

Special educational needs and disabilities (SEND) policy

Bushmead Primary School

2025-2026



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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 pupils with SEND
- Our school will:
 - Support and make provision for pupils with special educational needs and disabilities.
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
 - Help pupils with SEND fulfil their aspirations and achieve their best.
 - Help pupils with SEND become confident individuals living fulfilling lives.
 - Communicate with pupils with SEND and their parents 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 Bushmead Primary school 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 supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils.

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, SEND co-ordinators (SENDCOs) and the special educational needs (SEND) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The governance guide for maintained schools 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. 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 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

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	<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 not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • 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 (SEMH)	<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 (ACE's) <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 SENDCO

The SENDCO at our school is Emma Perry.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision/s made to support individual pupils 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 pupils 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 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.
- 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 SEND, and incorporate this into the school's plan for continuous professional development.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy.

6.2 The governing board

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

- Co-operate with the LA 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.
- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as 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 Jodie Flowerday**

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 SENDCO to determine the strategic development of the SEND policy and provision in the school.

6.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENDCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.

- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

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 learning support 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 SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEND information report.
- Communicating with parents/carers regularly to:
 - Liaise with them about the pupil's needs and any provision made.
 - 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 termly to review the provision that is in place for their child via the APDR (Assess, Plan, Do Review) process.
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.

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 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
- Giving feedback on the effectiveness of interventions

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

7. SEND information report 2025-2026

The school publishes a SEND 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.

7.1 SEND categories

SEND Category		Description
Autistic Spectrum Disorder	ASD	ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Hearing Impairment	HI	Child has a lifelong hearing impairment and likely to wear a hearing aid.
Moderate Learning Difficulty	MLD	(MLD), children have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts.
Multi-Sensory Impairment	MSI	Children with a combination of visual and hearing difficulties.
Other Difficulty/Disorder	Other	Any diagnosis not ASD.
Physical Disability	PD	Such as cerebral palsy, cystic fibrosis, spina bifida, spinal cord injury, epilepsy, multiple sclerosis.

Profound & Multiple Learning Difficulty	PMLD	(PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
SEN support but no specialist assessment of type of need	SEN Support	<p>This category should only be used for pupils who have never undergone a specialist assessment of need.</p> <p>When additional educational provision is being made to help a pupil access the curriculum, as part of the graduated approach, but the specific need has not yet been determined, this is an appropriate category.</p>
Severe Learning Difficulty	SLD	(SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
Social, Emotional and Mental Health	SEMH	Social, emotional and mental health (SEMH) needs are a type of special educational needs in which children/young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.
Specific Learning Difficulty	SpLD	(SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Speech, Language and Communication Needs	SLCN	<p>Speech, language and communication needs (SLCN) is the term used to describe difficulties with:</p> <ul style="list-style-type: none"> • producing speech sounds accurately • stammering • voice problems, such as hoarseness and loss of voice • understanding language (making sense of what people say) • using language (words and sentences) • interacting with others, for example, difficulties understanding the non-verbal rules of good communication or using language in different ways to question, clarify or describe things.
Visual Impairment	VI	Child has a lifelong visual impairment, possible partial or full sight loss.

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 through teacher and termly assessment. 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 SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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

If a pupil is joining the school, and:

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

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

8.2 Consulting and involving pupils and parents/carers

Partnership with Pupils

We have high expectations of all our pupils at Bushmead Primary school. We want pupils to feel valued and encourage them to be active learners in a curriculum rich environment.

We will...

- Encourage pupils to work independently or as part of a group where possible.
- Support pupils with visual and verbal aids to encourage independence.

- Set pupil centred targets.
- Encourage pupils to reflect on when they have achieved a target.

Partnership with Parents

Bushmead Primary school promotes and supports parental involvement. We aim to work together with parents and carers to gather and share information and support parents to be involved in the pupil's education and well-being.

We will...

- Provide opportunities for parents to meet SENDCO/SLT and share ideas.
- Utilise informal opportunities (hand over and collection times) to 'touch base' ensuring day to day information can be shared.
- Set up home/school communication books if necessary.
- Share further advice on local services and web links.
- Arrange transition meetings with parents/carers to support and provide strategies for a pupil moving class or school if necessary.
- Share and discuss individualised targets with parents/carers using an APDR (Assess Plan Do Review) ensuring:

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 and given to their parents/carers.

We will notify parents/carers if it is decided that a pupil will be added to the SEND register.

8.3 The graduated approach to SEND support

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

1. Assess

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

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

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the 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 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 class Yellow Files – APDR.

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

3. Do

The pupil's class 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 learning support 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, in problem solving and advising on how to implement support effectively.

4. Review

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

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

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

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

8.4 Levels of support

School-based SEND provision

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

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

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

Education, health and care (EHC) plan

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

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

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

8.5 Our approach to teaching pupils with SEND

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

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We will also provide the following:

Attention Autism	Attention Autism is a therapeutic program developed by speech and language therapist Gina Davies that helps children, particularly those with autism, develop attention, communication, and social skills through highly motivating, visual activities.
Social Skills intervention	To promote positive communication through adult led activities to build resilience, friendships and early play skills.
Sensory Circuits	A sensory circuit is a short, structured sequence of physical activities designed to help students regulate their alertness and prepare for learning.
Language for Thinking	An intervention that provides a clear structure to help children's language develop from the 'here and now' to the 'how and why'.
Emotional Literacy intervention	To explore and identify our emotions. To understand how our body responds to situations and to provide strategies to support self-regulation.
Forest School alternative provision	To promote self-esteem, resilience and communication skills in an alternative learning environment.
Fizzy Fingers	A small group intervention program to assist in the development of motor skills for those pupils who find this challenging.
Little Wandle SEND Program	An intervention that is for any pupil that has not passed their phonics screening check (Yr 1) and for any pupil that is below age related expectations in reading and <u>require a slower pace of learning to ensure knowledge is embedded.</u> This is grouped into specific phonics phases with the intention of diminishing the gap and move towards age related expectations at a pace which is appropriate to the individual. There are sensory resources to enhance and support learning. This is taught daily and assessed every 5 weeks.
Little Wandle Rapid Catch Up	An intervention that is for any pupil that has not passed their phonics screening check (Yr 1) and for any pupil that is below age related expectations in reading. This is grouped into specific phonics phases with the intention of diminishing the gap and

	move towards age related expectations. This is taught daily and assessed every 4 weeks.
Little Wandle Bridge to Spelling	A program that prepares Year 2 students for more advanced spelling by reinforcing their knowledge of the alphabetic code and key spelling concepts.
Daily Keep Up Phonics	Little Wandle Daily Keep-up is an intensive, daily phonics support program for children who are behind in reading. It provides extra lessons that use the same methods and resources as the main Little Wandle phonics program, but with more repetition and smaller steps, to help children catch up quickly and become fluent readers.
Shine Maths & Shine Reading Shine SPAG	Interventions that are diagnostic interventions based on the question level analysis of the termly standardised assessments, these are delivered across the school week.
Speech & Language	Individualised programs are supported by a Speech Therapist. The programs are for children who have been referred, by the school or by a medical professional, to be assessed by the Speech and Language therapy service. These programs can include speech and sound production, language development and social skills, depending on the child's needs.
Aspen Class Nurture	A nurture group that offers a short-term, inclusive, focused intervention that works in the long term. Pupils attend nurture groups but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within two to four terms. Nurture groups assess learning and social and emotional needs and give the necessary help to remove the barriers to learning. There is great emphasis on language development and communication.
Brick Based Therapy	Brick based therapy is a play-based piece of intervention which focuses on developing collaborative play skills.

8.6 Evaluating the effectiveness of SEN provision

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

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

8.7 Adaptations to the curriculum and learning environment

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

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

- Ordinarily available provision - This is the provision made for children and young people whose Special Educational Needs can be met from the resources generally available to the school or setting.

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.

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.

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. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENDCO/headteacher. We will try to resolve

the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCO/headteacher in the first instance. They will be handled in line with the school's complaints policy.

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

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, Cambridgeshire Online | Mediation and Tribunals.

13.1 Contact details of support services for parents of pupils with SEND

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer>.

13.2 The local authority local offer

Our local authority's local offer is published here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer>

14. Monitoring and evaluation arrangements

14.1 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

14.2 Monitoring the policy

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

It will be approved by the full governing board.

15. Links with other policies and documents

This policy links to the following documents:

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

Written by:	Emma Perry	Date: October 2025
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