

Bishop Wilson C. of E. Primary School

Special Educational Needs Policy

2026



BISHOP WILSON

“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”

1 Peter 4:10

Ratified by Governors: March 2026

Policy to be reviewed: March 2027

Our School Vision

“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”

1 Peter 4:10

The school’s vision is one of Christian service: each of us using our skills and talents to support and serve one another. We extend this service to all, whatever their backgrounds or beliefs; both within the school itself, and the wider community. All are welcomed wholeheartedly into our school family and are nurtured and supported by our harmonious school community. Friendship is a blessing extended to each and every one, as we develop as a community where God’s love, compassion and forgiveness inform our daily lives. We believe that God will guide us all with hope, compassion and wisdom in becoming successful members of a global community.

The school’s vision of service (1 Peter 4v10) is complemented by the focus on the Fruits of the Spirit as given in Galatians 5v22-23. As we serve, these characteristics – love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control – teach us how we should present ourselves. Focussing on the Fruits of the Spirit has given Collective Worship a cohesive feel and purpose as it teaches pupils how they should deal with one another and with the wider community.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

This Policy is written in accordance with the SEND Code of Practice (2014/15).

Aims of the SEND Policy

The aims of our Special Educational Needs and Disability Policy and practice in this school are:-

1. To ensure that children with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
2. To make reasonable adjustments for those pupils with SEND by taking action to increase access to the curriculum and the environment.
3. To make every effort to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.
4. To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
5. To work in partnership with the Local Authority and outside agencies including health professionals.
6. To work in partnership with parents/carers and children in order to help them to be the best they can be.

Our specific aims and aspirations for children with special needs are:

1. To inspire and motivate the children to achieve and develop a love of learning that is lifelong.

2. To enable and promote good progress so that all pupils achieve at the highest possible level.
3. To promote independence.
4. That they feel happy, safe and secure and fully included in school life.
5. To give the children a voice in their own education and learning, always considering their wishes and feelings.
6. To provide all children with a broad and balanced curriculum.

Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

What are Special Educational Needs (SEN) or a Disability?

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

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

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

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

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

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • 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	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Emma Brown (s72send@bishop-wilson.solihull.sch.uk)

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Head Teacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Head Teacher 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 Head Teacher, 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 Head Teacher, 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 Head Teacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

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

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents 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 SEND link governor

The SEND link governor is Lorraine McDonald.

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 Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Head Teacher

The Head Teacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

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

6.6 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, including parents' evenings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

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

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.

Our approach to SEND support

How does our school know if children have special educational needs and need extra help?

We know children need help if:-

- Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- A pupil asks for help.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the Code of Practice for SEND:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory/physical
- Class teachers 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. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

If a pupil is joining the school, and:

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

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

The Graduated approach at Bishop Wilson

Children and young people with SEN have different needs but all children with SEND are welcomed at our school. We will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

Levels of support

School-based SEN provision

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

Education, Health Care Plan (EHCP)

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs for an Education Health and Care 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.

For children with an Education, Health and Care Plan (EHCP) or a Statement of Special Educational Need, parents have the right to request a particular school and the Local Authority must comply with that preference and name the school or college in the Education, Health and Care Plan unless:-

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, **or**
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the Head Teacher a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a specialist school if they consider that their child's needs can be better met in a special education school.

How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Staff will receive regular training opportunities to ensure that they have up to date knowledge and skills to be able to support learners with a range of needs effectively. The SENCo will also provide staff with support, coaching and resources related to the needs of specific children. Staff's training needs will be audited using quality materials (e.g. NASEN/AET) regularly, gaps identified and addressed.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:-

1. Classroom observations by the Senior Leadership Team, the SENCo, external verifiers e.g. Local Authority Advisers.
2. Ongoing assessment of progress made by pupils with SEND.
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND.
5. Pupil and parent feedback on the quality and effectiveness of interventions provided.
6. Attendance and behaviour records.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then identified in termly pupil progress meetings undertaken between the Class Teacher, the SENCo and members of the Senior Leadership Team.

If we consider at this stage that special educational provision is required, we will contact parents to discuss this. Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

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

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

Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the Class Teacher with advice from the SENCo. Targets will be written for the children and the support required will be planned.

Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include children's targets for transition to the next stage of education e.g. transition to Secondary School) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

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

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. We will evaluate the impact and quality of the support and interventions, including the level of progress the pupil has made towards their targets.

As a result of the review process we may decide to involve outside agencies for specialist support. The range of agencies that come into school can be found in the school's Special Educational Needs Offer. The school will involve external agencies as appropriate, including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

SEND Register

We do keep a register of children with SEND. If pupils have an SEN and/ or disability and are receiving support additional to and different from that of other pupils and their primary needs are identified on the register. Pupils with an EHCP are also recorded on the register, again with their primary need.

Pupils will be removed from the SEND Register if they have made good progress and are back on track to meet or exceed age-related expectations or in the case of SEMH have overcome the barrier to their learning and are also meeting or exceeding age related expectations, and when they no longer require additional support.

How will the curriculum be matched to each child's needs?

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having Special Educational Needs, the curriculum and the learning environment will be further adapted by the Class Teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCo and/or external specialists. In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the Class Teacher will be recorded and shared with parents.

How will parents know how well their child is doing?

Progress towards the identified outcomes will be shared termly through Parents Evenings, the school reporting system and through additional SEN support reviews as necessary and review meetings with external support agencies.

In our school, children with an EHCP and those children with a high level of Special Needs (generally those children with more than one additional support agency involved) will have reviews held with the Class Teacher and the SENCo. Children with none or one external support agency involved will have their reviews with the Class Teacher on Parent's Evening. Although the SENCo may not always be present at these meetings she will have advised and supported the teacher to set new targets. Parents may also request an additional meeting at another time with the SENCo and the Class Teacher if they so wish.

Parents may also find a Home/School diary a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENCo at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

How will parents be helped to support their child's learning?

The curriculum is outlined on our website and class teachers are always available to explain the current learning themes. Parents will also receive a copy of their child's individual targets throughout the year. The Class Teacher or SENCo may also suggest additional ways of supporting the child's learning. Parents are encouraged to speak to the class teacher or the SENCo at any time they would like support.

The school also hold SEND Parent workshops. These cover a range of topics and allows parents to get support and advice from staff, external agencies and from each other. Please look at the school website, it includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

If parents do have any ideas on support that they would like to have access to in order to further support their child's learning they can contact the SENCo who will locate information and guidance for them in this area.

How will the school prepare/support children when moving classes or joining or transferring to a new school?

Moving classes:

- Transition meetings are held in June/July prior to the children moving classes for teachers to share and pass on information about all of the pupils including those with SEND. Specific details of needs, difficulties, support strategies and interventions provided will be shared.
- Transition sessions are held where the children attend their new class to meet their new teacher in the Summer term.
- Additional and further transition programmes will be provided as necessary for pupils with SEND. These may include additional visits to the new class, a Transition Book etc.
- Parents are welcome to request and arrange a meeting with their child's new Class Teacher if they wish to discuss their child's needs.

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow for concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to a new school/ Secondary School:

- The transition programme in place for pupils provides for a number of opportunities for pupils and parents to meet with staff in the new school. These opportunities are further enhanced for pupils with SEND: by additional visits to the new school /opportunity for parents and the pupil to attend a meeting with the SENCo and the SENCo of the new school.
- The Annual Review in Year 6 for pupils with an EHC Plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of the pupil with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred once we have received notification that their child has been enrolled at another school.

Evaluating the effectiveness of SEN provision

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

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

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Head Teacher 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.

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.

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 or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS/SOLAR)
- Social services

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

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. This should be done in line with the school's complaint policy (available on our website).

Monitoring and evaluation arrangements

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 aims stated at the beginning of the policy.

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

- All staff's awareness of pupils with SEND
- 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

Monitoring the policy

This policy will be reviewed by the SENCo 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.

Links with other policies and documents

This policy links to the following documents:

- Behaviour policy
- Accessibility plan
- Supporting pupils with medical conditions policy
- Attendance policy
- Child protection policy
- Complaints policy