

SEND Policy

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ARK LIBRARY COMPONENT

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Special Educational Needs and Disabilities (SEND)

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Policy statement

Through knowing every child, our aim is to ensure that all children within our schools achieve their very best, including gaining the skills, knowledge and qualifications that will prepare and equip them for a successful transition to the next stage of their lives; in education, employment and independent living.

At Ark White City Primary Academy, we aim to promote inclusion in which every child recognises their potential and is fully included in all aspects of school life. We achieve this by removing barriers through informed decision making and the implementation of timely and appropriate provision that meets the needs of all students.

1. Aims and objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Ensure that Ark White City Primary (AWCP) fully implements national legislation and guidance regarding pupils with SEND.
- 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.
- Set out how AWCP will:
 - Support and make provision for pupils with special educational needs and disabilities.
 - Ensure that pupils with SEND can access and engage in all aspects of school life alongside pupils who do not have SEND.
 - Help pupils with SEND fulfil their aspirations and realise their potential.
 - Help pupils with SEND become confident individuals who are ready for their next steps in education and wider life.
 - Communicate effectively with pupils with SEND and their parents / carers and involve them in discussions and decisions about their support and provision.

2. Vision and values

Guided by our values of Excellence, Friendship, Courage and Determination, AWCP strives to build a community committed to diversity, equity and inclusion.

Our vision is to provide every pupil with the foundations that will enable them to go on to university or pursue the career of their choice.

We achieve this through Ark Schools' six pillars:

1. **High expectations** – We set very high expectations for all our pupils, including those who may have SEND, at every stage of their education at AWCP. We support and nurture every child to realise their full potential, in all areas of the curriculum. In doing this we acknowledge that high expectations need to be explicitly taught through consistent routines so that they can be achieved by all pupils.
2. **Excellent teaching** – Rigorous planning and detailed subject knowledge underpin teaching and learning at AWCP, with all staff receiving personalised professional development. This includes regular audits of staff expertise in meeting a wide range of

SEND and tailoring our programme of continuing professional development accordingly. Our pupils are confident when sharing their learning, and they demonstrate how much they value their education through active engagement in lessons.

3. **Exemplary behaviour** – Our pupils are self-assured, respectful and confident. They are deeply aware of the importance of their contribution to the world, leading to success both in their learning and in later life.
4. **Depth before breadth** – At AWCP, we ensure that all pupils secure firm foundations in English and mathematics, going on to apply these skills in the wider curriculum. By revisiting learning regularly and completing timely assessments, we are able to plan personalised learning; enabling pupils to keep up, not catch up.
5. **Knowing every child** – We work hard to build strong relationships with our pupils and families throughout their educational journey. We work relentlessly to develop our understanding of, and our role within, the diverse community which we serve. All adults are supported to develop a nurture-informed approach, sharing the responsibility for pupils' mental health and wellbeing.
6. **Always learning** – We have a culture of learning for staff, supporting them to become experts in their fields and lead effectively across the academy.

3. 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 EHCP 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 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

This policy also complies with our funding agreement and articles of association and [Decision Making Framework](#).

4. Inclusion and equal opportunities

At AWCP, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

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

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

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

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

5.2 Disability

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

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

5.3 The 4 areas of need

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

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

AREA OF NEED	
Communication and interaction	<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

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Emily Keeler: e.keeler@arkwhitecity.org.

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 Principal to monitor the strategic development of the SEND policy and provision in the school.
- Work with the SEND link governor and keep them updated on progress to the strategic development and priorities within SEND.
- 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 Principal and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the Principal, 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 Principal, 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 Principal 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 Ark Schools Board

The Ark Schools 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 the provision made for pupils with SEND accurately and keep it up to date.
- Publish information on the school website in a SEN Information Report about how the school is implementing its SEND policy.

- 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 Usama Yusuf.

The SEND governor will:

- Help to raise awareness of SEND issues at local governing body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the local governing body on this.
- Work with the Principal and SENCO to monitor the strategic development of the SEND policy and provision in the school.

6.4 The Principal

The Principal 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.
- With the SENCO, 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 support staff 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 for pupils and review progress towards them.
 - Discuss the activities and support that will help pupils achieve the set outcomes.
 - Collaborate in identifying the responsibilities of the parent, their child and the school.
 - Listen to the parents' concerns and agree their aspirations for their child.

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 their child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will:

- Be invited to meetings to review the provision that is in place for their child (detailed in the child's Pupil Passport and Individual Learning Plan) and
- Be asked to provide information about the impact of SEN support outside school and any changes in their child's needs.
- Be given the opportunity to share their concerns and, with school staff, agree their aspirations for their child.
- Be given an annual report on their child's progress.

The school will take into account the views of the parent or carer in any decisions made about the pupil. This will inform the formulation of their child's Pupil Passport and Individual Learning Plan.

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. SEN information report

The school publishes an SEN Information Report on its website, which sets out how this policy is implemented in the school.

The SEN Information Report will be updated annually and as soon as possible after any changes to the information it contains. The SEN Information Report can be found here:

<https://www.arkwhitecity.org/about/policies-reports>

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

a) 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.

b) Class teachers will regularly assess the progress of all pupils and share this information with the Senior Leadership Team through progress reviews. When they have identified an area of concern, teachers and support staff will target the pupil's barrier to progress and aim to remove this with adaptations and focused high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need.

This means that we can identify pupils 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

We look at all areas of development, not just academic attainment. For example, social skills and communication & language.

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

c) Class teachers will speak to parents or carers informally to find out their thoughts and share their initial observations. We understand that parents / carers will have useful information about their child that will be helpful to the graduated approach: assess, plan, do, review.

d) The SENCO, class teacher and parents / carers will meet for a 'structured conversation' to discuss what is working well, what we might be worried about and what next steps we all need to take. Potential short-term and contextualised 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 SEN for pupils whose first language is not English. We will identify desired outcomes, including the expected progress and attainment. We will include the views and the wishes of the pupil and their parents, working together 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, including onward referrals for specialist support.

e) When we meet to review, we might decide to repeat this cycle of support, or that we have enough evidence to identify SEN. Sometimes, pupils have made enough progress that their assessment and support is returned to the oversight of the class teacher.

f) If school has identified that a pupil has SEN, a Pupil Passport and Individual Learning Plan will be formulated and reviewed with the pupil and their family on a termly basis.

Pupil Passports and ILPs will also be put in place 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).

In these cases, the school will work collaboratively to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about Special Educational Needs 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 called a structured conversation. 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 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.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

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

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. This will involve using available academic assessment and SEND specific assessments and screeners. The views of the pupil and their parents will be considered. 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. The impact of interventions will be closely monitored and will inform next steps in the provision of the child.

2. Plan

In consultation with parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. This information will be published in the form of a Pupil Passport and Individual Learning Plan.

All staff who work with pupils on the SEND register will be made aware of the pupil's needs via Pupil Passports and Individual Learning Plans. This information will be managed using Provision Map Software and made accessible to staff.

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

3. Do

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

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

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

4. Review

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

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

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

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

8.4 Levels of support

School-based SEN provision

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

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

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

Education, Health and Care (EHC) Plan

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

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

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

8.5 Evaluating the effectiveness of SEN provision

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

- Conducting an annual SEND self-evaluation that includes SENCO peer reviews.
- Tracking pupils' progress, including by using Provision Map
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires

- Monitoring by the Senior Leadership Team, including the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff through staff meetings, support staff briefings and in-the-moment coaching and modelling. The Principal and the SENCO will continuously monitor pupil needs and staff performance to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. Staff will also be asked for their views on their own training needs through an annual SEND audit of professional skills and confidence.

10. Links with external professional agencies

The school recognises that it cannot meet all the needs of every pupil in isolation. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists including NHS and independent, commissioned services
- Specialist teachers or support services including H&F INSPIRE
- The H&F Educational Psychology Service
- NHS Occupational Therapists and Physiotherapists
- Health Services including the school nursing service, General Practitioners or the Child Development Service
- Child and adolescent mental health services (CAMHS)
- Education Welfare Officers
- Children's Services

11. Admission and accessibility arrangements

11.1 Admission arrangements

The following arrangements are in place at AWCP for the admission of prospective pupils with SEN or a disability:

- Face to face meeting with the pupil and their parents or carers including the Principal and SENCO, as well as the prospective class teacher in most cases. This meeting often includes a tour of the school that provides informal opportunities for assessment of the child's needs.
- Paperwork review by the SENCO of previous SEN support plans or therapy reports, as appropriate.
- Conversation or school visit by the SENCO to the pupil's current / previous setting, as appropriate. In some cases, staff may conduct a home visit for pupils out of education or in the Early Years.
- Liaison between SENCO, school admissions team and the Local Authority to ensure that all prospective pupils whose EHC Plans name the school are admitted before any other places are allocated.
- See our admissions policy for more information about our oversubscription criteria.

11.2 Accessibility arrangements

Ark White City Primary Academy is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers which make it hard for a person who has difficulties with:

- Physical Co-ordination
- Mobility
- Continence
- Ability to lift, carry or move heavy objects
- Speech, hearing or vision
- Memory or ability to learn, concentrate or understand
- Perceiving risk of physical danger

All pupils should be able to take part in the day-to-day life our the school and benefit from the learning experiences we provide

Ark White City Primary Academy has been constructed with the following accessibility features:

- Excellent access to the main building with automatic front doors
- There is a meeting room within easy reach of the reception so we can easily accommodate wheelchair users and visitors with reduced mobility.
- Ark White City Primary Academy has disabled toilet facilities for pupils with grab handles for additional support and emergency cords to request help.
- Ark White City Primary Academy has disabled shower facilities with grab handles for additional support and emergency cords to request help.

For more information, please view the Ark White City Primary Academy accessibility plan on our website.

12. Complaints about SEND provision

Parent or carer questions or concerns about our school's SEND provision for their child, should first be raised informally with the class teacher. If concerns continue, they can then be discussed with the SENCO, Ms Keeler. If concerns are unresolved at this stage, parents / carers should telephone the school office to make an appointment to speak with the Principal, Mr Upfield. 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 will be handled in line with the school's complaints policy:

<https://www.arkwhitecity.org/about/policies-reports>

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

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, visit:

<https://www.hfsendiass.org.uk/> or

<https://beta.lbhf.gov.uk/send-local-offer/education/send-mediation-process-and-procedure>

You can request mediation by contacting: <https://www.kids.org.uk/send-mediation>

13. Monitoring and evaluation arrangements

13.1 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 effectively 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.

13.2 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.

14. Links with other policies and documents

This policy links to the following documents which can all be found on our website here:

<https://www.arkwhitecity.org/about/policies-reports>

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