



**Southern  
Education  
Trust**

## **Special Educational Needs (Mainstream Schools)**

<b>Review Body/Role: Trust Board</b>	<b>Date: December 2025</b>
<b>Review Date: Autumn 2026</b>	<b>Review Frequency: Annually</b>
Please note that this policy is one of the suite of SET Policies for Local Governing Boards to acknowledge.	

## SOUTHERN EDUCATION TRUST

### SEND Policy

Our policies refer to Senior Leaders within the Trust and in schools. This can mean the senior leaders of the Trust, the SEND and Inclusion Director, Executive Head Teacher, Head Teacher or Head of School.

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs at Southern Education Trust (SET) schools. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policy for teaching and learning as together these form a statement of the principles underpinning all the work of the school.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2014) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- The Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.
- Policy Paper – [Special Educational Needs and Disabilities \(SEND\) and Alternative Provision \(AP\) Improvement Plan \(publishing.service.gov.uk\)](#)

#### Definition of Special Educational Needs and Disability (SEND)

In this policy, 'special educational needs (SEN)' refers to a learning difficulty that requires special educational provision. The SEN Code of Practice (DfES, 2014) says children have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil has a learning difficulty or a disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age.
- b) Have a disability which prevents or hinders a pupil from making use of facilities of a kind generally provided for others of the same age in mainstream schools within the area of the local authority.

Not all pupils with a disability will have SEN needs.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Health needs, poor behaviour, being in receipt of pupil premium or low attendance may impact on attainment and progress but these pupils will not automatically be considered to have SEN needs.

## **Section One: School Beliefs and Values**

### **Vision**

Southern Education Trust Schools are passionate about education and committed to ensuring that all children develop a thirst for learning, which ultimately leads to a love of learning, for life.

We want our children to be successful learners, confident individuals and responsible citizens.

We are dedicated to delivering an educational experience in which children are nurtured, challenged and celebrated for their individual achievements. It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided to all. We are committed to inclusion within the school curriculum and participation in all aspects of school life. SET Schools adopt a 'whole school approach' to special educational needs with all teachers being teachers of SEND, all leaders being leaders of SEND and everyone working in collaboration to ensure the inclusion and progress of all pupils. SET Schools are committed to ensuring that pupils with special educational needs can achieve optimal educational and social outcomes, as well as supporting them with their transition to their next Key Stage and/or School and beyond. Our duty is to ensure our children grow up to be confident, caring and capable citizens of the future.

### **Aims**

We aim to:

- Ensure that all pupils with SEND have their needs identified accurately and promptly in order to provide appropriate support to enable academic progression and continued good physical and mental health and wellbeing.
- Ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- Make any reasonable adjustments so that we are fully inclusive
- Meet our statutory duties for pupils with EHC Plans.
- Ensure every pupil makes good progress regardless of special educational needs and/or disabilities.
- Create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- Ensure that pupils are enabled to become independent, resourceful and resilient learners.
- Maintain on-going communication with parents/carers, working in partnership with them as they play a vital role in supporting their child
- Ensure the views of the individual pupil are considered when determining the nature of provision made.
- Ensure all pupils are offered full access to a broad, balanced and relevant education, including an appropriate and engaging curriculum.
- Ensure the SEND Code of Practice is given due regard; and cross referenced against Guidance on Inclusion and The Disability Rights Code of Practice for Schools.

## Objectives

**Identify the needs of pupils with SEND as early as possible.** Where SEND needs are already identified before a pupil joins the school, we will gather information from parents/carers, education, health and care services and previous settings prior to the child's entry into the school. Effective transition procedures and communication between all is vital.

**Monitor the progress of all pupils in order to aid the early identification of pupils with SEND.** Regular monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their personalised learning targets.

**Provide high-quality provision and targeted support to remove any barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** SET schools aim to ensure that all teachers have the skills, knowledge and confidence to deliver excellent, inclusive lessons. This will be coordinated by the SENDCo and wider Inclusion Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

**Work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes consulting them when setting outcomes and supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.

**Work with, and in support of, outside agencies and other members of staff in the Trust when the pupils' needs cannot be met by the school alone.**

**Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a right and we have a person-centred approach. We will listen to our pupils and respect their views. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

**Educational inclusion.** Through all subjects we ensure that schools meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in trust schools we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse society. We also measure and assess the impact regularly through meetings with our SEN Co-ordinator (SENCO) and individual teachers to ensure all pupils have equal access to succeeding.

## **Section Two: Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the Trust as a whole. The SET Board delegates monitoring and evaluating the day to day SEND provision to Local Governing Boards, the Trust's Senior Leadership Team and the SEND and Inclusion Director. In addition to the Local Governing Board, Senior Leaders and SENDCo, all members of staff have important responsibilities.

***All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.***

**Southern Education Trust:**

- Ensures mainstream schools follow the mainstream SEND Policy
- Aim to ensure schools have sufficient and appropriate resources to fulfil their responsibilities
- Provides support and advice to SENDCos
- Offers CPD, coaching and staff supervision where appropriate
- Monitors and evaluates SEND outcomes

**Local Governing Boards:**

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of pupils with SEND.
- Will have a named SEND governor to monitor provision on behalf of the SSB.
- Ensures, through the professional growth discussion process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitors the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reports annually to parents on the school's policy through the website.

**The Headteacher:**

- Sets objectives and priorities in the school development plan, which includes SEND.
- Allocates sufficient time each term for staff to complete SEND plans for pupils
- Informs the Local Governing Board.

**SENDCo:**

- Is responsible to the Headteacher for the management of SEND provision and the day to-day operation of the policy.
- Develops (and may manage) the roles of Learning Support/ Teaching Assistants, through training and professional growth discussions.
- Uses local and national guidance, linked to the graduated approach, to identify pupils with SEND.
- Co-ordinates provision for pupils.
- Monitors and advises on evidence-based approaches to teaching and learning of pupils with SEND.
- Monitors the progress of pupils with SEND, and manages when pupils need to move to a higher or lower level of support
- Keeps accurate records of all pupils with SEND.
- Draws up, reviews and monitors school-based SEND support, systems and processes.
- Disseminates information and raises awareness of SEND issues throughout the school.
- Liaises with parents and carers of pupils with SEND.
- Supports transitions within and between settings
- Collaborates with other professionals, including other SENDCos and external agencies

**Teaching Staff:**

***“All teachers are teachers of Special Educational Needs” (SEN Code of Practice)***

***“Excellent teaching is the bedrock of strong mainstream provision and is especially important for children with SEND” (Green Paper)***

- Provides high-quality teaching which is appropriately matched to meet individual needs
- Completes planning that considers the best use of all resources available, including any additional adults, to ensure the best outcomes for SEND pupils
- Shares planning with any additional adults in class, communicating clearly what their role is within the lesson
- Maintains high expectations for all pupils, including those with SEND
- Evaluates lessons, considering the engagement and outcomes for the SEND pupils
- Ensures specific programmes and advice for SEND learners are considered in lessons.
- Produces Individual Learning Plans and reviews the progress towards targets at least once a term
- Meets with parents and carers of pupils with SEND
- Ensures that information about pupils with SEND is read and understood
- Shares information about pupils with SEND with other staff members, including at points of transition
- Are fully aware of the school’s procedures for SEND.
- Raises individual concerns to the SENDCo

**Learning Support/Teaching Assistants**

- Work alongside teachers to provide high-quality learning opportunities
- Liaises with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).
- Supports pupils with SEND and the wider school population.
- Plans and delivers interventions where appropriate
- Delivers personalised programmes which have been provided by specialists such as SALT.
- Monitors progress against targets
- Assists with drawing up individual plans for pupils, as required.

**Arrangements for Coordinating SEND Provision**

The SENDCO will hold details of all SEND Support pupils and those with an EHC Plan. All staff can access:

- The School’s SEND policy
- The SEND register or list
- Profiles for each pupil on the SEND register or list
- Information on individual pupils and their needs
- Information on current legislation and SEND provision
- Practical advice, teaching strategies and information about different special educational needs and disabilities

## **Admission Arrangements**

The admission arrangements for all pupils are in accordance with the national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with EHC Plans and those without. All SEND paperwork should be passed to the SENDCO by the Local Authority, the previous setting or school, or the parents as soon as possible in order to ensure that appropriate support can be put in place and transition arrangements can be made.

### **Section Three: Identifying Special Educational Needs**

Teachers are responsible for the progress and development of **all** children in their class. All children have an entitlement to quality first teaching which is appropriately adapted to meet their needs including pupils accessing support from teaching assistants or specialist staff. The quality of teaching for all pupils is regularly reviewed. This includes reviewing and developing teachers' understanding of strategies to identify and support vulnerable pupils. All teachers should have an appropriate understanding of SEND and be confident about meeting the needs of all their pupils.

If a child is not making progress, or is making progress at a slower rate than expected, they may be identified as having a Special Educational Need. It is essential that these needs are identified accurately and promptly to enable appropriate support and provision to be put in place. There may be delays when a pupil is referred to an external specialist but the school will aim to put in place support based on the needs seen in school during this time. All SET schools follow the graduated approach and have a clear system for identifying SEND needs (See section 4).

Under the SEND Code of Practice (2014) pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

#### **Cognition and Learning**

Children with learning needs may learn at a slower pace or in a different way to other children and may have difficulty developing literacy or numeracy skills, understanding concepts or applying existing knowledge to new tasks. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to certain areas of the curriculum. They may have difficulties with reading, writing or maths. Often children with a specific learning difficulty will have strengths in some areas of the curriculum. Some of these children may have been assessed as having dyslexia, dyscalculia or dyspraxia.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. SET schools will always refer to an appropriate cognitive assessment to clarify whether a child has a moderate or severe learning difficulty.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

### **Communication and Interaction needs**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism Spectrum Condition (ASC)

### **Social, Emotional and Mental Health Difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying difficult and/or dangerous behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

### **Sensory and/or physical needs**

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. SET schools will always refer children with VI/HI to the Dorset Hearing and Vision Support Service



Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Not all children with a physical disability will have SEN; the school will make reasonable adjustments to the learning environment and ensure that all staff are aware of a child's individual accessibility needs.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD).

#### **Section Four: A Graduated Response to SEND**

SET Schools use the **Assess Plan Do Review model** detailed in the SEND Code of Practice.

- High quality teaching, made accessible for all pupils, is the first step in responding to pupils who have, or may have, SEND. The quality of teaching is regularly reviewed through learning walks and monitoring, and the impact on pupil progress is reviewed each term.
- Staff receive training on how to identify and support children with SEND, as well as additional training to address the needs of specific groups or individual pupils within the school.
- Additional support or interventions may be put in place for children before a need for formal support is identified.
- Children with SEND are identified as early as possible using the approach above.
- SET Schools employ a SENDCo who works closely with families, children, teachers and LSAs to support pupils' well-being on an individual basis. They manage, organise, monitor and evaluate the work done by their school to support SEND learners.

Teaching pupils with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils learn and progress through these arrangements. A graduated response is adopted for pupils identified as having SEND and evidence-based support is implemented. Provision is overseen by the SENDCo but will be planned and delivered by teaching and support staff.

#### **Identification and monitoring**

SET schools believe that all pupils who are experiencing difficulties with any aspect of school should receive appropriate support. These pupils may or may not go on to be identified as having SEND.

- Regular data tracking will identify any pupils who are falling outside of age-related expectations or are not keeping up with the curriculum. Concerns about a child may also be raised by staff, parent/carers or the child themselves. Staff will record these concerns, share this information with the parents/carers and begin monitoring the child.
- The pupil will be closely monitored by staff in order to understand their needs and to identify possible difficulties.

- The child's class teacher will take steps to provide scaffolded learning opportunities or evidence-based targeted support that will aid the pupil's progression. This will enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCo or other staff may be consulted as needed for support and advice. This may include observations or discussions with the pupil.
- During this period of monitoring it should become clear what provisions and support the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring may be necessary.
- Parent/carers will be informed through the regular parent/carer consultations or at another arranged meeting about their child's progress. They are encouraged to share information and knowledge with the school.
- The child may be monitored due to concern by parent or teacher but this does not place the child on the SEND register. SET schools aim to meet individual needs in a timely way without labelling the child.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made. If concerns continue, despite the additional support, then the child will be moved onto the SEND register at SEND support.

### **SEND Support**

- Once a special educational need has been identified then the child is included on the school's SEND register and parents/carers will be formally notified of this.
- An action cycle of assessment and intervention is put in place with a focus on providing effective support. This makes use of Assess, Plan, Do, Review 'actions' – revisited, refined and revised on a cyclical basis by those working with a particular pupil.
- In the first instance, a child-centred document is completed that gathers information about the way they work best, identifies any areas of concern and agrees the outcomes that are needed. Where appropriate the pupil and parents/carers should be involved in co-production of this.
- This information then forms part of SEND Support document, which details clear targets and is regularly used to track progress over the year. The class teacher will review this at least once a term.
- The overall aim of the SEND Support action cycle is to ensure an effective match between the needs of the pupil and the intervention put in place to support their learning. The majority of children with SEND will make progress with this additional level of support.

## **Education Health Care Needs Assessment**

A small number of children have significant difficulties or lifelong needs that cannot reasonably be met within the normal SEND provision available within a mainstream school. The school will make an application to the local authority who will decide whether to proceed with a statutory assessment. The local authority will expect the school to provide robust evidence of their graduated approach and how specialist support has been implemented to meet these needs. The school will never make an application without discussing this in detail with the family.

If a parent/carer feels that an assessment is needed and the school have advised against this, then the parents are encouraged to arrange a confidential meeting with the Trust's SEND and Inclusion Director to discuss this.

Parents have the right to make a request without the school's support. However, we believe it is in the pupil's best interests to work together when making a statutory request.

## **Education Health Care Plan (EHCP)**

Following Statutory Assessment, an EHCP will be issued by the relevant Local Authority if it is agreed that the school cannot provide for the child's needs at SEND support. The school and the child's parents/carers will be consulted before the decision is made and will be consulted before the final EHCP is issued. The EHCP will include details on the child's strengths and areas of need, the outcomes and the provision required to support the child in school to meet these outcomes.

Once the EHCP is completed it will be kept as part of the pupil's formal record and must be reviewed annually by the SENDCo, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Section Five: Managing Pupils' Needs**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in supporting pupils who have SEND. This will be adapted for individual pupils, encouraging children to take control of their own learning and developing independence for all.

### **Adaptations to the curriculum and learning environment**

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

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Modifying our teaching to provide 'ways in', for example, giving longer processing times, pre-teaching of key vocabulary, sentence starters, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

This list is not exhaustive and SET schools will consider all adaptations for supporting pupil's learning.

## **External Support**

Each SET School has access to a comprehensive range of external specialists who can offer additional support and advice. A referral to any external agency will always be made with parental consent; in cases where there is shared parental responsibility, consent from both parents will be requested.

The agencies that may be used by the school include, but are not limited to:

- Educational Psychologist (EP)
- Family Outreach Worker (FOW)
- School Attendance Worker (SAW)
- School Nurse
- Community Paediatrician
- Child and Adolescent Mental Health (CAMHs)
- Speech Therapy (SALT)
- Physiotherapy
- Occupational Therapy (OT)
- Outreach Services (e.g. TADDs, Montacute, Winchelsea and Longspee schools)
- Special Educational Needs and Disabilities Information and Advisory Support Service (SENDIASS)
- Early Help Team
- Mental Health Support Practitioners
- Local Authority Inclusion Leads

## **Supporting pupils moving between phases and preparing for adulthood**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families. We aim to provide enhanced transition support which may include additional visits, postcards or letters from staff, personalised photo books and social stories.

## **Evaluating the effectiveness of SEND provision**

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress is tracked regularly, with teaching staff meeting with SLT/SENDCo, and where pupils are not keeping up with the curriculum additional information is sought and appropriate action taken.

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

- Reviewing pupils' individual progress and targets each term.
- Reviewing the impact of interventions regularly
- Using pupil voice
- Monitoring by the SENDCo and Trust's SEND and Inclusion Director

- Using School based methods to measure progress
- Holding reviews for pupils with EHC plans

In order to make consistent continuous progress in relation to SEND provision schools encourages feedback from staff, parents and pupils throughout the year.

The success of SET's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Senior Leadership Team/SENDCo
- Work scrutiny/Book Look
- Analysis of pupil tracking data and test results
- Monitoring of procedures and practice by the SEND Governor
- Frequent meetings of parents/carers and staff, both formal and informal, to review progress and targets, revise provision and celebrate success

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to meet their personalised learning targets.

The school does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with evidence-based teaching methods which will aid the progress of all pupils including those with SEND.
- Making good use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

### **Inclusion of pupils with SEND**

- The school curriculum is regularly reviewed by the SLT/SENDCo together with teaching staff to ensure that it promotes the inclusion of all pupils in all areas and subjects of school life.
- We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical). Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at lunchtimes and playtimes, and extending to co-curricular activities and school day trips and residential visits.
- Practicing teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

## **Working in partnerships with parents**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and be given support to play an active and valued role in their child's education.

A close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

The school welcomes feedback from parents/carers all year round and parents can make an appointment to speak to any member of staff including the SENDCO throughout the year for any reason. Parents/carers are kept up to date with their child's progress through progress reports, parent's evenings, reviews, and reports at the end of each term. In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

## **Arrangements for Complaints**

Should parents/carers be unhappy with any aspect of SEND provision at the school, they should initially discuss the problem with the class teacher. For a problem that might need time to explore fully, parents/carers should make an appointment. This will allow the class teacher time to consult with the SENDCO if appropriate. The class teacher or the parent may wish to ask the SENDCO to attend this meeting. If parents/carers do not feel that their concerns have been addressed after this meeting, then the headteacher and/or the Trust's SEND and Inclusion Director will meet with the parents/carers to discuss this.

## **Equality Impact Assessment**

The Trust does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex.