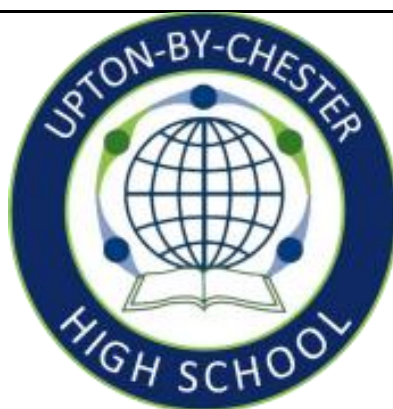


Upton-by-Chester High School

Special Educational Needs and Disabilities (SEND) Policy



Policy Link	
SLT	Mrs K McCarthy
Governor	Mr Paul Ivison

To	Date
Committee	FGB
Full Governing Body	17 September 2025
Next Review	Autumn 2026
Make available on:	Yes/ No
School website	Yes

Staff shared area	Yes
Statutory	Yes

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

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

2. Vision and values

At Upton-by-Chester High School our vision is clear and it is expressed in our school mission statement, **'Learning to Shape the Future.'** This really does capture what is at the heart of the school.

Upton-by-Chester High School promotes the learning and wellbeing of learners with special educational needs. We strive to ensure that learners are given the opportunities within school to achieve their potential with the support and guidance of teachers and support staff. In line with [Equality Act 2010](#), learners with special educational needs and disabilities are treated more favorably than a learner who is not disabled school may have to make changes to its practices to ensure, as far as is reasonably possible, that a disabled learner can benefit from what we offer to the same extent that a person without that disability can.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of learners, no matter how varied.

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 learners with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for learners with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The [School Admissions Code](#), which sets out the school's obligation to admit all learners whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all learners, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all learners the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that learners with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A learner has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

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

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

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

5.2 Disability

Learners 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 learners with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of learners with SEND are grouped into 4 broad areas. Learners 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 learner's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Learners 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>Learners who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Learners 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"> • 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 learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Learners may have:</p> <ul style="list-style-type: none"> • 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 <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the learner becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Learners with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Learners may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These learners may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Miss Jodie Fisher for KS3 and Mr Mark Jones for KS4/5. Both can be contacted on senco@uptonhigh.co.uk

They will:

- Inform any parents that their child may have SEND and then liaise with them about the learner's needs and any provision made
- Work with the Deputy Headteacher: Culture & Ethos 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 learners with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that learners 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 learners
- Advise on the deployment of the school's delegated budget and other resources to meet learners' 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 learner and their parents are informed about options and that a smooth transition is planned
- When a learner moves to a different school or institution: Make sure that all relevant information about a learner's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Deputy Headteacher: Culture & Ethos and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all learners with SEND up to date and accurate
- With the Deputy Headteacher: Culture & Ethos, 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 Deputy Headteacher: Culture & Ethos, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing body

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

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every learner with SEND gets the support they need
- Make sure that learners with SEND engage in the activities of the school alongside learners 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 learners 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 learners with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of learners with SEND
- Make sure that all learners from year 8 until year 13 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is Mr Paul Ivison

The SEND governor will:

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

6.4 The headteacher

The headteacher, Mr Lee Cummins will:

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

6.5 Subject teachers

Each subject teacher is responsible for:

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

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

- Invited to annual 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 learner's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the learner
- Given reports in line with the school's assessment, recording and reporting cycle

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

6.7 The learner

Learners 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 learner:

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

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

7. SEN information report

7.1 The kinds of SEND that are provided for

Our school currently provides 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,
- Moderate/sever/profound and multiple learning difficulties

7.2 Supporting learners moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the learner is moving to. We will agree with the parents and learners which information will be shared as part of this

7.3 Our approach to teaching learners with SEND

Teachers are responsible and accountable for the progress and development of all the learners in their class.

High quality teaching is our first step in responding to learners who have SEND. This will be adopted for individual learners. All teachers and Teaching Assistants at Upton-by-Chester High School are trained in the Maximising Success Model.

We will also provide the following interventions:

- Nurture group
- Additional literacy lessons
- Study Skills classes
- Supervised homework club
- See further information on the school website

7.4 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all learners' needs are met:

- Adapt our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc

7.5 Additional support for learning

Teaching assistants will support learners when they have an Education Health Care Plan (EHCP) or Top-Up funding

7.6 Securing equipment and facilities

Upton-by-Chester High School has an excellent Support department. It is a ground floor building located towards the back of the school. The Support department comprises of 3 classrooms, a Sensory room, a Sensory garden, learner accessible toilets, learner drinking fountain and kitchen. The area does not replace mainstream lessons. It is used to support learners who are physically or medically unable to attend lessons, or for learners who need time to regulate before re-entering a classroom.

7.7 Enabling learners with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our learners, including our extensive after-school clubs (Engage@upton).

All learners are encouraged to go on our residential trips and all learners are encouraged to take part in sports day, school play, special workshops, etc. No learner is ever excluded from taking part in these activities because of their SEND or disability. Upton-by-Chester High Schools accessibility policy can be found on our website.

SEND learners are actively encouraged to take part in Learner Leadership opportunities, such as School Council, Sports Leaders and Peer Mentors.

7.8 Support for improving emotional and social development

We provide support for learners to improve their emotional and social development in the following ways:

- Learners with SEND are encouraged to be part of the school council
- Learners with SEND are also encouraged to be part of the wide variety of clubs to promote teamwork/building, friendships, etc

We have a zero tolerance approach to bullying

8. Our approach to SEND support

8.1 Identifying learners with SEND and assessing their needs

At Upton-by-Chester High School we will assess each learner'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 learner may have a disability and if so, what reasonable adjustments the school may need to make. All KS3 learners will sit the MidYIS assessments at the start of the autumn term.

Class teachers will regularly assess the progress of all learners 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 learner is making slow progress, they will target the learner's area of weakness with differentiated, high-quality 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 learner's parents or carers, consider consulting an external specialist.

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

When deciding whether the learner 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 learner 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 learner 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 learner starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving learners and parents/carers

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

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

- Everyone develops a good understanding of the learner'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

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

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

8.3 The graduated approach to SEN support

Once a learner 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 learner's subject teachers and/or Head of Year will work with the SENCO will carry out a clear analysis of the learner's needs. The views of the learner 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 learner's need. For many learners, 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 learner, 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 learner will be made aware of the learner's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS and will be made accessible to staff in a Learner Passport.

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 learner'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 or subject teacher, they still retain responsibility for the learner. 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 learner'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 learner'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 learners
- The level of progress the learner has made towards their outcomes
- The views of teaching staff who work with the learner

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

8.4 Levels of support

School-based SEN provision

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

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

Education, health and care (EHC) plan

Learners 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 learner, the provision that will be put in place, and the outcomes sought.

The provision for these learners 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 learners will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking learners' progress, using SISRA
- Reviewing the impact of interventions every half term
- Monitoring by the SENCO
- Holding annual reviews for learners with EHC plans
- Getting feedback from the learner and their parents/carers

9. Attendance

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

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

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Both SENCOs were new to roll in September 2024. One has previously worked in pastoral care and one has worked as a primary and SEND teacher. Both SENCOs are working towards the NPQSENCO.

The SENCO is allocated 40 hours per fortnight to manage SEND provision.

Upton-by-Chester High School have a team of approximately 30 teaching assistants, including 3 higher level teaching assistant (HLTAs) who are trained to deliver SEND provision and a catch-up literacy teaching assistant.

Training will regularly be provided to teaching and support staff. The Deputy 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.

12. Links with external professional agencies

Upton-by-Chester High School recognises that it won't be able to meet all the needs of every learner. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services (Hearing impaired and Visually impaired)
- Cheshire West and Chester SEND team
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School health
- Child and adolescent mental health services (CAMHS)
- Social care

13. Admission and accessibility arrangements

Upton-by-Chester High School has an agreed admission number of 280 learners per academic year, for years 7-11.

In Year 12 the admission number of external candidates is 40 places. This number relates to the admission of external candidates only and is based on an estimate of the minimum number of external candidates likely to be admitted, although it would be acceptable to exceed this if demand for available courses can be met.

13.1 Admission arrangements

All children whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated. Year 7 if the school is not oversubscribed, all applicants will be offered a place. In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet any of the criteria set out below, in order, until all places are filled.

- Looked after children and previously looked after children
- Children for whom there are particular medical or social reasons
- Siblings
- Children of staff

- Children resident within the designated catchment of the school
- Children not resident within the designated catchment of the school but attending a school designated as a partner school for admissions purposes
- Learners living nearest to the school (distance) measured in a straight line

13.2 Accessibility arrangements

Upton by Chester High School is a fully inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all learners fairly and with respect, and this involves providing access and opportunities for all learners without discrimination of any kind. Everyone in our school is important and included.

All learners are provided with high quality learning opportunities so that each learner attains and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

Our accessibility plan is available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

14. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. 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 Headteacher, Mr Cummins, 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 learner 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, please contact [Information Advice and Support Service \(IASS\)](#).

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

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

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

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

15.2 Monitoring the policy

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

It will be approved by the full governing body.

16. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting learners with medical conditions policy
- Safeguarding / child protection policy
- Complaints policy
- Anti-bullying policy