

Old Clee Primary Academy

'Inspired to Believe, Learning to Succeed'

Special educational needs and disabilities (SEND) policy



Approved by:	Full Governing Board	Date: Autumn 2025
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1. Aims and objectives

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

- Make sure our academy fully implements national legislation and guidance regarding pupils with SEND
- Set out how our academy will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of academy life
 - 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 or 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 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

2. Vision and values

At our academy we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and support them to meet their full potential. We are committed to creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

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

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for 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 guide for maintained schools/academy trusts which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- The government guide Supporting pupils with medical conditions this sets out guidance for schools and governing bodies to ensure appropriate arrangements are in place to support a pupil with medical needs in school. This area may cross over to the remit of the SENCo in some cases.

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

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils 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 pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 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.

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 disabilities, 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	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 not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

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"> • 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 pupils 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. Pupils 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 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"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <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 SENCO

The SENCO at our school is Mrs. L Mills.

They 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 make sure that appropriate provision is provided
- › Liaise with potential next providers of education to make sure that the pupil 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 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

6.2 The governing board/board of trustees

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
- › Inform parents/carers 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/carers 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 an 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 pupils with SEND

6.3 The SEND link governor

The SEND link governor is Mrs.S.Barker

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 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

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 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/carers 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'/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 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 a copy of a pupils ILP (Individual learning Plan) and have opportunities to contact SENCO if they wish to add comments/contribute to the plan.
- 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

1. The school will take into account the views of the parents or carers 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. They will be invited to participate in discussions and decisions about this support. Through termly opportunities for pupil voice, this might involve the pupil:

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

2. 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 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 adaptations and reasonable adjustments made to 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. This is where the teacher completes a SEND concerns form. Teachers will have spoken with parents at this stage regarding their concerns and welcome parental views. 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 issues with attendance, 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 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.

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 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.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision and parents will be asked for their permission before we add a child to the SEND register.

8.3 The graduated approach to SEN support

Once a pupil 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 the graduated approach.

3. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. 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.

4. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, impact of interventions will be reviewed termly.

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 and will be made accessible to staff through Individual learning plan and from information contained in the teacher's SEND folder and from accessing information on our internal database.

Parents/carers will be fully aware of the planned support and interventions, and asked to reinforce or contribute to progress at home when Individual learning plans are created and reviewed.

5. 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 or subject 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 SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses and advise on how to implement support effectively.

6. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed termly.

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

- The views of the pupils and parents/carers
- 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 SENCO will revise the outcomes and support in light of the pupil's progress and development.

8.4 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.

8.5 Evaluating the effectiveness of SEN provision

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 voice
- › Monitoring by the SENCO
- › Holding annual reviews for pupils with EHC plans
- › Getting feedback from the pupil 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.

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

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. Staff can access internal SEND CPD that involves

reading documents, watching webinars and videos and engaging with on line learning modules and targeted professional development opportunities are sent to staff based on pupil needs. This is all in addition to planned ongoing CPD for teachers and support staff.

12. 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

13. Pupil Welfare and Wellbeing

At Old Clee Primary Academy, we recognise that mental health is as important as physical health and that positive mental well-being is a key factor in enabling children to thrive academically, socially, and emotionally.

We are committed to:

- Promoting a whole-school approach to mental health and emotional well-being.
- Identifying children with emerging mental health needs early, especially those with SEND who may be more vulnerable.
- Providing targeted support through pastoral care, external agencies, and referrals where appropriate.
- Training staff to recognise signs of mental health difficulties, including anxiety, low mood, or behavioural concerns.
- Involving parents and carers in supporting children's emotional well-being.
- Creating a supportive and inclusive environment, where children feel safe, valued, and able to talk openly about their feelings.

Identification, Support and provision

Mental health and emotional well-being support is integrated into our graduated approach to SEND and is considered in all areas of provision planning, including SEN Support and Education, Health and Care Plans (EHCPs).

Within the academy the SENCO works as part of the pastoral team, a key aspect of our graduated approach is early identification and providing the most effective support for a pupil, this forms a tiered approach.

Universal support: We ensure that high-quality, adaptive teaching includes strategies that support all pupils' social and emotional development. For pupils with SEND, adaptations and reasonable adjustments are made, where needed to support a child, for example this could include access to sensory or calming equipment/spaces. All pupils within the academy use the thumbs up/down to indicate their feelings and emotions, if needed timely support can be offered by the class teacher. Other universal support that is offered to all pupils includes school-based curriculum, policies, assemblies and workshops that promote emotional well-being.

Early identification: Behaviour is a form of communication and may be an indicator of an unmet mental health need. At Old Clee Primary academy we strive to look beyond the behaviour to the underlying cause. Appropriate support will be provided by relevant professional in school. The SENCO and Behaviour lead work closely together with other members of the pastoral team to identify needs and provide this support.

At weekly pastoral meetings we are able to discuss pupils that may require support. This may come directly from the SENCO or from other members of the pastoral team, we work together to ensure pupils are supported effectively and holistically.

Targeted support: All pupils may have their ups and downs and at some point, in their time at school they may require more targeted support. This may involve individual or small group support from our ELSA lead. Provision may come from within the school or from external services (such as Compass Go) that provide lighter touch support for emotional well-being. A family may also engage with support from the family hub or other support that could be accessed through the Early help process. At this stage we do not always need to specify children as having SEMH SEND needs.

Assessment: If needs around SEMH persist, despite a pupil having accessed universal and more targeted support, the SENCO will use internal and external tools and methods to assess SEMH needs. These methods can include liaising with the pastoral team, class teacher and parents/carers and working with the pupil to obtain pupil voice, their views. Other methods may include observations and use of tools such as SPOT toolkit, SDQs or another appropriate assessment strategies. At this point a pupil may be added to school SEND register for SEMH in order for their need to be monitored and support to be given and reviewed.

Specialist Support: If a pupil's difficulties persist with SEMH, the school may be required to refer a pupil for more specialist support. This may require the school to employ the services of an Educational Psychologist or for the school to refer to health services such as Navigo. The SENCO will then work with the service and parents/carers to ensure any advice and recommended strategies are followed. For some pupils, more significant support is required this could be in school through additional adult support, adaptations to the curriculum or timetable or through possible step out provision (alternative provision/specialist resource base) to support their needs. There may also be a need for a pupil to have their SEND, SEMH needs assessed through a request for an Educational and Health Care plan.

Multi-agency collaboration: Some pupils have more complex situations surrounding them that impact on their emotional well-being and mental health. Some pupils may have more than one barrier that impacts on their mental health and well-being. Due to this we are committed to engaging with external professionals and agencies such as health and social care in order to provide the best outcomes for pupils.

14. Admission and accessibility arrangements

Pupils will be admitted into our academy following academy admissions policy. The exception is for pupils that have an EHCP. If parents of a child that has an EHCP want their child to attend Old Clee primary Academy, they need to contact their child's EHCP case worker in the first instance. They will then explain the procedures involved regarding the EHCP consultation process. If we receive an EHCP consultation from the Local Authority, the information is shared with Head teacher and Governor to allow an informed decision to be made. If it is felt that Old Clee primary Academy should not be named as the educational setting in the pupil's plan, a detailed response will be sent to the EHCP case worker outlining reasons for this decision in line with section 40 of the Children and Families Act (2014). The Local authority will then meet to decide whether to uphold this decision or not.

14.1 Admission arrangements

Please see our academy admissions policy

14.2 Accessibility arrangements

Please see our academy Disability, Equality and Action Plans however we strive to:

- 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

15. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally in the first instance with the class teacher. If it is felt that a further discussion is required an appointment can be arranged to meet with the SENCO. If the concerns have not been resolved the parents/carers can ask to have a discussion with Head Teacher. 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 via academy complaints arrangements, information can be found on school website under complaints policy.

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 see: contact our local area SENDIASS service.

16. Monitoring and evaluation arrangements

16.1 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/carers

We are keen to develop SEND based policies and are on a pathway to developing these in the future through co-production with parents and the NELPCF.

16.2 Monitoring the policy

This policy will be reviewed by SENCO, Headteachers and Governing body annually. 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 of Old Clee Primary Academy

16. Links with other policies and documents

This policy links to the following documents SEN information report

- › Accessibility plan
- › Behaviour policy
- › Equality information and objectives
- › Supporting pupils with medical conditions policy
- › Attendance policy
- › Safeguarding / child protection policy
- › Complaints policy

Ratification

Date ratified by the Governing Board: Autumn 2025

Date of last review: November 2024

Next review date: Autumn 2026

Signed by Chair of Governors: R Claridge

Date: 11th December 2025