

THE HEIGHTS ACADEMY

SPECIAL EDUCATION NEEDS & DISABILITY (SEND) AND INCLUSION POLICY

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1. Aims and objectives

Our special educational needs and disabilities (SEND) and inclusion policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Ensure we actively seek to remove the barriers to learning and participation in all aspects of school life
 - Take into account pupil's varied life experiences and needs and promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender, religion of background.
 - Support and make provision for all pupils' SEND needs
 - Providing a positive, well-resourced and inclusive learning environment staffed by trained and committed professionals
 - Provide pupils with access to all aspects of school life
 - Help all pupils fulfil their aspirations and achieve their best
 - Help all pupils become confident individuals living fulfilling lives
 - Help all pupils to make a successful transition into adulthood
 - Communicate with pupils and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff
- Recognise and respect the social, economic and cultural diversity within our community and in society, and strive to remove barriers and disadvantages to ensure that everyone feels included and valued. This means that equality of opportunity must be a reality for all our pupils and this is achieved through the attention we pay to the different groups within our schools:
 - Girls and boys;
 - minority ethnic and faith groups, travelers, asylum seekers and refugees.
 - pupils who need support to learn English as an additional language
 - pupils with additional / special learning needs
 - sexual orientation
 - pupils who have health needs
 - children 'looked after' by the Local Authority
 - young carers
 - pupils who are at risk of disaffection or exclusion;
 - pupils whose families are under stress;
 - pupils who are in receipt of 'pupil premium' funding

2. Vision and values

Open in September 2023 in a purpose-built building, The Heights is a special school for pupils with and Education Health and Care Plan (EHCP) who have a primary diagnosis of autism, many will also have associated Social, Emotional

and Mental Health (SEMH). Some pupils will also have other diagnoses such as ADHD, dyspraxia and sensory processing disorder.

Research suggests that autistic individuals are more at risk of a lower quality of life, may find it more challenging to make friends and more challenging to live independently. (Heijst and Geurts, 2015; Mason et al, 2018; Ayres et al, 2018; NAS, 2019) The most recent data from the Office of National Statistics (February 2022) reports that only 29% of autistic adults are in any kind of employment. ([Liberty Academy Trust - Curriculum \(libertytrust.org.uk\)](https://libertytrust.org.uk))

We recognise that each young person on the autism spectrum has unique needs and unique approaches to learning. Pupils at The Heights have often found mainstream settings overwhelming or overstimulating and therefore they have struggled to access the all aspects of school life and achieve their potential. Therefore pupils at The Heights need a more personalised approach to the curriculum and levels of support that meet the individual needs of each pupil.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We believe that all children, especially those with SEND, are entitled to a high quality education that is broad and balanced and that equips them for future life. As such all pupils will have access to the full National Curriculum which is enriched with a strong focus on communication & social skills, PSHCE, emotional literacy & regulation and developing resilience, independence and life skills.

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

- **Successful learners** – inspired and motivated through high quality teaching & learning opportunities; to engage with learning and strive towards becoming the best version of themselves individuals who are confident and resilient with a positive attitudes towards their learning and willing to take risks and try new things.
- **Respectful citizens** – able to engage positively with their community, who are thoughtful and understanding, healthy & safe; able to contribute positively to life in modern Britain.
- **Confident individuals** – independent, self-aware and emotionally literate.

3. Legislation and guidance

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

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

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school 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 all pupils 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
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 the Deputy Headteacher – Louise Thomas.

They will:

- Inform any parents that their child may have SEN not yet identified / diagnosed and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher and SEN LAC Member 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
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that all pupils 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 SEND 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
- Ensure that the school 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 Headteacher and Local Academy Council 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 SEN information report and any updates to this policy
- With the Headteacher 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 Local Academy Council

The Local Academy Council (LAC) 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 Local Authority in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil gets the support they need
- Inform parents when the school is making additional special educational provision for their child not already outlined in their plans

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

6.3 The SEND LAC Member

The SEND LAC Member is [insert name and contact details once known].

The SEND LAC Member will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND LAC Member to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and Local Academy Council 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
- Advise the LA when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

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

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

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

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

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

It is important to ensure that a personalised approach to seeking pupil views is taken, and the pupils' SEND and communication preferences are taken into account. If a pupil is not able to verbally contribute to any discussions or decisions, other methods of communication will be used e.g. utilising technology or communication boards.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying and assessing pupils' needs

As noted, all students at The Heights Academy are subject to an Education Health Care plan which is reviewed on an annual basis. Parents/carers and other relevant educational, health or care professionals are invited to this review, prior to which the school provides all detailed advices in keeping with the SEN Code of Practice. The school aims to undertake person-centred reviews, central to which is ensuring the students' voice is heard.

When a pupil starts at the school, we will assess each pupil's current skills and levels of attainment. This will build on information from previous settings and Key Stages, where appropriate. This information, alongside the outcomes agreed in the most recent Annual Reviews, then form the basis of a pupil's Individual Education Plan (IEP) and targets.

We will also consider what reasonable adjustments the school may need to make due to their SEND.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having additional SEND needs. 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 needs for pupils whose first language is not English.

When deciding on the provision for a pupil, 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 universal offer, or whether something targeted or specialist is needed.

8.2 Consulting and involving pupils and parents

The ethos at The Heights will put the pupil and their parents at the heart of all decisions made about them.

When we are reviewing the provision for a particular pupils, 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 ensure all steps are taken to gather and take account of the thoughts and wishes of the pupil
- 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

8.3 The graduated approach to SEN support

Support at The Heights 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. The views of the pupil and their parents will be taken into account along with needs already outlined in their EHCP. 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 SENCO 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, BromCom, and will be made accessible to staff in an 'All About Me' profile and IEP.

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 or subject teacher retains overall responsibility for their progress. They will hold an overview of the planned adjustments, interventions and support for all pupils in the class and plan these into class teaching wherever possible.

Where possible interventions and support will be delivered as an embedded approach to class teaching and during the daily timetabled interventions slots (form time and personalized intervention time).

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

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

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. This will happen formally at each termly review and via the annual review process for each pupil.

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 in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps

- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for all pupils
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

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

The school will have support for training from the multi-disciplinary teams employed to support the pupils at The Heights. This will include specialist Speech and Language Therapist, Occupational Therapist and Autism & Behaviour Consultant.

The SENCO will complete a regular audit of staff competency, knowledge and skills and along with a provision map of pupil needs will ensure that staff have access to a comprehensive CPD package that enables them to support the pupils in their classes and across the school.

All staff will have training in Team Teach, which focuses on de-escalation strategies as well as safe physical interventions.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

All students in school must have an Education and Health Care Plan (EHCP), which will have been issued following a Statutory Assessment.

Admissions are predominately requested of the school by referral from the Special Needs Assessment and Review Services of the Local Authority in which the school is geographically situated. Neighbouring Local Authorities may also request places in our schools.

Most pupils are drawn from Solihull LA although provision is also made for pupils from neighbouring Local Authorities. It is normal practice for the home Local Authority for each school to refer pupils to the school for consideration. The school routinely has no priority order for admission and the school will view suitability of placement at the time they are requested to do so by the referring authorities. We cannot take pupil numbers above our published number unless through tribunal process or in other such exceptional circumstances. The school does not operate a restricted area/catchment area policy.

Local Authorities may ask a Headteacher to prioritise a place for a pupil in exceptional circumstances and only through agreement with the Headteacher of the School will the pupil be accepted. Agreement could be as a result of:

- The need to safeguard a pupil
- Supporting a pupil in complex family arrangements which may or may not be subject to legal intervention
- Sibling connection
- Emergency placement of a pupil for other reasons

Children in Care and 'Looked After' by a Local Authority may also be accommodated in this exceptional way whilst statutory processes are being undertaken; the Local Authority and School acting in law in loco parentis in such cases.

All Trust schools are non-denominational. The Heights is a multicultural Academy and caters for both boys and girls. There is no priority order based on faith or gender for admission and the school will view suitability of placement as they are requested to do so by the referring authorities on receipt of the EHCP and accompanying notes and reports.

Further details of the Admissions arrangements can be found in the Admission Policy.

11.2 Accessibility arrangements

As a new, purpose-built academy, built to DfE specifications we are designed to be a fully inclusive and accessible site.

The Local Academy Council will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the Local Academy Council will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the Local Academy Council will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the Local Academy Council will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Local Academy Council will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the Accessibility Plan Policy.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the teacher, SENCO or Headteacher. 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 Headteacher in the first instance. They will be handled in line with the Forward Education Trust 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 [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, for more details visit [Local offer - What to do if things go wrong \(solihull.gov.uk\)](#)

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
- Pupils' progress and attainment
- Whether pupils feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

The data we gather annually, using the school's system of progress trackers, help us to review our children's progress against these criteria

13.2 Monitoring the policy

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

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer - [Solihull Local Offer | solihull.gov.uk](#)

- Accessibility plan
- Positive Behaviour and Relationship policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

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