



**THE
WHITE
HOUSE
SCHOOL**

Special Educational Needs (SEN) and Inclusion Policy

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1. Context

The White House School is an Independent Specialist school. We are part of an ethical and progressive organisation that believes it can achieve real change for pupils and their families.

The White House School is situated within BCP local authority and offers a specialist learning provision which emphasises the development of core academic understanding, encourages creativity, celebrates outdoor learning and promotes the growth of essential life skills. We aim to establish a safe, creative and vibrant environment where children feel challenged and supported in their learning, achieving high levels of wellbeing and academic success. We aim to nurture and develop mutual respect, tolerance, teamwork, perseverance, kindness and good manners.

We adhere to the values of ARC:

- Ambition
- Resilience
- Community

The White House School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal and Links:

Structure	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
Positive (approaches and expectations)	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
Empathy	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
Low arousal	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
Links	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

2. Aims and objectives

Our SEN and Inclusion policy and separate SEN Information Report aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
- Set out how 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.
 - Help pupils with SEND fulfil their aspirations and achieve their best.
 - Help pupils with SEND become confident individuals living fulfilling lives.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Communicate with, and involve, pupils with SEND and their parents, carers, guardians in discussions and decisions about support and provision for the pupil.
- Make sure the SEND policy is understood and implemented consistently by all staff.

This SEN Policy underpins all other school policies.

These objectives are in conjunction with the aims and objectives of the school:

- Create an environment that meets the special educational needs of each child.
- Help every pupil realise their potential and optimise self-esteem by providing access to a broad, inclusive and relevant curriculum, which is differentiated to meet individual needs.
- To liaise effectively with all appropriate outside agencies to ensure the safeguarding of our pupils and promote the Fundamental British Values.
- Early identification, assessment and provision for any pupil who may have SEND.
- Maintain pupil records detailing individual needs, interventions and progress.

- All staff involved in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.
- Make information available to staff for their planning regarding pupils' SEND.
- Regular INSET and CPD for staff in specific aspects of meeting the needs of pupils with SEND.
- The whole school community to demonstrate a positive attitude towards SEND.
- An effective parent partnership with a joint learning approach at home and at school.
- To ensure that the pupils have a voice in this process and are fully involved in their setting of targets and in the review process.
- Links with relevant schools, organisations and outside agencies.
- To enable all children to have full access to all elements of the school curriculum.
- Links with the School Board, in the development and monitoring of SEND.

A child cannot be considered for admission to The White House School without an Education, Health and Care Plan. This plan will describe the child's learning difficulties identified during statutory assessment and describe the child's functioning. The plan should give clear guidance regarding the specific needs of the child. The school's own policy of assessment, recording and reporting will compliment this original assessment.

To meet the needs of all our pupils, we deliver a personalised approach to education, in recognition that our pupils each have unique talents and learning profiles. We place emphasis on mindfulness and adopt this approach at the forefront of our provision. We provide a nurturing and holistic environment, promoting self-awareness, positive mental health and wellbeing and a curiosity for lifelong learning, alongside a dedicated ambition for academic success. Through individualised wrap-around learning, pastoral and therapeutic support, coupled with mindful approaches, we ensure all pupils have a conducive learning environment and the tools they need to be self-aware and self-regulated in order to make excellent academic progress, at their personal level.

Our dedicated academic focus is balanced with consistent and specialist pastoral and therapeutic support, in order to nurture pupil's self-esteem and social and emotional development. We are committed to each pupil's holistic development for them to reach their true academic potential in preparation for their senior school setting.

School Aims

- To provide inspirational and individualised learning experiences, placing pupils at the centre of their learning.
- To provide a nurturing, ambitious and mindful environment, where pupils develop their self-esteem, academic skills and natural talents.
- Promote a strong sense of community through kindness and compassion at a school, local and wider level.
- Encourage mindful practice in order to support pupils with self-regulation.
- To promote a curiosity for lifelong learning through a broad and balanced curriculum, supported by therapeutic approaches and intervention, which encourages and empowers pupils to reach their full academic potential.
- To promote strong home and school relationships through regular communication and reporting on academic and social progress.

- Design, develop and implement PLP's (Pupil Learning Plans) for each pupil, taking in to account their needs, learning styles and EHCP outcomes.
- To promote personal development through positive behaviour support, time for personal reflection, a robust rewards system and dedicated PSHE and Relationships Education, Citizenship, Life Skills and Enrichment lessons.
- Promote opportunities for outdoor learning and links with nature, in order to develop an appreciation for our school community and the world's environment.
- Ensure a robust and effective staff programme for continuing professional development is in place to ensure our provision and practice is at the forefront of thought-leading specialist education.

3. Vision and Values

At our 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, no matter how varied.

At The White House School we have 3 core values at the heart of our educational model. These values can be seen throughout our school environment, within our learning spaces and are traits that we aim to inspire within our pupils.

- Ambition
- Resilience
- Community

Ambition

- Our pupils are ambitious about their learning potential and futures. We are committed to ensuring outstanding teaching and learning, via a personalised, thematic and thought-leading curriculum.
- Our personalised curriculum allows all pupils to flourish at their own levels of attainment.
- We encourage our pupils to have the courage to work outside of their comfort zones.
- We aim to inspire a curiosity and passion for lifelong learning.
- We empower pupils to make decisions about their learning, social and emotional journeys.

Resilience

- We support our pupils to positively adapt to challenges and change.
- We develop secure and trusted staff and pupil relationships.
- We adopt a strong sense of school community, ensuring each pupil has a sense of belonging and is valued.
- We encourage problem solving, self-compassion and confidence when facing challenges.

Community

- Our pupils are committed and caring towards their school, local and wider community.
- We respect and care for each other, promoting a school family ethos.
- We celebrate individual success with kindness to all our pupils.
- We keep our school community safe and promote positive mental health and wellbeing so that our pupils thrive, develop and exceed, whilst feeling supported.

- We believe that ‘Kindness is Key’ and encourage all pupils to display empathy and kindness towards each other.
- Throughout our curriculum and daily interactions, we promote the Fundamental British Values and provide a fully inclusive school environment.

4. Legislation and guidance

This policy and the SEN Information Report 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 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.

5. Definitions

Special Educational Needs

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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.

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.

The 4 areas of need

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

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

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • 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 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 School Board to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure 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 board 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 School Board

The School Board will:

- Help to raise awareness of SEN issues at board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school.
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

- 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.
- Inform parents when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a 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 Headteacher

The Headteacher will:

- Work with the SENCO and School Board to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Work with the SENCO and School Board to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- 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.

6.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEN and Inclusion Policy and 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.

6.5 Parents, Carers or Guardians

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

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

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of 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 regular reports on the pupil's progress.

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

6.6 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.

7. SEN Information Report

The school publishes a separate, detailed 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.

You can find this on our website [Policies | The White House \(thewhitehouseschool.org\)](https://thewhitehouseschool.org/Policies)

8. Our approach to SEND support

Our curriculum has been carefully constructed so that our teaching and learning provision can be tailored to the individual child.

Our curriculum is written with our Accessibility Policy and Plan in mind, ensuring that we are constantly looking for ways to improve access to our curriculum for pupils with disabilities. The class teacher is 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 our pupil's needs. We will make sure that every child has access to a broad and balanced curriculum in every year they are at our school. We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to every child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning support assistants will support pupils on a 1-to-1 and small group basis

We also offer the following interventions, resources and approaches to learning:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum condition	Visual timetables Social stories Clear routines Classrooms which support sensory regulation Zones of Regulations Size of the Problem Quiet corners around the school Nurture groups
	Speech and language difficulties	Speech and language therapeutic input and therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slopes Intervention lessons

	Mild to Moderate learning difficulties	Step-by-step breakdown approach to learning using the 'Now, Next Then' method Clear instructions Encourage peer learning No unambiguous terms or language, using pupil's own words, where possible
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)	Morning sensory circuits to start every day Quiet workstations
	Attention deficit disorder (ADD)	Movement breaks, as required and built into the timetable
	Anxiety	Nurture groups
	Attachment Disorder	

Creating an Autistic friendly space

As well as general, whole school initiatives, we follow the principles of SPELL, which staff must adhere to in the classroom environment to ensure the space is a conducive learning environment for children with autism. The intention is to create a distraction, clutter free environment for these pupils, leaving space for structure and consistency.

Displays

All displays are to be surrounded with straight line borders. The boards themselves must not have any over-hangs of display materials. All pictures and pupils' work must be contained inside the boundary of the display board.

Classrooms

The front teaching wall which has the IWB or whiteboard on it, must be kept clutter and distraction free. That means no clock, no books on shelves, and no pictures on the sides or any other materials or objects that interfere with sight lines. This is the focus wall for learning only. Teacher's desks at the front of the room must be kept clutter free. Any hanging displays must be redirected to be at the back of the room and not in the sightline of the pupils. Storage or shelving should be situated behind the pupils, including bookcases. Inside the door of each classroom there should be a Class Board. The board contains the visual timetable for the class, a seating plan for the class, the rewards and consequences information and fire evacuation instructions. This is standardised throughout the school.

Evaluating the effectiveness of SEN provision

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

- Reviewing their progress towards their goals, outcomes and targets each term
- Reviewing the impact of interventions after 6 weeks
- Getting feedback from the pupil and their parents
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual review meetings

9. 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 celebrate and champion inclusion in all aspects of our school. Inclusion is about creating a sense of belonging for all teachers and pupils. For a child to feel included, they have to feel that they are an integral and important part of the school. There is a requirement to feel wanted, valued, successful and happy. We are a cohesive school, actively teaching our children how to work together as a team through our PSHE and Mindfulness curriculum – preparing them for life beyond Primary School.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils or those with specific talents
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with a range of SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teacher lesson plans include details of differentiation for SEN. This can take many forms including:

- Differentiated learning objectives and success criteria.
- Hands on equipment.
- Multi-sensory learning opportunities.
- Extra adult support.
- Additional visual cues.
- Learning opportunities which reflect Personalised Learning targets.
- Mixed ability and homogeneous groupings.
- Specialised targets which are reflected in planning.
- Differentiated homework.

10. 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.

11. Links with external professional agencies

The school recognises that it will not 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
- Occupational therapists
- Educational psychologists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Education welfare officers
- Social services

12. Admission and accessibility arrangements

12.1 Admission arrangements

- All pupils must have a Statement of Special Educational Needs/Education, Health and Care Plan (EHCP)
- The Local Authority will consult with us to see if we can meet needs.
- If we think we can meet needs, we will offer an assessment
- After the assessment is complete, a report will be written and returned to the SEND Case Officer with costings for the provision and any additional considerations made if we think we can still meet their needs.
- The SEND Case Officer will then take this report to the SEND panel for an agreed placement funding.
- When this is agreed, we will make a transition plan with parents/carers/guardians and the pupil.
- Admissions may be made at any time during the school year.
- All admissions are made in accordance with the current legislation relating to pupils with special needs.
- Places will be allocated on vacancies within groups rather than overall vacancies within the school.
- The school's class sizes will never exceed 10 pupils, with a teacher and at least two teaching assistants.
- The school has a robust Equal Opportunities Policy and no child will be discriminated against on the grounds of any protected characteristics.
- It is possible for parents to make a direct application to the school but it is necessary to consider the financial implications of self-funding a placement. The school is not block funded by a public body and so the resource base required via placement fees reflects the entire cost of delivering a specialist education.

More information about our admissions process can be found in our Admissions Policy [Policies | The White House \(thewhitehouseschool.org\)](https://www.thewhitehouseschool.org/policies)

12.2 Accessibility arrangements

Our Accessibility Policy and Action Plan can be found on our school website. It outlines how we:

- Increase the extent to which pupils with disabilities can participate in the curriculum.

- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

13. Complaints about SEND provision

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

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy, which can be found on our website. If the parent, carer or guardian 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](#).

14. Monitoring and evaluation arrangements

14.1 Evaluating the effectiveness of this 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 aims 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.
- Pupils' progress and attainment.
- Whether pupils with SEND feel safe, valued and included in the school community.
- Comments and feedback from pupils and their parents.

14.2 Monitoring the policy

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

At every review, it will be submitted for approval by the School Board.

15. Links with other policies and documents

This policy links to the following documents:

- Accessibility Policy and Action Plan
- Admissions Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Curriculum Policy
- Equal Opportunities Policy
- Monitoring Pupil Attainment Policy
- Positive Behaviour Policy

- SEN Information Report
- Supporting Pupils with Medical Conditions Policy
- Teaching and Learning Policy