



Good Shepherd Trust

Life in all its fullness

Special Educational Needs and Disability (SEND) Policy

Date of Adoption	October 2024
Date of Next Review	Spring 2027

Values

In keeping with our Trust vision, every member of the Trust family of schools will be valued and encouraged to fulfil their potential. In our Trust we believe:

- Everyone has something to offer
- Trust, honesty, empathy and social responsibility are the Christian values that frame our work
- We are here for the whole person, spiritually, morally, educationally and socially
- In working with transparency and openness

Roles and Terminology

Role/Term	Alternatives, description and meaning
Members	Members appoint the Directors. Membership is described in the Trust's Articles of Association
Directors	Also 'the Trust board' or 'the board' The Trust Directors are accountable in law for all decisions about member schools and are accountable to the Secretary of State for Education for the performance of each school within the Trust.
LGB	Also 'Local Governing Bodies' or 'LGB Members' The local governing body is a standing committee of the Trust which has delegated powers to oversee the running of its individual school. The LGB may choose to delegate some of these powers to smaller committees or the Headteacher as it deems fit to fulfil its responsibilities. Where the document refers to the LGB this might be through some committees or further delegation but with the understanding that the ultimate responsibility remains with the LGB.
CEO	Chief Executive Officer A significant number of responsibilities under the scheme of delegation lie with the CEO. It is recognised that the CEO may choose to delegate some of their duties to the Chief Finance Officer and School Improvement Consultants and other staff in their team.
Central Team	Refers collectively to the: Business Manager, Finance Support Officers, School Improvement Consultants, Admin Support Officers and Development Officer Any other staff appropriate to the responsibility or task who work from the Trust's central administration office in Penrith rather than being based in a school.
SLT	Senior Leadership Team The Headteacher/Executive Headteacher, Head of School, Deputy Headteacher or other Senior staff member as appropriate to the individual school's senior leadership structure
	'Headteacher' in policies will usually refer to the Headteacher or Executive Headteacher as appropriate for the leadership structure of the school

Introduction

This policy has been developed in collaboration with stakeholders across the Trust with direct input from the Trust's Senior School Improvement Officer and SEND Group Lead. The Trust's Board of Directors have adopted the policy which applies to all Trust employees and other adults including volunteers or contractors who are supporting Trust schools.

All Trust schools will work closely with their Local Authorities and other agencies. As a Trust we are committed to person centred working and co-production, putting the child and family at the centre of what we do.

Legislation and guidance

This policy complies with the statutory requirements in the SEND Code of Practice 0-25 and with reference to the following guidance and documents:

Statutory and National Guidance

- Children and Families Act (2014)
- Special Educational Needs and Disability Code of Practice: 0-25 years (2015)
- Equality Act (2010)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (December 2015)
- Statutory Framework for the Early Years Foundation Stage
- Teachers' Standards (2021)

Trust wide Policies

- Equality Policy and Objectives
- Child Protection Policy and Procedures, Child on Child Abuse Policy and Procedures, Overarching Safeguarding Statement
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Admissions Policy
- Data Protection Policy and Document Retention Schedule
- Appraisal Procedure for Teachers
- Appraisal Procedure for Support Staff

Setting Specific Documents

- Accessibility Plan
- SEND Information Report

This policy is consistent with the Good Shepherd Trust's funding arrangements with the Secretary of State for Education which requires that we make provision for pupils with SEND

Definitions

These definitions are provided for reference, to ensure that all staff can apply this policy with transparency.

What is a Special Educational Need (SEN)?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or a young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age, or
- Have 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 or mainstream post-16 institutions.

(Special Needs and Disability Code of Practice, 2015)

What is a Disability?

The Equality Act 2010 defines a disability as follows:

“A person [...] has a physical or mental impairment which has a substantial and long-term adverse effect on [their] ability to carry out normal day-to-day activities”.

This definition of disability in the Equalities Act includes long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Provision at our Schools

Our schools currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Purpose

This policy sets out the Trust’s approach to supporting pupils with Special Educational Needs and Disabilities (SEND) in each of its schools, including (where applicable) their nursery provision. The objective of this policy is to ensure access to education, regardless of any learning difference or disability, and facilitating learning by overcoming any potential barriers.

***ALL STAFF WILL BE AMBITIOUS AND
ASPIRATIONAL FOR STUDENTS WITH SEND.***

This document sets out the policy and procedure for all member schools to ensure all pupils receive the best educational experience by:

- Explaining the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Ensuring all staff understand their role and responsibilities in relation to SEND and inclusion.
- Demonstrating our Trust's commitment to procedures relating to SEND and inclusion.
- Ensuring all pupils who fall within the definitions identified in Section 1 of this policy, whether they have been issued with an Education, Health and Care Plan (EHCP), are receiving SEND support, or neither of these, are placed on the SEND Register and supported.

By following the policy and procedures set out staff will ensure that the needs of those pupils with SEND are met by:

- Ensuring that the process of rigorous assessment and early identification lead to appropriate provision being made for any pupil who has special educational needs, or a disability and those needs are made known to all who are likely to teach them.
- The progressive removal of barriers to education and participation.
- Ensuring those pupils with SEND receive their full entitlement to a knowledge rich curriculum and appropriate inclusion in all School activities.
- Ensuring pupils with SEND are valued equally with all other pupils and will be enabled and encouraged to develop their potential to the full.
- Ensuring the School provides appropriate support framework to respond to pupil's identified needs.
- Following the Special Educational Needs and Disability Code of Practice (2015) when out our duties toward all pupils with special educational needs or a disability.
- Involving the children themselves in planning for their own provision and value what they must contribute.

Supporting Documents

Expectations of all schools

Every school within the Good Shepherd Trust will produce:

Document	Update	Responsible for approval	Published
SEND Information Report (see below)	Annually	LGB – Supporting schools Trust Directors – Supported/Sponsored	School website
Accessibility Plan (see below)	At least every 3-years	LGB – Supporting schools Trust Directors – Supported/Sponsored schools	School website
SEND in a Nutshell data profile	Annually	<i>No approval required.</i>	<i>Not published externally.</i>

Expected based on context

Where relevant to their context, schools will produce:

Document	Update	Details	Responsible for approval
SEND Action for Improvement Plan	As required.	This will be integral to the School Improvement/Development Plan	LGB – Supporting schools Trust Directors – Supported/Sponsored
Co-ordinated Provision map	Termly	This will identify additional support available	Headteacher

SEND Information report

Each School will publish its SEND Information Report which details how the SEND Policy is implemented, as required by the SEND Code of Practice, on their website. It will be updated annually.

The report must be easily accessible for all and set out in clear, straightforward language.

The SEND Information Report must include:

- relevant named contacts available at the school
 - e.g., SENCO
- Information on where the Local Offer is published

For Supported or Sponsored schools, the report must be approved by the Trust's board of Directors. It should be prepared in time for the Board meeting in the first week of July each year. For Supporting schools, the LGB can approve the report.

Accessibility Plan

This details how disabled pupils are supported to access and participate in the curriculum. Like the SEND Information report, the Accessibility Plan must be published on the school website to ensure all disabled pupils and their families are aware of the plan. It should be reviewed at least every 3 years.

The Plan must provide details of:

- How each school has improved or plans to improve the physical environment to enable pupils with disability to take better advantage of the education, facilities, services and wider school benefits provided

For Supported or Sponsored schools, the report must be approved by the Trust's board of Directors. It should be prepared in time for the Board meeting in the first week of July each year. For Supporting schools, the LGB can approve the report.

Identification and assessment of SEND pupils

The school will assess pupils as appropriate to determine their needs and the support required in line with existing practice and current guidelines.

Pupils who are working below their age group, when assessed, will be further supported to define areas of specific difficulty/delay and to understand how to best meet their identified needs.

The SEND assessment process can be triggered by teacher, support staff or parental concern with the class teacher.

The class teacher will then discuss concerns with the SENCO in line with School assessment phase of the graduated approach specialist advice may be sought from external agency professionals.

Other external agency professionals may also raise concerns via the SENCO.

The pupil and parents'/carers' own views will, wherever possible, be considered in assessment and implementation of the graduated approach (see below).

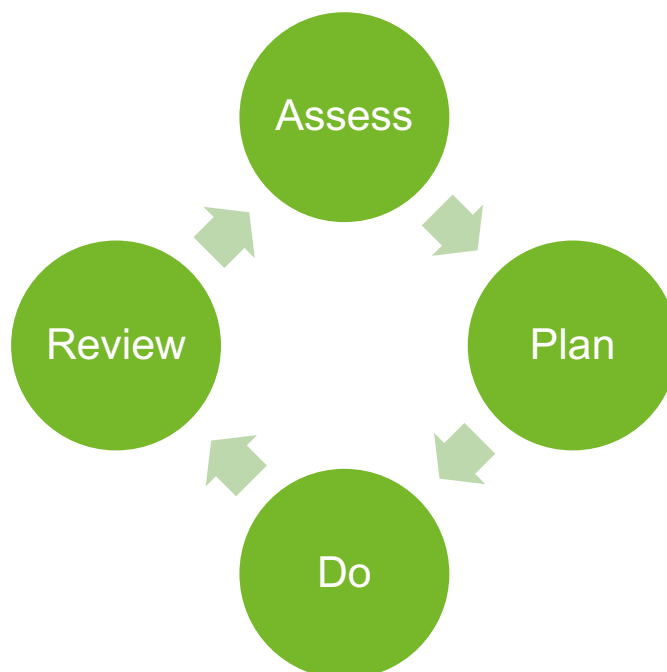
Records of all SEND pupils will be formally stored and managed on Scholarpack in line with the Trust's Data Protection policy.

The SENCO, and where possible and appropriate, the relevant Senior Leader, will oversee admissions and transition involving any pupil with pre-defined SEND.

The Graduated Approach

In line with the Code of Practice, all Trust schools follow the graduated approach to a learners' special educational needs. This support should take the form of "a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes"

Teachers Handbook: SEND (Nasen) explains the four-part cycle as illustrated below.



Teacher Handbook: SEND - SendGateway

At every stage of this process, we will ensure that pupils and their families are included as equal and meaningful partners. A central aim of the Children and Families Act 2014 was to ensure that children, young people and their families are at the centre of the decision-making process. As a Trust family, we are committed to supporting our schools in implementing approaches that ensure effective co-production is in place.

Our schools may use The Engagement Model to support teachers and the SENCO in measuring each pupils' progress independently, according to their profile of need, where a pupil may be working below the level of the national curriculum. This tool will enable schools to track and support pupils' ongoing progress and engagement in developing new skills, knowledge and concepts.

Early Years Requirements

Progress Check

When a child is aged between two and three, early years practitioners must review progress and provide parents with a short-written summary of their child's development, focusing on communication and language, physical development and personal, social and emotional development.

The progress check must:

- Identify areas of strength
- Identify areas where progress is slower than expected

The written summary must highlight:

- Where good progress is being made
- Where additional support may be needed
- If there is a concern of developmental delay which may indicate SEN or disability

And include details of:

- The activities and strategies to be adopted

Where there are significant emerging concerns, or identified SEN or disability, a targeted plan should be developed with the support of the SENCO.

If a child moves settings between the ages of two and three it is expected that the progress check will be undertaken in the setting where the child has spent the most time.

Assessment at the end of EYFS – The EYFS Profile

The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. A profile is usually completed for children in the final term of the year in which they turn five. It is particularly helpful for children with SEN and should inform plans for future learning and identify any additional needs for support.

Support for improving emotional and social development

Good Shepherd Trust Schools will provide support for pupils with their emotional and social development in the form of pastoral support arrangements for listening to the views of pupils with SEND and additional measures to prevent bullying.

School request for an Education, Health, and Care needs assessment (EHC)

Interventions and resources from within the school may meet the additional needs of pupils with SEND.

SEND support should be adapted or replaced through the implementation of a rigorous graduated approach.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND needs of the child, the pupil has not made the expected progress the school, with parental permission, should consider asking the LA to carry out an EHC needs Assessment.

Education Health Care Plan (EHCP)

An EHCP is a legal document that sets out:

- A full description of the child's SEND along with health and social care needs
- The views and aspirations of the parent/carer and the child
- Outcomes for the child's progress
- Provision and support to achieve outcomes, and how education, health and social care will work together to meet the child's needs

Formal Annual Reviews for pupils with an EHCP are required to be held within a twelve-month period of any previous review (6 months for pupils up to the age of 5 years). Schools will work with the LA in a timely manner to undertake annual reviews of EHCPs within the statutory time frames, ensuring that in doing so they consider the views of the child or young person and those of the parent or carer.

Expertise and Training of Staff

Each school will ensure that the skills of the staff match the needs of the current pupils. This will include the appointment of a suitably qualified and experienced SENCO, experienced teaching assistants and HLTAs who are trained to deliver SEND provision. All staff teaching pupils on the SEND register will be made aware of the individual needs. The SENCO and relevant Subject Leaders will help teaching staff when required to develop strategies to support, adapt and scaffold and ensure that appropriate resources are available as part of the school's CPD Programme.

Roles and Responsibilities

Board of Directors

The Board of Directors will ensure that Inclusion Principles are followed and embedded across the Trust's family of schools by:

- Modelling a culture of high expectations around issues of inclusion so that at all levels of the Trust expectations for all pupils, regardless of prior attainment, are high
- Setting and reviewing this policy
- Setting and reviewing the Trust's Admissions Policy the Trust's Admissions Policy
- Setting and reviewing the Trust's Supporting Pupils with Medical Conditions Policy ensuring compliance with Statutory Guidance.
- Receive and consider an annual report from the Senior School Improvement Lead on the effectiveness of this, and other related policies
- Setting out in writing the Trust's Complaints Procedure and monitoring its publication and availability to parents
- Ensuring strong relationships and links exist between the Trust and the Local Authority regarding the Local Offer
- Ensuring strong relationships and links exist between the Trust and other agencies e.g., Child and Adolescent Mental Health Services (CAMHS), Educational Psychology etc.
- Ensuring there is a qualified teacher designated as SENCO for each school
- Ensuring that each school publishes a SEND Information Report on their website annually

Chief Executive Officer

The Chief Executive Officer will ensure that the Inclusion Principles and related policies and procedures set by the Board of Directors are followed and embedded across the Trust's family of schools by:

- Modelling a culture of high expectations around issues of inclusion so that at all levels of the Trust expectations for all pupils, regardless of prior attainment, are high
- Monitoring the implementation of this policy, the Admissions policy, the Complaints Procedure and the Trust's Supporting Pupils with Medical Conditions Policy at all schools and reporting any feedback to the Directors.
- Ensuring each school has access to expertise and resources to address SEND as part of the Trust's overall commitment to School Improvement
- Building strong relationships and links between the Trust and the Local Authority regarding the Local Offer
- Building strong relationships and links exist between the Trust and other agencies e.g., Child and Adolescent Mental Health Services (CAMHS), Educational Psychology etc.

School Improvement Team

The School Improvement Team will ensure that the Inclusion Principles and related policies and procedures are delivered effectively across the Trust's family of schools by:

- Modelling a culture of high expectations around issues of inclusion so that at all levels of the Trust, expectation for all pupils, regardless of prior attainment, are high
- Promoting and sharing excellence through the development of a Trust SENCO network
- Sharing evidence of effective pedagogy from internal and external sources
- Liaising with Headteachers to ensure that all SENCOs receive appropriate training
- Ensuring that the provision for pupils with SEND across the Trust reflects the highest levels of pedagogy in its delivery, monitoring and impact evaluation
- Ensuring leaders are aware of and meet their statutory obligations in relation to provision for pupils with SEND
- Collecting Trust wide aggregated information on the effectiveness of this policy and presenting this to the CEO and Board of Directors annually.

Central Trust Staff

The Central Trust staff will support the Board of Directors, Chief Executive Officer and Senior School Improvement Lead with their responsibilities by:

- Monitoring each school's website to ensure that publication requirements are met
- Keeping up to date with changes in statutory guidance and amending this policy and associated policies and papers as necessary and as directed.

Local Governing Body

The Local Governing Body will ensure their setting is delivering the best SEND provision using this policy by:

- Having high expectations around issues of inclusion and communicating this to staff to ensure that expectations for all pupils, regardless of prior attainment, are high
- Supporting and challenging school leaders on the strategic development of SEND provision
- Supporting and challenging school leaders to ensure strategic and effective deployment of resources in the setting
- always Ensuring that adequate arrangements are always in place to support pupils with SEND
- Appointing a Special Educational Needs Lead Member (please see below for further details)
- Ensuring that the setting's SEND Information Report is reviewed and approved at least annually and more often if there are changes to provision identified
- Ensuring that the setting's Accessibility Plan is reviewed and approved at least every three years and more often if there are significant changes
- Ensuring that, following the Trust's Equality Policy, Equality Objectives are monitored termly and all other responsibilities met
- Ensuring that the Trust's Admissions Policy is applied fairly
- Ensuring that any identified reasonable adjustments and access arrangements are implemented

Special Educational Needs and Disabilities Lead Member (LGB Manual)

The SEND Lead member is responsible for scrutinising the work of the school to ensure effective provision is in place to promote the academic and personal progress and development of students with SEND. They are expected:

- To be familiar with statutory guidance and policy relating to SEND and other associated issues
- Understand the quality and effectiveness of SEND and disability provision within the school and update the Local Governing Body on this
- To champion the needs of SEND students within the school and amongst the LGB
- To ensure the LGB understand their responsibilities about SEND and to assist them to perform these functions
- Challenge the school to be rigorous in identifying and swiftly rectifying any deficiencies about the provision for SEND students, including monitoring of student progress and to bring these to the attention of the LGB
- To meet regularly with the school's SENCO and keep up to date with any significant issues arising
- To provide a voice for the SENCO at Local Governing Body level
- To ensure suitable staff training in the school is in place
- To ensure the LGB receives an annual report on the implementation of the school's SEND policy and procedures and that the Trust Board is well informed about the school's SEND provision, including any challenges
- To challenge the headteacher as required to ensure that the SENCO has sufficient time and resources to carry out their duties effectively, and that they are suitably trained

Senior Leaders

Schools within the Good Shepherd Trust operate with a variety of leadership models. This means that in some schools the responsibilities of the SENCO are held by the Headteacher, in others there is a separate SENCO appointed and, in some cases, the appointed SENCO is shared by a group of schools.

Whatever the staffing arrangement, the SENCO is clearly identified on each school website.

Where the SENCO is shared the effectiveness of this arrangement is reviewed regularly.

Headteacher

At each school the Headteacher will support the aims and implementation of this policy by:

- Ensuring that this policy is implemented appropriately within the school
- Promoting a culture of high expectations for all pupils in school, regardless of prior attainment, within the setting
- taking overall responsibility for the provision and progress of learners with SEND
- Appointing a qualified teacher with the appropriate knowledge and experience to the role of SENCO
- Ensuring that the SENCO has sufficient time and resources to carry out their function. Including ensuring they have enough time away from teaching to

enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school

- Working closely with the SENCO to determine the strategic development of the SEND provision in the school and ensuring that the identification of SEND is built into the overall approach to monitoring the progress and development of **all** pupils
- Working with the SENCO to find trends in the identification of SEND both within the school and compared with local and national data
- Using the identified comparison data to reflect on and reinforce the quality of teaching
- Providing a termly report on the quality of SEND provision and the progress of SEND pupils to the Local Governing Body
- Cooperating with the Local Authority in relation to the Local Offer
- Cooperating with other agencies e.g., Child and Adolescent Mental Health Services (CAMHS), Educational Psychology etc.
- Supporting pupils, parents and families to participate fully in decisions by acknowledging and prioritising their views, wishes and feelings as much as possible
- Encouraging parental involvement with any specialist provision made for their child including through monitoring, and evaluating any special provision made to ensure its effectiveness and seeking their input to any adaptation of the provision to lead to higher rates of success
- Ensuring that pupils with identified needs or a disability join in the activities of the school together with pupils who do not have special educational needs or a disability
- Ensuring that high quality teaching for pupils with SEND is a core part of the professional development for all teaching and support staff.

Special Education Needs and Disability Coordinator (SENCO)

At each school the SENCO will support the aims and implementation of this policy by:

- overseeing the day-to-day operation of this policy
- promoting a culture of high expectations for all pupils, regardless of prior attainment, to all staff and colleagues within the setting
- co-ordinating provision for all children with SEN, including:
 - completing and facilitating assessments and observations
 - preparing and holding Annual Reviews for all pupils with EHCPs and submitting reports to the LA
 - preparing, overseeing, and tracking EHCP applications
 - monitoring Assess Plan Do Review (ADPR) cycles, Individual Education Plans (IEP) and Individual SEND Plans
 - supporting Early Years practitioners to develop a targeted plan to support a child with emerging concerns as part of the written summary to parents
- ensuring all practitioners and staff in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support (see above)

- advising on the deployment of the setting's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN and ensuring that parents are closely involved throughout and that their insights inform actions taken by the setting
- liaising with professionals or agencies beyond the setting e.g., early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and Local Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date and that such records comply with the Trust's Data Protection Policy
- playing an important role in advising on and contributing to the broader support provided by schools and the professional development of other teachers and staff
- Ensuring that a link to the Local Authority's Local Offer is on the school website
- Liaising with the Designated Safeguarding Lead (DSL) as required
- Other relevant areas as identified by the Headteacher.

This list of roles and responsibilities includes those

Schools with nursery provision will identify a specific early years SENCO who will have the same roles and responsibilities. Due to the size and capacity of the schools within the Good Shepherd Trust, this role is likely to be taken on as part of the main SENCO duties. Where a different staff member takes on this role it will be noted on the school website.

Teaching Staff

It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the procedures for identifying, assessing, and making provision to meet these needs.

With the guidance of their setting's senior leadership team all teaching staff will implement this policy in their teaching practice by:

- Always setting high expectations for all pupils, regardless of prior attainment
- Adapting their teaching to respond to the strengths and needs of all pupils
- Having a clear understanding of the needs of all pupils in their care, including those with:
 - Special educational needs
 - High ability
 - English as an additional language
 - Disabilities
- Evaluating and implementing distinctive teaching approaches to support such pupils
- Providing the appropriate education for all learners within their class

- Accurately tracking the progress of all pupils
- Using appropriate assessment to set targets which are deliberately ambitious
- Identifying potential areas of difficulty as soon as possible and addressing individual need
- Planning lessons with the intent to remove barriers to pupil achievement
- Working closely with any support or specialist staff to plan and assess the impact of support and interventions and how they can be linked to wider classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Meeting with the SENCO to discuss additional needs and concerns as they arise
- Including pupils with SEND in the classroom and providing an appropriately adapted curriculum
- Implementing the procedures for identifying, monitoring and supporting pupils with SEND in this policy by following the graduated approach (see above)
- Meeting with parents/carers of pupils with SEND to discuss and agree plans and targets
- Completing all written records and paperwork required in a timely manner
- Meeting with other professional partners (e.g., Educational Psychologist) for advice and recommendations
- Preparing pupils for the next stage in their education

Support Staff

All staff are responsible for helping to meet an individual's special educational needs, and for following the procedures for identifying, assessing, and making provision to meet these needs.

With the guidance of their setting's senior leadership team and their class teacher or line manager all support staff will implement this policy in their teaching practice by:

- Supporting pupils with SEND and the wider school population through consistent setting of high expectations, regardless of prior attainment
- Depending on their role:
 - planning and delivering individualised programmes
 - assisting in the development of individual plans for pupils
 - contributing to the review process, either in-person or as part of a written report
- Working with small groups, in or out of the classroom, under the direction of the class teacher
- Supporting pupils on educational visits and co-curricular, as required
- Monitoring pupils' progress
- Keeping relevant records
- Supporting the SENCO, as appropriate to their role, in determining the effectiveness of the classroom and withdrawal support
- Assisting with medical and/or personal care as required

Evaluating the effectiveness of the SEND provision

The school will evaluate the effectiveness of its provision for pupils with SEND annually. This may be conducted by any of these methods, or by methods not included here:

- Reviewing pupils' individual progress towards their SMART targets each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress as part of pupil progress cycle.
- Consolidating lessons learned and feedback from annual EHC reviews

Complaints about SEND provision

Complaints about SEND provision in the school should be made to the Headteacher in the first instance. They will then be referred to the Trust's complaints policy if necessary.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Monitoring arrangements

This policy will be monitored annually in line with the individual setting's review of their SEND Information Report. Any suggested changes will be communicated to the Central Staff. Any changes will be reviewed and agreed by the Board of Directors.

A formal review of this policy will take place every three years.