



# SEND Policy

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## 1. Vision and values

At Grange Primary School we believe that every child deserves to be safe and loved, have a healthy and happy childhood, be free from harm, and have the chance to develop their powers of confidence and consideration in harmonious balance. At Grange, we call this our CC way.

At our school we aim to provide an environment in which all children have access to a broad and balanced curriculum. At Grange, we call this our Destiny Curriculum.

Our goal is to create an inclusive environment, where provision is tailored to the needs and abilities of pupils which ensures that all pupils achieve their full potential; personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs.

As a school we are committed to:

'Learning Together, Respecting Each Other, Achieving Our Potential'.

## 2. Aims and objectives

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

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Identify any special educational need and/or disability as early as possible
  - Support and make provision for pupils with SEND to ensure that systems are in place
  - 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 achieve their best and become confident individuals living fulfilling lives
  - Work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good outcomes
- Communicate with, and involve, pupils with SEND and their parents or 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

We will achieve these 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.

## 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, 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 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.

## 4. Definitions

### 4.1 Special educational needs

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

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

- A significantly greater difficulty in learning than most others of the same age, or
- A disability 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.

Children must not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught. (Code of Practice (DfE, 2015))

We also recognise that very able children and those with particular gifts and/or talents may also have special educational needs.

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

### 4.3 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>

AREA OF NEED	
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>
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>

At Grange we recognise that 'high quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people' (DfE 2015, 1.24).and we will always strive towards meeting the needs of all pupils and will work openly and constructively with all stakeholders when we cannot meet needs.

## 5. Roles and responsibilities

### 5.1 The SENDCo

The school's SEND provision is coordinated by Ms Katalin Asmoucha ([kasmoucha1.310@lqflmail.org](mailto:kasmoucha1.310@lqflmail.org)) and supported by the Deputy SENDCo Ms Shehnika Raza ([sraza.310@lqflmail.org](mailto:sraza.310@lqflmail.org))

At Grange Primary school the SENDCo is part of the Senior Leadership Team, with the role of Inclusion Leader.

The SENDCo will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 SEN, 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 pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated 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 pupil and their parents 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 its 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 SEN, 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 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.

## 5.2 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 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
- 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

- 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
- Understand through constructive questioning and discussion, and support the SENCO's approach to using their resources effectively to support the progress of pupils with SEND.

### **5.3 The SEND link governor**

The SEND link governor is Ms Shanara Ali. 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.

### **5.4 The headteacher**

The headteacher will:

- Work with the 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 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.

### **5.5a Phase Leaders**

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision, for pupils with SEND

- Working with the SENDCo to decide on action to support pupils with SEND including appropriate adaptation of the curriculum by:
  - Supporting class teachers with quality first teaching and learning
  - Providing strategies to support children's learning
  - Reviewing Provision map support to individuals and groups of children and planning next steps.

### **5.5b Subject Leaders**

- Will continuously review the progress of all children within their subject and support teachers to adapt planning for the needs of all children in their subject area
- Will track progress of SEND children as a group within the progress and attainment data and note trends or patterns and use this knowledge to develop curriculum planning.

## **5.6 Designated Teacher for Looked After Children and previously looked after children**

The Designated Teacher will:

- Ensure that the teaching and learning needs of the Looked After Children (LAC) are reflected in their personal education plan and will have lead responsibility for its implementation
- Ensure that the views of LAC are taken seriously and inform decisions about teaching and learning strategies and their personal targets
- Promote good home-school-agency links
- Liaise with the virtual headteacher for LAC about targets, progress against the personal education plan's (PEPs) and effective spending of designated funding including of previously looked after children.

## **5.7 Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach. This applies to all subjects including such as PE and is applicable when a pupil's needs inhibit their progress only in specific subjects
- Continuously referring to Provision Map to check that necessary specialised plans such as learning plans are reviewed and up to date
- Continuously referring to Provision Map to ensure that External recommendations such as from EP reports and EHCP are factored into planning
- The progress and development of every pupil in their class
- Working closely with any educators, additional adults or specialist staff to plan, assess and review the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil'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 pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil
  - Utilise recommendations from expert external bodies to adapt practice and provision to drive progress and raise outcomes for pupils with special educational needs.
- Should log relevant information in meeting logs in Provision map as a record and for the assistance of other adults working with the child.

## 5.8 Educators

Educators play a key, very valuable role in supporting pupils with SEND.

At Grange we recognize that a key part of any child with SEND succeeding is to develop their independence. Therefore, unless explicitly stated in their EHCP, we do not work on a 1-2-1 basis. Our pupils with SEND are supported by the whole team with a keyworker being responsible for ensuring that their educational needs are met on a daily basis.

- Educators are part of the teaching team and as such are given time within their contracted hours (specifically and routinely from 3.15 after dismissal of children to 3.45pm) to plan with teachers and discuss specific adaptation and provision for pupils including and as a priority, children on the SEND register
- Some work with pupils with EHC plans and, wherever possible, are given appropriate training to ensure that the objectives of the plan can be met
- Educators work with outside specialists, including SALTs and Occupational Therapists, to ensure provision is appropriate and effective
- Should log relevant information in meeting logs in Provision map as a record and for the assistance of other adults working with the child.

## 5.9 Parents or carers

Parents or carers should inform and discuss with 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 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 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.

## 5.10 The pupil

Pupils 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 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.

## 6. SEN information report

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

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

## 7. Our approach to SEND support

### 7.1 Identifying pupils 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 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 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 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. 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 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 pupil starts at school, so support can be put in place as early as possible.

## 7.2 Consulting and involving pupils and parents

The school will put the pupil and their parents 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 and their parents. 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 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 if it is decided that a pupil will receive special educational provision.

## 7.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, they are put onto a register which is compiled and reviewed by the SENDCo supported by Phase Leaders and Class Teachers. From this register, individuals and groups of pupils are identified for extra support. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil 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 pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### Plan

In consultation with the parents and the pupil, the teacher, Phase Leader 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 our management information system, (Provision Map), and will be made accessible to staff in a Learning Plan.

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

### Do

The pupil's class 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 pupil. They will work closely with any educators 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.

### **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 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.

## **7.4 Levels of support**

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

Pupils receiving SEN 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 SEN 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.

## **7.5 Evaluating the effectiveness of SEND provision**

We recognise the importance of monitoring and evaluating the effectiveness of our SEND policy in relation to the aims set out above. The governing body reports annually to parents on the success of the policy.

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

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

## 8. Expertise and training of staff

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

## 9. 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 or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services.

## 10. Admission and accessibility arrangements

The school sets out its admission and oversubscription arrangements in the dedicated Admissions policy which is in line with Harrow Admissions policy. The school works with Harrow in terms of the Fair Protocol for admissions and also works closely with Harrow on admissions for Children with Special Educational Needs however this is not considered as a specific oversubscription criteria. It is judged on case by case working closely with Harrow admissions and SENDIAS to ensure that we can meet the child'

### 10.1 Admission arrangements

Set out your school's arrangements for the admission of prospective pupils with SEN or a disability:

- The school will assess all children on entry and ensure that the Inclusion team are involved if Special Educational needs have been informed or are a possibility. The SENCO will map out provisions to help the child settle and thrive. This will be done in liaison with the teaching team and with input from Parents/Carers. This relationship will be developed through periodic reviews and continuous communication
- In the case of prospective pupils whose EHC plan names the school. We will initiate a strategy assessment working with SENDIAS to ensure that the school can meet the needs of the child and this will be clearly and as quickly as possible communicated to Parents/Carers. If the school can meet the needs according to the EHCP, the inclusion team will map out provisions and work closely with the teaching team to ensure a good settling period and future successful pathway for good progress for the child
- Our oversubscription criteria states that we will closely with Harrow Admissions and SENDIAS and this will ensure that we avoid unfairly disadvantaging prospective pupils with a disability or special educational needs.

## 10.2 Accessibility arrangements

- Our accessibility plan is published in the policies on our website and it seeks to continuously keep accessibility for all at the forefront of our school. We also adapt our school environment based on the children who attend our school and have therefore been able to welcome pupils with sight and hearing impairment through our adaptations and existing accessibility arrangements
- Our school has ramps everywhere to facilitate accessibility and has used resources for children with hearing impairment. Our school states our mission in our CC way which is all about confidence for self and consideration for others and we incorporate a 'celebrate the difference' PSHE module and hold a traditional annual 'odd socks' day to champion difference.
  - The Grange Community leader runs surveys on attitudes towards equality and our equality targets focus on increasing tolerance, respect and adaptation for difference
  - The school meets all prospective pupils and will make adaptations to encourage participation and remove barriers for other-abled members of our community
  - The school has a YouTube channel and other social media channels which it uses to promote information in addition to text based newsletter and is always listening to feedback to adapt and improve in order to be more inclusive and champion diversity.

## 11. Complaints about SEND provision

Any complaints about our school's SEND provision can be discussed informally, in the first instance, with the SENDCo, a member of staff or school governor. 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.

A formal complaint can be made to the SENDCo, Headteacher or governing body and, if the matter remains unresolved, to the local authority.

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 the Harrow local Authority.

## 12. Monitoring and evaluation arrangements

### 12.1 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 2.

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.

## 12.2 Monitoring the policy

This policy will be reviewed by CASC **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.

## 13. Links with other policies and documents

This policy links to the following documents (insert links)

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy