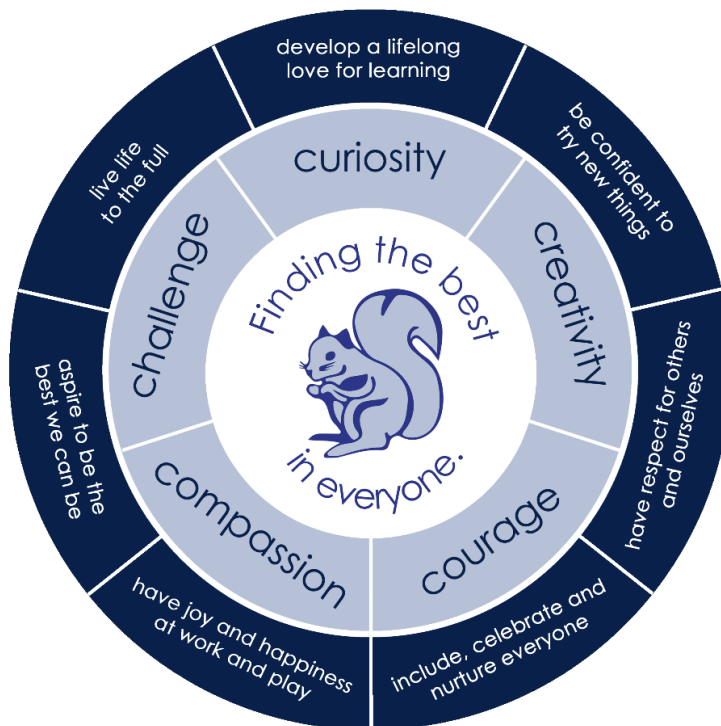




# Felbridge Primary School

*Finding the best in everyone.*

## Special Educational Needs and Disability (SEND) Policy



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

<b>Revised/Written by:</b>	Updated by Becky Ruffels SENDCO
<b>Presented to Governing Body</b>	Autumn 1 2026
<b>Date for Review- annual</b>	Autumn 1 2026
<b>Status</b>	Statutory

## **1. Vision and Aims**

Our vision at Felbridge is based on the idea of ‘finding the best in everyone,’ which is rooted in the belief that every individual has unique strengths worth discovering and nurturing. We are committed to delivering inclusive teaching that inspires every pupil to make progress, feel valued, and develop a strong sense of belonging within our school community. This commitment is guided by our core values: challenge, curiosity, creativity, courage, and compassion.

We work in partnership with families to set goals that are both ambitious and achievable, ensuring that all pupils are supported in realising their full potential. At Felbridge, every teacher is responsible for the learning and well-being of every pupil — including those with special educational needs, disabilities, or medical conditions.

### **Named Key Roles at Felbridge Primary School**

#### **Special Educational Needs and Disabilities Co-Ordinator (SENDCO):**

Mrs Becky Ruffels

Email: [senco@felbridge.surrey.sch.uk](mailto:senco@felbridge.surrey.sch.uk)

Telephone: 01342 323413

The SENDCO has day-to-day responsibility for co-ordination of specific provision made to support individual pupils with SEN, with families and teaching staff.

(See section 5.1 for more detail about role and responsibility)

#### **SEND Governor:**

Mrs Rebecca Flint is the SEN Governor with SEN as a key responsibility. Her role is to champion the issues of special educational needs within the work of the governing body and support the SENCo in writing and updating policy.

(See section 5.3 for more detail about role and responsibility)

#### **Designated Safeguarding Lead:**

Mrs Emma Thorp, Headteacher

#### **Deputy Designated Safeguarding Leads:**

Rachael Sims, Deputy Headteacher

Becky Ruffels, SENDCO

Emma Warland, Office Manager

#### **Designated Teacher for Pupil Premium:**

Mrs Emma Thorp, Headteacher

#### **Designated Teacher for Looked After Children:**

Mrs Becky Ruffels, SENDCO

### **Looked After Children funding:**

Mrs Emma Thorp, Headteacher

### **Member of staff responsible for medical plans for pupils:**

Mrs Becky Ruffels, SENDCO supported by Mrs Emma Warland, Office Manager

## **2. Legislation and Guidance**

This policy and our school's SEND information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with 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 [Special educational needs \(SEN\) and disabilities: guidance for school governing boards - GOV.UK](#) which sets out governors'/trustees' responsibilities for pupils with SEND.
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- [Statutory Guidance on Supporting pupils at school with medical conditions](#) (2015)
- Teachers Standards 2012
- The National Curriculum in England Key Stage 1 and 2 framework document
- Early Years Foundation Stage Statutory Framework

We fully implement the legislation and guidance regarding pupils with SEND largely through the following areas:

- Ensure a clear process for identifying, assessing, planning, providing and reviewing provision for pupils who have special educational needs and disabilities with pupils and their parents.
- Develop effective whole school provision management of universal, targeted and specialist support for all pupils including those with special educational needs and disabilities.
- Deliver a programme of training and support for all staff within the school, which develops our practice within the guidance set out in the SEND Code of Practice (2015)
- Support pupils and their families to achieve the best possible outcomes and ensure access to all aspects of school life so they can engage in activities alongside their peers.

## **3. Inclusion and equal opportunities**

At Felbridge, 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

## **4. Definitions**

### **4.1 Special educational needs**

At Felbridge, we use the definition for SEND from the SEND Code of Practice (2015), whereby, a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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 is made generally for other children or young people of the same age by mainstream schools.

#### 4.2 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.

#### 4.3 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: <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• 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</li> </ul>

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"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <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>
Physical and Sensory	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment. These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</li> </ul>

## 5. Roles and Responsibilities

### 5.1 The SENDCo

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to 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 SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **5.2 The Board of Governors**

The board of governors 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 do not 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 SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## **5.3 The SEND Governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings

- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the Headteacher, Deputy Headteacher and the SENDCo to determine the strategic development of the SEND policy and provision in the school

#### **5.4 The Headteacher**

The headteacher will:

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

#### **5.4 Class Teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
  - o Set clear outcomes and review progress towards them
  - o Discuss the activities and support that will help achieve the set outcomes
  - o Identify the responsibilities of the parent, the pupil and the school
  - o Listen to the parents' concerns and agree their aspirations for the pupil

#### **5.6 Teaching and Special Needs Assistants**

At Felbridge, we are very fortunate to have a dedicated team of teaching assistants who are fully involved with supporting children with SEND. Teaching Assistants may support children individually, in groups during lessons or in intervention groups.

- They will provide SENDCo/ teachers with feedback against targets and comment against objectives set for group interventions.
- Ensuring that the day-to-day provision for identified pupils whom they support is in place
- Regular communication with the class teacher and the SENDCo (as necessary) about the progress and provision for any identified child whom they support

### **5.7 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:

- Have the opportunity to meet termly with class teacher and/or SENDCO to review the provision that is in place for their child
- Be asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Be given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Be 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.

### **5.8 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

## **6. SEND information report**

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **7. Our approach to SEND support**

### **7.1 Identifying pupils with SEND and assessing their needs**

Felbridge is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014. A range of evidence

is collected through the school assessment and monitoring arrangements. If this suggests that the progress of the learner:

- 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

the class teacher will consult with the SENCo in order to decide whether additional and/or different provision is necessary.

A range of more specific tests may be used by the SENCo, class teachers or support staff to identify difficulties with specific children. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different actions. Pupils who have disabilities, but no special educational needs will be recorded on the school's monitoring register.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- their previous setting has already identified that they have SEND
- 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.

## **7.2 SEN support**

SEN Support is the category of support for children with SEN but not on EHC plans.

- It focuses the system on the impact of the support provided to that individual child, rather than how children access support according to the category they fit into.
- It places emphasis on a graduated approach (assess, plan, do and review). (See 8.3 for more information on the graduated approach)
- The aim is to improve the experience and outcomes of school for all pupils ensuring high quality teaching and learning. Provision/action that is additional to, or different from, that is available to all as part of the school's usual differentiated curriculum may be recorded as part of the school's provision mapping systems. If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress.

## **7.3 The graduated approach to SEND support**

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



### 1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents 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.

### 2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Insight, and will be made accessible to staff in a Learning Progress Plan (LPP). 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 or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### 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 SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

### 7.4 Personalised SEN Plans

- Personalised SEN plans are known as Learning Progress Plans (LPPs)
- Our school works with staff, parents and pupils, in line with the 2014 SEN Code of Practice on a graduated approach of 'assess, plan, do review', whereby discussions will be had regarding on-going planning, progress reporting and decision making.

- Parents, pupils and staff working with the child will be invited to contribute to the construction, review and evaluation of individual LPPs. The review of these plans will take place on a termly basis.
- LPPs are live documents. Most LPPs will be in use across the curriculum; the document serve as a helpful tool for the children, so they are reminded about their personal targets. Scaffolds and visual prompts may be provided alongside the plans to help the children in lessons e.g. if they have a target relating to key word spelling, or keeping their writing on the line, those words/visual prompts will be provided in class in many cases.
- Plans will be in place for children for most children in receipt of SEN Support and those with Education, Health and Care Plans.
- Where children have social, emotional, mental health needs, parents may agree to work with the school to create alternative personalised plans that may not be used in the same way as conventional LPPs.

### **7.5 Statutory Assessment**

Should a child's progress, following 'SEN Support', continue to cause serious concerns, the SENCo will, following discussion, gather advice from teachers, parents/carers, advisory teachers, and any other agencies as appropriate and request the Local Authority to carry out a Statutory Assessment under Section 323, Education Act 1996.

Statutory Assessment will only take place if a child's needs cannot continue to be met with the resources available to the school.

Statutory Assessment, however, does not always lead to an Education Health Care Plan (EHCP).

#### **Education Health Care Plans (EHCPs)**

An EHCP will specify the provision necessary to meet the needs of the child.

Progress will be reviewed annually, in accordance with the LA's procedures in Annual Review meetings where all parties involved in the provision or care for the pupil are invited.

If a pupil makes sufficient progress an EHCP may be discontinued by the Local Authority. When pupils with an EHCP are due to transfer to Secondary School, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENCo will liaise with staff at the secondary school (or indeed other schools) concerned to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations

### **7.6 Consulting and Involving Pupils and Parents**

The school puts the pupil and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. 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

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

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

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

- Tracking pupils' progress, including by using provision maps

- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires, known as Pupil Passports
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

## **8. Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor and identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **9. External agencies and organisations**

The SENDCO works closely with a number of outside agencies that provide support and advice relating to specific special needs. The school can approach one or more of these agencies and request that they assess a child's specific needs or to provide training to staff relating to specific issues. External support agencies may include:

- Speech and Language Therapists (SaLT)
- Specialist Teachers for Inclusive Practice (STIPS)
- Educational Psychologists
- Occupational Therapists (OT)
- General practitioners or paediatricians
- School nurses
- Child and Adolescent Mental Health Services – known as Mindworks in Surrey (CAMHS)
- Education welfare officers (EWO)
- Social services
- Outreach Services for Pupils with Autism

Parent's permission is always sought before an agency is invited in to work with a child. Surrey's specialist teachers sometimes offer a chance for parents to meet with them and review targets in school. Speech and Language therapists often offer modelling sessions for parents. The SENDCO co-ordinates these meetings. Referrals to some health professionals, in some authorities, have to be initiated by parents through their GP. Where this is the case parents will be advised to contact their doctor.

## **10. Admission and accessibility arrangements**

### **10.1 Admission arrangements**

The Governing Body has agreed with the admissions criteria, which do not discriminate against pupils with special education needs or disabilities. See also our school Admissions Policy in section 13.

Admission to Reception is on a part-time basis for the first few weeks to ensure smooth integration. Prior to starting school, parents/carers of children with additional needs will be invited to discuss the provision that can be made to meet their identified needs. This may include a longer induction period and where necessary involvement from outside agencies.

Parents apply to the local authority for a place at our school. Where the child has an EHC plan, we will liaise with the local authority and, where appropriate, the family.

### **10.2 Accessibility arrangements**

At Felbridge, we aim to make all reasonable adjustments to prevent disabled pupils from being treated less favourably than other pupils. Parents or carers seeking the admission of a pupil with mobility difficulties are

advised to approach the school well in advance so that consultations can take place. The DDA as amended by the [SEND and Disability Act 2001](#), placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. At Felbridge, we request involvement from specialist teachers for inclusive practice (STIP) including sensory and physical disability teachers, taking on board their recommendations and reasonable adjustments to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

See our Accessibility Plan 2025-2028 for more information.

## **11. 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. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCO or headteacher in the first instance. They will be handled in line with the school's complaints policy.

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 [SEND Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, [SEND Advice Surrey](#) where you can request mediation support.

## **12. Monitoring and evaluation arrangements**

### **12.1 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. We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

### **12.2 Monitoring the policy**

This policy will be reviewed by the SENDCO annually. 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.

## **13. Links with other policies and documents**

The local offer - [Surrey Local Offer](#)

The schools policies listed below can be found on the school's website:

SEND Information Report

Accessibility Plan

Admissions Policy

Behaviour for Learning Policy

Child Protection and Safeguarding Policy

Children in Care Policy

Complaints Policy