

Special educational needs and disabilities (SEND) policy

St Ignatius Catholic Primary School

'Achieving our best by learning together and serving one another with Christ by our side'



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Contents

1. Aims and objectives.....	3
2. Vision and values.....	3
3. Legislation and guidance.....	3
4. Inclusion and equal opportunities	4
5. Definitions	4
6. Roles and responsibilities.....	5
7. SEN information report	8
8. Our approach to SEND support.....	9
9. Attendance.....	11
10. Safeguarding	11
11. Expertise and training of staff	11
12. Links with external professional agencies	12
13. Admission and accessibility arrangements	12
14. Complaints about SEND provision	13
15. Monitoring and evaluation arrangements	15
16. Links with other policies and documents	15

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
- 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, including lessons, extracurricular activities, worship and social events so they can engage in the activities of the school alongside pupils who do not have SEND. We ensure that support is tailored to each child's needs so they can participate fully alongside their peers. This approach reflects our commitment to inclusion, celebrates each child's individuality and supports their spiritual, emotional and academic development, in line with our Catholic mission of learning together and serving one another.
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with and involve pupils with SEND and their parents or carers 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
 - Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Our vision is to ensure that every pupil thrives and achieves their best, with all staff playing a key role in supporting SEND. We aim to create an inclusive learning environment where all pupils feel a sense of belonging and are encouraged to reach their full potential. This reinforces our two key aims for all pupils, emotional strength and academic excellence.

Guided by our mission of learning together and serving one another with Christ by our side, we value and celebrate individual differences. We are committed to promoting academic excellence, nurturing emotional resilience and ensuring that children with SEND receive high-quality, tailored support so they can fully participate in all aspects of school life.

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

4. Inclusion and equal opportunities

At St Ignatius 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 have ASD often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> ● 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 SENDCO

The SENDCO at St Ignatius is Mrs Iwona Barkworth.

She will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- 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 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
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND 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 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
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing body

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

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every 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 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 SENDCO 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 Carole Jones.

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body 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
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, 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 adapted 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 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:
 - 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 termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the 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.

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. SEND information report

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.

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 adapted, 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.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND 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 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 St Ignatius, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

St Ignatius 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 formally notify parents/carers if it is decided that a pupil will receive special educational provision.

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.

Assess

The pupil's class teacher and the SENDCO 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.

Plan

In consultation with the parents/carers and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff working with the pupil will be fully informed of the pupil's needs, the intended outcomes, the support in place, and the teaching strategies or approaches required. This information will be documented within our management information system, and on Google drive and made accessible to staff through the pupil's Inclusion Plan (pupil passport/individual plan). Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The pupil's class 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 SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

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

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

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

8.4 Levels of support

School-based SEND 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 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 Evaluating the effectiveness of SEND 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 SEND support
- Using pupil questionnaires
- Monitoring by the SENDCO
- 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.

Our approach to supporting pupils who are absent from school due to their SEND needs 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

Our school is committed to ensuring that all staff have the knowledge, skills, and confidence needed to effectively support pupils with a wide range of needs. Learning Support Assistants (LSAs) have a designated training session every Thursday, providing regular opportunities to develop their practice and deepen their understanding of specific pupil needs.

We work closely with external professionals to deliver specialist training, ensuring staff receive high-quality, evidence-informed guidance. In addition, our school is currently taking part in the PINS project (Partnership for inclusion of neurodiversity in schools), which provides over 30 hours of targeted support and professional development for staff.

Staff also benefit from weekly meeting on Wednesday, which focus on key areas of inclusive practice and whole-school priorities. Alongside this, we engage with the National College to access a wide range of expert-led courses and training materials.

Through this layered approach, we ensure that staff are well equipped to meet the diverse needs of our pupils and deliver high-quality, inclusive education across the school.

12. Links with external professional agencies

St Ignatius 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 (STIPS)
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Primary Mental Health Support
- Eikon Charity
- Child and adolescent mental health services (CAMHS)
- Right to Choose
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

Our school is committed to ensuring a fair and inclusive admissions process for all pupils, including those with Special Educational Needs or disabilities (SEND).

13.1 Admission arrangements

- We welcome applications from all pupils, including those with SEN or disabilities, and follow the statutory guidance outlined in the School Admissions Code.
- Our admissions process considers the needs of each individual child, ensuring that appropriate support can be provided from the outset.
- Parents and carers of prospective pupils with SEN or disabilities are encouraged to contact the school early in the application process to discuss any specific requirements.
- Priority Admission for Pupils with an EHC Plan
- Pupils with an Education, Health and Care (EHC) plan that names our school are given priority placement before other admissions are considered.
- We work closely with the Local Authority, families, and external professionals to ensure a smooth transition for pupils with an EHC plan.
- Our oversubscription policy does not disadvantage pupils with SEN or disabilities.
- We do not discriminate based on a pupil's additional needs, and our admissions decisions are made in line with Equalities legislation and the SEND Code of Practice.
- If the school is oversubscribed, places are allocated according to clear and transparent criteria, such as proximity to the school and sibling priority, ensuring fairness to all applicants.
- We make reasonable adjustments to ensure that pupils with disabilities can access the admissions process and school facilities without barriers.
- By following these principles, we ensure that our admissions process is inclusive, fair and supports the needs of all children, including those with SEN and disabilities.

13.2 Accessibility arrangements

Steps taken to prevent disabled pupils from being treated less favourably

- We make reasonable adjustments to ensure disabled pupils can participate fully in all aspects of school life.
- Staff receive training on inclusion, disability awareness, and meeting individual needs.
- Curriculum tasks and resources are adapted to ensure equal access for all pupils.
- Support plans are created in partnership with parents, carers, and specialists.
- We promote a culture of respect and understanding so all pupils feel valued and included.

Facilities provided to help disabled pupils access the school

- Ramps, handrails, and accessible entrances to support ease of movement.
- Accessible toilets and hygiene facilities.
- Quiet spaces for pupils with sensory or emotional needs.
- Use of auxiliary aids such as visual timetables, writing supports, adapted seating, and communication tools.

Access to specialist staff, including SENDCo and learning support assistants.

How to find the school's accessibility plan

- The Accessibility Plan is available on the school website under the *Policies* or *SEND* section.
- A paper copy can be requested from the school office.

The Accessibility Plan covers how we will:

1. Increase participation in the curriculum

- Adapt teaching and learning to meet a wide range of needs.
- Provide specialist interventions and support programmes.
- Train staff on effective strategies for supporting pupils with disabilities.
- Modify resources - large print, visuals, simplified texts or technology aids.

2. Improve the physical environment

- Ensure pathways, classrooms, and communal areas are accessible.
- Add signage and markings to support pupils with visual impairments.
- Create quiet or low-sensory spaces for pupils who need them.
- Improve the layout of classrooms to maximise access for wheelchairs or mobility aids.

3. Improve the availability of accessible information

- Provide information in alternative formats such as large print, simplified text, or visual formats.
- Use pictorial or symbol-supported communication for pupils who need it.
- Share information verbally as well as in writing when appropriate.
- Ensure staff know how to communicate clearly and effectively with pupils with specific needs.

14. Complaints about SEND provision

Complaints Procedure

We are committed to working closely with parents and carers to support all pupils, including those with SEND. If you have any concerns or complaints about SEN provision, we encourage you to discuss them with us so that we can work together to find a solution.

How to Raise a Concern

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](#).

- 1. Speak to your child's class teacher** – Many concerns can be resolved through informal discussions.
- 2. Contact the SENDCO** – If you feel your concern has not been addressed, you can arrange a meeting with the school's Special Educational Needs Coordinator (SENDCO).
- 3. Meet with the Headteacher** – If concerns persist, a formal meeting can be arranged with the Headteacher to discuss the issue further.
- 4. Formal Complaint** – If the matter remains unresolved, parents/carers can submit a formal complaint in line with the school's Complaints Procedure.

For full details, please refer to our Complaints Policy, which outlines the formal process, including how to escalate concerns if necessary.

[Complaints Policy](#)

We aim to handle all concerns fairly and efficiently, ensuring the best possible outcomes for our pupils. If you are not satisfied with the school's response, you 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 SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Surrey Local Authority – Disagreement Resolution & Mediation Services

Provider: Global Mediation

Phone: 0800 064 4488

Email: sen@globalmediation.co.uk

Website: www.globalmediation.co.uk

These services offer impartial support to help resolve disputes between parents, schools and the local authority regarding SEND provision. Mediation is available before making an appeal to the SEND Tribunal and aims to find a mutually agreeable solution.

For further assistance, please contact **our school's SENDCO** or **Surrey's SEND Team** directly.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

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

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

- All staff's awareness of 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

15.2 Monitoring the policy

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

It will be approved by the full governing body.

16. Links with other policies and documents

This policy links to the following documents

- [SEN information report](#)
- [The local offer](#)
- [Accessibility plan](#)
- [Behaviour policy](#)
- [Equality information and objectives](#)
- [Children with Health Needs Who Cannot Attend School Policy](#)
- [Safeguarding / child protection policy](#)
- [Complaints policy](#)