



# Inglehurst Infant School

## Special Educational Needs & Disabilities (SEND) Policy

### Review of the SEND Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

<b>Last Reviewed</b>	<b>September 2024</b>
<b>Review date</b>	<b>September 2025</b>
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## 1. Aims

Our SEND policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents/carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND (where age appropriate) and their parents/carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values

### Vision

- To nurture and inspire happy, healthy, confident, life-long learners.

- At Inglehurst Infant School, we pride ourselves on creating a welcoming, caring and safe environment in which each person feels valued and respected. We teach a broad and balanced curriculum, building the necessary skills and confidence needed for pupils to achieve high standards, as well as develop a life-long love of learning.

### 3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND 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 Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

### 4. Inclusion and equal opportunities

- Inglehurst Infant School is an inclusive school and we value the unique contributions that all children have to bring to the classroom. We believe that diverse groups of children working side by side will benefit all. We aim to break down barriers to learning by understanding the needs of our children and their families and putting in place support, where needed, for them to thrive.

We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEND) whilst meeting pupils' individual needs. All pupils, including those with Special Educational Needs and Disabilities (SEND) are provided with access to a broad and balanced curriculum and are encouraged to reach their full potential. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

- All of our extra-curricular activities and school visits are available to all of our pupils.
- All pupils are encouraged to take part in sports day/school concerts/class assemblies with their class peers.
- No pupil is ever excluded from taking part in these activities because of their SEND; however, an alternative may be sought for the pupil with SEND if a risk assessment shows that the activity could be hazardous.
- All Teachers and Teaching Assistants (TAs) are dedicated and committed to providing the input needed to meet every pupil's needs.

## 5. Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a **learning difficulty** or **disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

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

### 5.3 The 4 areas of need

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

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

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• 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</li></ul>

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENDCo

The SENDCO is Mrs Ellis and can be contacted via the School Office:

- [office@inglehurst-inf.leicester.sch.uk](mailto:office@inglehurst-inf.leicester.sch.uk)
- 0116 262 2479

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and adapted teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided

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

## 6.2 The governing board

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

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

## 6.3 The SEND link governor

The SEND link governor is Mrs Carol Browne and can be contacted via the School Office:

- [office@inglehurst-inf.leicester.sch.uk](mailto:office@inglehurst-inf.leicester.sch.uk)

➤ 0116 262 2479

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

## 6.4 The headteacher

The headteacher will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA and academy trust in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND 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/carer, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

## 6.6 Parents or carers

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

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

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

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

## 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. Depending on the pupil's age and ability, they will be invited to participate in discussions and decisions about this support. This might involve the pupil:

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

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

## 7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

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

## 8. Our approach to SEND support

### 8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils 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.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo 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 pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil 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 pupils whose first language is not English.

When deciding whether the pupil 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 pupil and their parents/carers. 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 pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- 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 pupil starts at school, so support can be put in place as early as possible.

## 8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil (if appropriate) and their parents/carers. These conversations will make sure that:

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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

## 8.3 The graduated approach to SEND support

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

### 1. Assess

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

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

### 2. Plan

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

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the Provision Map Writer and CPOMS systems and will be made accessible to staff in a SEND passport.

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

### **3. Do**

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

Where the plan involves group or 1-to-1 teaching away from the main class teacher, they still retain responsibility for the pupil. 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 SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. Review**

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

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

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

## **8.4 Levels of support**

### **School-based SEND provision**

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

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

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

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

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

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

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

### **The NEST communication and interaction provision**

Our school has a specialist communication and interaction provision class for 8-12 pupils from Reception and KS1. The SENDCo and headteacher will identify any pupils who would benefit from a place within the

provision known as The NEST. Pupils in The NEST access indoor learning within the classroom environment, as well as the soft play room. Pupils also have daily access to outdoor learning areas. The NEST is near to the school's main disabled toilet room. The children access a low arousal provision consisting of adult led activities alongside continuous provision. This is also where targeted interventions can take place. The vision and ethos of The NEST is to ensure that the individual and specific needs of each child are met. This will then enable them to have access to, and be included in, mainstream classes where appropriate and whole school activities (including trips outside of school with their mainstream peers). This ethos of inclusion is considered a strength of our school. We strive to create an environment that embraces a world of difference.

## 8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

## 9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCo 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.

## 10. Links with external professional agencies

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

- Speech and language therapists
- Specialist teachers from the LA's SEND Support Services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or Paediatricians
- School nurses
- Mental health in schools support team
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## 11. Admission and accessibility arrangements

Please read the school's [Admission Policy](#) for further information. Leicester City Council is the admission authority for the school

## 11.1 Admission arrangements

Parents/carers of pupils with SEND are warmly welcomed to visit the school before their child starts to have a tour of the school and SEND provision. This will provide the opportunity to discuss their child's individual needs.

If the child is known to the LA's Early Years Support Team (EYST) prior to joining the school, a transfer passport review will be held involving the current educational setting, parents/carers, EYST Area SENCo, any other relevant external agencies and the school's SENDCo. This meeting will discuss the child's needs, any specific provision required including best endeavours and reasonable adjustments and the current SEND targets/outcomes.

If a child is due to commence the school mid-year or at the beginning of Year 1 or Year 2, if possible, a meeting will be organised with parents/carers and any relevant agencies to discuss the child's needs, any specific provision and adjustments required and current the SEND targets/outcomes. The class that the child moves into will depend on their needs. An example would be that a certain class might be chosen if a child needed a toilet within the classroom.

Leicester City Council's Special Education Service will consult the school if the parents/carers of a child with an EHC plan wishes to attend. The school will read the EHC plan thoroughly and liaise with the previous educational setting and relevant external agencies as appropriate before a decision is made on whether the school can provide for the child. If the school decides that the school can meet the SEND provision, the SENDCo will organise an EHC plan implementation meeting with parents and any relevant external agencies. This meeting will decide on the transition required before the child joins the school. Transition could include a reduced timetable in the short term, if agreed by all parties that this is in the best interests of the child.

Leicester City Council will ensure when allocating the school's Reception places, that pupils with an EHC plan are allocated a place before any other places are allocated.

The school may advise the LA that they are unable to meet the SEND needs of the pupil if:

- > Inglehurst Infant School is unsuitable for the age, ability, aptitude or SEND of the child
- > and/or that the attendance of the child would be incompatible with the efficient education of others, or the efficient use of resources

In this situation, the SENDCo or headteacher would need to demonstrate that this could not be overcome by any reasonable steps (see SEND Code of Practice 9.91)

Leicester City Council Admissions Department takes into consideration the following criteria when schools are oversubscribed. The oversubscription criteria avoids unfairly disadvantaging pupils with a disability or special educational needs.

1. Pupils who are in the care of a local authority
2. Pupils who are on the Child Protection Register and need to attend an alternative school to avoid the abuser
3. Pupils who live in the catchment area with a sibling who will be attending the same school at the same time
4. Pupils who live in the catchment area for the school
5. Pupils who live out of the catchment area but with a sibling who will be attending the same school at the same time
6. Pupils who live nearest the school

## 11.2 Accessibility arrangements

➤ The school follows Leicester City Council's Best Endeavours and Reasonable Adjustments framework. Examples of adjustments made, including the provision of auxiliary aids and services, to prevent disabled pupils from being treated less favourably than other pupils are:

- Adaptions to the curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc
- Adapting the teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc

- Adaptations to resources, such as larger print materials or coloured handouts
- Using recommended aids, such as ear defenders, coloured overlays, visual timetables, pencil grips, other visual aids
- Access to additional adult support within the school day, as detailed in their SEND passport or EHC plan
- Allowing a pupil to leave class early to avoid busy periods

▶ The school's Accessibility Plan can be found on the school's website at <https://www.inglehurstinfants.org.uk/special-educational-needs-and-disabilities/> . The plan details how the school will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

## 12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. The teacher will involve the SENDCo or headteacher if the complaint cannot easily be resolved. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will be handled in line with the school's complaints policy, which can be found in the policies section of the school website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint to the headteacher or SEND link governor.

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

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- ▶ All staff's awareness of pupils with SEND at the start of the autumn term
- ▶ How early pupils are identified as having SEND
- ▶ Pupils' progress and attainment once they have been identified as having SEND
- ▶ Whether pupils with SEND feel safe, valued and included in the school community
- ▶ Comments and feedback from pupils and their parents

### 13.2 Monitoring the policy

This policy will be reviewed by the SENDCo **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 documents

- SEN information report
- The local offer <https://families.leicester.gov.uk/send-local-offer>
- Accessibility plan
- Behaviour and relationships policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Children with health needs who cannot attend school policy
- Intimate care policy
- Attendance policy
- Safeguarding and child protection policy
- Complaints policy
- Anti-bullying policy
- Admissions policy
- Part 3 of the Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- Early Years Foundation Stage Framework 2021
- National Curriculum in England Key Stage 1 framework documents 2013
- Teachers Standards 2012
- General Data Protection Regulation 2018