaviour or development, such as bullying, bereavement or changes in personal circumstances. Particular care will also be taken when assessing pupils whose first language is not English, to ensure that differences in language development are not mistaken for SEN.

When deciding whether a pupil requires special educational provision, we will consider their individual needs, desired outcomes, expected progress and attainment, and the views and aspirations of the pupil and their parents or carers. We will consider whether their needs can be met through inclusive teaching and ordinarily available support, or whether provision that is additional to or different from that normally available is required.

Where a pupil joins the school with previously identified SEN, involvement from external agencies or an Education, Health and Care Plan (EHCP), we will liaise with their previous setting, parents or carers, the local authority and relevant professionals, as appropriate. This helps us gather the information needed and plan suitable support as early as possible.

8.2 Consulting and involving pupils and parents

At St Francis Catholic Primary School, we place pupils and their parents or carers at the centre of decisions about their special educational needs and the support they receive.

When considering whether a pupil requires special educational provision, we will have an early discussion with the pupil and their parents or carers. Pupils will be supported to contribute in ways appropriate to their age, understanding and communication needs.

These discussions will help to ensure that:

- Everyone has a shared understanding of the pupil's strengths, needs and areas of difficulty.
- The views, concerns and aspirations of the pupil and their parents or carers are heard and taken into account.
- Agreed outcomes and the support needed to achieve them are clearly understood.
- Everyone understands the next steps and their role in supporting the pupil.

A record of these discussions will be kept as part of the pupil's SEN records and shared with their parents or carers.

Where it is decided that a pupil requires special educational provision, the school will formally notify their parents or carers.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take steps to remove barriers to learning and put appropriate special educational provision in place.

Support will follow the **graduated approach**, a four-part cycle of **Assess, Plan, Do, Review**. This enables us to understand each pupil's needs, plan suitable support, monitor its effectiveness and make changes where necessary.

We use Essex County Council's One Planning approach to support person-centred discussions, planning and reviews, ensuring that pupils, parents or carers and relevant professionals are involved throughout the process.

1. Assess

The class teacher and SENCO will work together to assess the pupil's strengths, needs and barriers to learning, taking account of the views of the pupil and their parents or carers. Advice from external professionals may also be sought where appropriate.

Assessment will draw on information about the pupil's learning, development and response to teaching and interventions. This information will be reviewed regularly to ensure that the support provided continues to meet their needs.

2. Plan

The class teacher and SENCO will work with the pupil and their parents or carers to agree:

- The outcomes the pupil is working towards.
- The teaching approaches, reasonable adjustments, interventions and support to be provided.
- How progress will be monitored.
- When the provision will be reviewed.

Staff working with the pupil will be made aware of their needs, agreed outcomes and the strategies and support required.

Parents and carers will be informed about the planned provision and encouraged to contribute to their child's progress, including through activities at home where appropriate.

3. Do

The class teacher remains responsible for the pupil's learning, progress and development, including when additional support or interventions are delivered by teaching assistants or specialist staff.

The class teacher will work closely with those providing support to ensure that interventions complement classroom teaching and that their impact is monitored.

The SENCO will provide guidance and support to the class teacher, helping to review the pupil's needs, address any difficulties and ensure that provision is implemented effectively.

4. Review

The effectiveness of the support provided and its impact on the pupil's progress will be reviewed at the agreed time.

Reviews will consider:

- The pupil's progress towards their agreed outcomes.
- The views of the pupil and their parents or carers.
- Feedback from teachers, teaching assistants and other professionals involved.
- The effectiveness of the teaching approaches, adjustments and interventions provided.

The class teacher and SENCO will use this information, together with the views of the pupil and their parents or carers, to review outcomes and decide whether support should be continued, adapted or changed.

The **Assess, Plan, Do, Review** cycle will continue as needed, ensuring that provision responds to the pupil's progress and changing needs.

8.4 Levels of support

School-based SEN provision:

Pupils identified as requiring special educational provision will be placed on the school's SEND register. Their needs will be supported through the graduated approach of Assess, Plan, Do, Review, as outlined in Section 8.3.

The school draws on Essex County Council's Ordinarily Available: Inclusive Teaching Framework and Ordinarily Available: Targeted Support guidance to inform inclusive teaching, reasonable adjustments and targeted interventions. Support is planned according to each pupil's assessed needs and reviewed regularly to evaluate its effectiveness.

Where additional expertise is required, the school will seek advice and support from external specialists, as appropriate, working in partnership with parents or carers.

School-based SEN provision is supported through the school's available resources, including its notional SEND budget and any additional funding where applicable.

Pupils receiving SEN support are recorded on the school census using code K.

Education, Health and Care Plans (EHCPs):

Where a pupil's needs may require support through an Education, Health and Care Plan (EHCP), an Education, Health and Care (EHC) needs assessment may be requested from the local authority. Following an assessment, the local authority will decide whether an EHCP is necessary in accordance with the statutory criteria.

An EHCP sets out the pupil's special educational needs, the outcomes sought and the special educational provision required to meet those needs.

For pupils with EHCPs, the school works with Essex County Council to plan and deliver the provision specified in their plans. This may involve additional adult support, specialist resources, targeted interventions or advice from external professionals, depending on the pupil's assessed needs.

The school uses its available resources alongside relevant high-needs funding arrangements, including Essex banding where applicable. Funding arrangements do not remove the statutory duty to secure the special educational provision specified in Section F of an EHCP.

Pupils with EHCPs are recorded on the school census using code E.

8.5 Evaluating the effectiveness of SEN provision

We regularly monitor and evaluate the effectiveness of the support provided for pupils with SEN to ensure that it meets their individual needs and helps them make progress towards their agreed outcomes.

We do this by:

- Tracking pupils' progress and development, including through assessments, provision maps and individual support plans.
- Reviewing the impact of teaching approaches, adjustments and interventions through the **Assess, Plan, Do, Review** cycle.
- Gathering pupils' views through discussions, questionnaires and the **One Planning** process.
- Monitoring the quality and effectiveness of SEND provision through the SENCO, working alongside class teachers and school leaders.
- Holding statutory annual reviews for pupils with Education, Health and Care Plans (EHCPs), alongside ongoing monitoring and review of their provision.
- Seeking feedback from parents and carers about their child's progress, needs and the support provided.

The information gathered is used to review outcomes, identify any changes needed and ensure that provision continues to respond to each pupil's needs.

9. Expertise and training of staff

At St Francis Catholic Primary School, we are committed to ensuring that teaching and support staff have the knowledge and skills needed to meet the individual needs of pupils with SEND.

The headteacher and SENCO identify staff training and professional development priorities based on the needs of pupils within the school. Training supports staff in delivering high-quality inclusive teaching, making appropriate adaptations and providing targeted support, informed by Essex County Council's **Ordinarily Available guidance** and advice from relevant specialists.

Professional development may cover communication and interaction, cognition and learning, social, emotional and mental health, and sensory and physical needs.

Training needs are reviewed regularly, taking account of pupils' changing needs and recommendations from specialist services.

10. Links with external professional agencies

At St Francis Catholic Primary School, we recognise that some pupils with SEND may benefit from additional advice, assessment or support from external professionals and specialist services.

Where appropriate, the school works in partnership with parents or carers and relevant agencies to better understand pupils' individual needs and ensure that suitable support and provision are in place.

External professionals and services may include:

- Speech and language therapists.
- Specialist teachers and advisory support services.
- Educational psychologists.
- Occupational therapists and physiotherapists.
- General practitioners (GPs) and paediatricians.
- Child and Adolescent Mental Health Services (CAMHS).
- Education welfare officers.
- The Children with Disabilities Team.

The school will consider advice and recommendations from external professionals when planning, delivering and reviewing support for pupils with SEND, working closely with pupils and their parents or carers.

11. Admission and accessibility arrangements

St Francis Catholic Primary School occupies older buildings, with some classrooms located on the first floor and accessed by stairs.

The school has a number of accessible facilities, including a ground-floor accessible toilet in the Key Stage 1 building, access to the playground and ramped access to the ground floor of the Key Stage 2 building.

We recognise that some areas of the school site present physical access challenges. We consider each pupil's individual needs and the reasonable adjustments that may be required to support their access to learning and school life, working in consultation with parents or carers and relevant specialists where appropriate.

We review opportunities to improve accessibility through the school's **Accessibility Plan**. Parents and carers are encouraged to contact the school to discuss any specific accessibility requirements.

11.1 Admission arrangements

11.1 Admissions

Children with special educational needs or disabilities who do not have an Education, Health and Care Plan (EHCP) apply through the school's usual admissions arrangements. They must not be unfairly disadvantaged in the admissions process because of their SEN or disability.

For children with an EHCP, the local authority manages the statutory consultation and school-naming process. Parents and carers can express a preference for St Francis Catholic Primary School through this process. Where the school is named in a child's final EHCP, the school must admit the child.

Further information about admissions is available in the school's **Admissions Policy**.

11.2 Accessibility

The school's accessibility arrangements are outlined in its **Accessibility Plan**.

We consider each pupil's individual needs and any reasonable adjustments required to support their access to learning and school life. We work with parents or carers and relevant specialists, where appropriate, to identify suitable arrangements.

12. Complaints about SEND provision

Parents and carers who have concerns about their child's SEND provision are encouraged to discuss these with their child's class teacher in the first instance. If concerns remain, they can contact the SENCO.

We aim to resolve concerns promptly and informally wherever possible, working in partnership with pupils and their families.

Where concerns cannot be resolved informally, parents and carers may make a formal complaint in accordance with the school's **Complaints Policy**, which explains the stages of the complaints process and how concerns may be escalated.

Pupils may also raise concerns or complaints, with appropriate support where needed.

For disagreements relating to Education, Health and Care (EHC) needs assessments, Education, Health and Care Plans (EHCPs) or other matters covered by statutory SEND procedures, separate routes may be available, including disagreement resolution, mediation and appeals to the SEND Tribunal, where applicable.

Further information and independent advice are available through:

- **SEND Code of Practice: 0 to 25 years**
- **Essex SENDIASS – Mediation and disagreement resolution**

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are committed to regularly evaluating and improving our SEND provision to ensure that pupils receive appropriate support and have opportunities to achieve their potential.

We will evaluate the effectiveness of this policy by considering how well we meet the aims and objectives set out in Section 1, including:

- Staff awareness and understanding of pupils' SEND needs, including at the start of the school year and when needs change.
- The early identification of pupils with SEND and the effectiveness of the support put in place.
- The progress and attainment of pupils with SEND, including their development towards agreed individual outcomes.
- Whether pupils with SEND feel safe, valued, supported and included in all aspects of school life.
- Feedback from pupils, parents and carers about the support and provision provided.

Findings from this evaluation will be used to identify areas for improvement and inform the ongoing development of SEND provision within the school.

13.2 Monitoring the policy

The SENCO will review this policy annually, working with the headteacher and SEND link governors as appropriate.

The policy will also be updated when necessary to reflect changes in legislation, statutory guidance or school procedures.

The policy will be approved by the full governing board.

14. 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