



## **ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL**

# **Special Educational Needs and Disabilities (SEND) Policy**

### **Mission Statement**

"I called you by your name, you are mine." Isaiah 43

Our mission at St. Augustine of Canterbury Catholic Primary School is to provide a learning environment in which all children and staff reach their potential in an atmosphere of kindness, empathy, honesty, gratitude, courage and love.

All our work is inspired by the teachings of Christ and His Church. Working in partnership with parents and carers, we aim to enhance and celebrate the moral, physical, social and emotional development of all children entrusted to us.

We are an inclusive community, welcoming and accepting all who enter our school, regardless of ability or background; teaching children to be understanding of the world they are growing up in, together with learning how to live alongside and respect diversity within our society.

### **Equality Statement**

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PESD) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

**This policy and the accompanying information report were checked and  
updated October 2025**

**Next date to be reviewed: September 2026 or in line with any changes to SEN**

## Content

1. Aims and objectives.....	3
2. Visions and values .....	3
3. Legislation and guidance .....	4
4. Inclusion and equal opportunities .....	5
5. Definitions .....	5
6. Roles and responsibilities .....	6
7. SEN information report.....	9
8. Our approach to SEND support.....	10
9. Attendance.....	13
10. Safeguarding.....	13
11. Expertise and training of staff .....	13
12. Links with external professional agencies .....	13
13. Admissions and accessibility arrangements.....	14
14. Complaints about SEND provision .....	14
15. Monitoring and evaluation arrangements .....	15
16. Links with other policies and documents .....	15

## **1. Aims and Objectives**

Our special educational needs and disabilities (SEND) policy aims to set out how our school will support and make provision for children with special educational needs and disabilities (SEND) and explain the roles and responsibilities of everyone involved in providing for children with SEND. We will make sure our school fully implements national legislation and guidance regarding pupils with SEND.

- We will support and make provision for children with special educational needs and disabilities. We will aim to provide a broad, relevant, balanced and differentiated curriculum which is accessible to the individual needs of all the children. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 0-25 (January 2015 update)
- We will ensure that there is a clear process for identifying, assessing, planning providing and reviewing for SEND children and that the needs of the children are identified. We aim to provide appropriate support strategies. If additional specialist advice and support is necessary, we will contact the appropriate external agencies.
- We will provide children with SEND access to all aspects of school life so they can engage in the activities of the school alongside those children who do not have SEND. We will make appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to the National Curriculum.
- We will help children with SEND fulfil their aspirations and achieve their best and become confident individuals.
- We will develop practices and procedures, which will aim to ensure that all children's special educational needs are identified and assessed and the curriculum will be planned to meet their needs.
- We will communicate with children with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the children, valuing their views and contributions and keeping them fully involved in their child's education.
- We will support the establishment and maintenance of close links with all agencies working with the child.
- To provide support, advice and training for all staff working with SEND and ensure that the SEND policy is understood and implemented consistently by all staff.

## **2. Visions and values**

At St Augustine of Canterbury we will provide all pupils with a broad and balanced curriculum. We are committed to making sure all our children have the chance to thrive and supporting them to meet their full potential by allowing them to experience a sense of belonging, be respected and be valued. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of children, no matter how varied. Safeguarding, welfare and wellbeing are our first priorities. We will provide children with a range of extra-curricular and enrichment opportunities and to consistently experience quality first teaching in the classroom, with provision informed by the Medway Core Standards.

## **3. Legislation and guidance**

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

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the Special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools/academy trusts which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.
- The Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement guidance sets out the schools' obligations to ensure the school is considering their statutory obligations in relation to pupils with SEND when considering suspension or exclusion.

#### **4. Inclusion and equal opportunities**

At St Augustine of Canterbury we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all children the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school

### **5. Definitions**

#### **5.1 Special educational needs**

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

A child or young person has 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions
- Code of Practice 2014*

**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. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services.

#### **5.2 Disability**

A child or young person is 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.

At St Augustine of Canterbury, we are committed to making reasonable adjustments for children with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 Reasonable adjustments

Reasonable adjustments are changes that schools must make if a pupil's physical or mental disability puts them at a disadvantage compared with others who aren't disabled. This is separate to requirements related to physical changes that make a building accessible, such as disabled toilets. It means schools have a legal obligation under the Equality Act to support pupils who are disabled with reasonable adjustments, making sure they can benefit from what the school offers in the same way as a pupil who isn't disabled.

We are committed to keep up to date with current legislation and continue to train our staff in all areas of SEN so that we can meet the needs of all children.

### 5.4 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.

**Communication and Interaction:** Children 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.

Children who are on the autism spectrum often have needs that fall in this category.

**Cognition and learning:** Children 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 children 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.

Children 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 child becoming withdrawn or isolated.

**Sensory and/or physical:** Children with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Children 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 SENCO**

The person responsible for co-ordinating the day to day provision of education for children with special educational needs and disabilities (SEND) is Mrs Liggins (SENDCo).

She will:

- Communicate with parents to keep them informed of any concerns the school may have regarding SEND and their child and liaise with them about their child's needs and any provision made. She is also responsible for co-ordinating the additional support given to children who are deemed to be **More able or Talented**. These are children who show strength in a particular subject or activity.
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy, information report 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 children with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual children
- Advise on the deployment of the school's designated budget and other resources to meet children's needs effectively and the graduated approach to providing SEN support
- Be a key point of contact with external agencies, especially the local authority (LA) and its support services to ensure that appropriate provision is provided
- Liaise with the potential next providers of education to ensure that children and their parents are informed about options and a smooth transition is planned
- When a child moves to a different school: make sure that all relevant information about a child's SEN and the provision for them are sent to the appropriate school in a timely manner
- Work with the Head teacher and Governing body to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangement.
- Make sure that all records of all pupils with SEND are up to date and accurate.
- 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
- 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
- Provide an annual report for parents on their child's progress
- Publish information about how the school is implementing its SEND policy, in the SEN information report.

- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children from being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.

## **6.2 The SEN Governor**

The Governors at St Augustine of Canterbury are responsible for entrusting a named person to monitor the Safeguarding and Child Protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children fairly. They monitor and review all statutory policies as defined by the DfE.

The Governing Body has due regard to the Code of Practice when carrying out its duties towards all children with special educational needs and disabilities. The SEN Governor has an oversight of the school's SEN provision and their duties involve meeting with the SENCo to monitor the effectiveness of SEN provision in the school.

The SEN governor will:

- Do all it can to make sure that every child with SEND gets the support they need
- Make sure that all children with SEND engage in the activities of the school alongside children who don't have SEND
- Make sure that the school has arrangements in place to support any children with medical conditions
- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Make sure there is a qualified teacher designated as a 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

## **6.3 The headteacher**

The head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Work with the SENCO and school governors to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the 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.

#### **6.4 Class teachers**

As it is important for all new members of staff to understand the procedures of special education in school, this is part of the school induction. In addition, the SENCo and subject leaders keep staff up to date with new legislation and procedures.

The school is committed to providing and facilitating at in-service training in the area of SEN. Needs analysis will be undertaken regularly to identify the training needs of the school and of individual staff.

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet children's needs through a graduated approach
- The progress and development of every child 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 child'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 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 child and the school
  - Listen to the parents' concerns and agree their aspirations for the child

#### **6.5 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 child on the SEND register will always be given the opportunity to provide information and express their views about the child'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 child's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the child
- Given an annual report on the child's progress



The school will take into account the views of the parent or carer in any decisions made about the child.

## **6.6 The child**

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

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

## **7. SEN information report**

St Augustine of Canterbury publishes a SEN information report on its website, which sets out how this policy is implemented in our school. **The SEN information report can be found on the school website.**

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

## **8. Our approach to teaching pupils with SEN**

### **9.1 Identifying children with SEND and assessing their needs**

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

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

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

Teachers are responsible and accountable for the progress and development of all the children in their class. When teachers identify an area where a pupil is making slow progress, they will target the child's area of weakness with differentiated, high-quality teaching. High quality first teaching is our first step in responding to children who are making slow progress. This will be differentiated for individual children in order to overcome all barriers in their learning.

Each child's learning is planned by the class teacher; it is differentiated to support the child's individual needs. This may include additional general support by the class teacher or teaching assistant in the classroom as part of our quality first teaching.

If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the child's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

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

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

If a child is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the child starts at school, so support can be put in place as early as possible.

## **9.2 Consulting and involving pupils and parents**

St Augustine of Canterbury will put the child and their parents at the heart of all decisions made about special educational provision.

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

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

## **9.3 The graduated approach to SEN support**

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

### **1. Assess**

The child's class teacher and the SENCO will carry out a clear analysis of the child's needs. The views of the children and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the child's need. For many children, the most reliable way to identify needs is to observe the way they respond to an intervention.

## **2. Plan**

In consultation with the parents and the child, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and will be made accessible to staff in a pupil passport, provision overview or school-based support plan.

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

## **3. Do**

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

Where the plan involves group or 1-to-1 teaching away from the main class teacher, they still retain responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the child's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## **4. Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and children
- The level of progress the child has made towards their outcomes
- The views of teaching staff who work with the child

The teacher and the SENCO will revise the outcomes and support in light of the child's progress and development, and in consultation with the child and their parents.

## **9.4 Levels of support**

### **School-based SEN provision**

Children receiving SEN provision will be placed on the school's SEND register. These children have needs that can be met by the school through the graduated approach. Where the child'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 children is funded through the school's notional SEND budget.

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

### **Education, health and care (EHC) plan**

Children 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 child, the provision that will be put in place, and the outcomes sought.

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

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

### **8.5 Evaluating the effectiveness of SEN provision**

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

- Tracking children's progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil voice questionnaires
- In school reviews three times a year which are attended by the Class teacher and any other professional agencies when applicable.
- Monitoring by the SENCO
- Holding annual reviews for children with EHC plans
- Getting feedback from the children and their parents

## **9. Attendance**

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

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

## **10.Safeguarding**

We recognise that children with Special Educational Needs and disabilities 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. The Headteacher ensures that all school staff are aware of these challenges. Further details can be found in the school's Safeguarding Policy which can be viewed on the school website here.

## **10 Expertise and training of staff**

Mrs Liggins, SENCO has over 10 years experience in this role and has completed and achieved the **National SENCo award** in 2015 and has also completed accredited training on running a Nurture group.

She has also achieved the **Language for Learning** award and has also completed the foundation to **Drawing and Talking therapy**.

In September 2021, Mrs Liggins was certified as a **Youth Mental Health First Aider**.

The school have a teaching assistant who has received Language for Learning and **Speech and Language Link** training to enable them to deliver more specialised support for children who have individual speech and language programmes.

Training will regularly be provided to teaching and support staff. This will include keeping up to date with changes to SEN as well as including whole school training related to specific learning difficulties. Including Autism (ASD), ADHD and Dyslexia.

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. Staff will be encouraged to develop specific areas of interest to benefit the whole school. All members of staff have received training related to SEND and the new Code of Practice 2014. This has included sessions on how to support pupils on the autistic spectrum or who may have social communication difficulties.

We use specialist staff for long term play therapy and to assess children's speech and language needs.

## **11. Links with external professional agencies**

St Augustine of Canterbury recognise 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
- Outreach Services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or Paediatricians
- School nurses
- Children and Young Person's Mental Health Service (ChYPMHS)
- Social services

## **12. Admission and accessibility arrangements**

### **11.1. Admission arrangements**

The admission of pupils with an EHC Plan is dealt with by a completely separate procedure which is integral to the making and maintaining of EHC plans by the pupil's home local authority. Details of this separate procedure are set out in the SEN Code of Practice. All children whose education, health and care (EHC) plan names St Augustine of Canterbury will be admitted before any other places are allocated.

### **11.2 Accessibility arrangements**

Please refer to the Accessibility Policy and plan on the website which was drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

In accordance with legislation laid down under the Disability and Discrimination Act, St Augustine of Canterbury has disabled access to the building- this includes ramps into the building and wide doors in some parts of the building; disabled toilet facilities are also available.

Parents of disabled children should give the Head teacher details of disability as soon as they are offered a place. Some children may have a hearing or visual need which would be catered for by the

school, with for example adapting the learning environment for that particular need. A meeting will then be arranged to discuss how the disability might affect the child's access to the life of the school and how any difficulties may be overcome.

## **12. Complaints about SEN provision**

At St Augustine of Canterbury we have an 'open door' policy encouraging parents to come in and discuss any concerns they might have about a child or a child's progress. There are open evenings held three times a year to discuss children's targets and achievements. In addition, parents are informed of any concerns the school may have about a child's progress and of any arrangements for support or involvement with outside agencies.

If however, should there be a concern about the school's SEN provision; the parent/carer should speak to the class teacher/SENCO/Head teacher in the first instance. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents will then be referred to the school complaints policy. Formal complaints about SEND provision should be made to the class teacher/SENCO/headteacher in the first instance. They will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the child themselves.

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

To find out about disagreement resolution and mediation services in our local area, <https://www.medway.gov.uk/localoffer> and <https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendas/>

The parents of children 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

## **13. Monitoring and evaluation arrangements**

### **13.1 Evaluating the effectiveness of the policy**

We will evaluate the effectiveness of provision for children with SEND by:

- Staff's awareness of children with SEND and how early children are identified as having SEND
- Reviewing children's individual attainment and progress towards their targets and the impact of interventions each term through the APDR cycle
- Using pupil questionnaires and feedback from their parents
- Monitoring by the SENCO
- Using provision maps and school based plans to measure progress
- Holding annual PCAR annual reviews for children with EHC plans

### **13.2 Monitoring the policy**

This policy will be reviewed by the SENCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

#### **14. Links with other policies and documents**

This policy links to the following policies and documents on

- SEN information report
- The local offer [https://www.medway.gov.uk/info/200307/local\\_offer](https://www.medway.gov.uk/info/200307/local_offer)
- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- Mental Health and Wellbeing
- Bereavement
- Safeguarding / child protection policy
- Complaints policy

