Shevington High School
SEND POLICY

SHEVINGTON HIGH SCHOOL

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1. Aims and objectives

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

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Help pupils with SEND make a successful transition into adulthood
    - Communicate with pupils with SEND 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 with SEND 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

2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.
We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

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

Shevington High school (SHS) recognises that all students are different and so we seek to provide a personalised journey to success for all of our students. We endeavour to identify and nurture the ability and talent in every student through a range of experiences and opportunities so that everyone has the chance to shine.

At SHS we place a strong emphasis on recognising that every teacher is a teacher of SEND. We aim to achieve High Quality First teaching for every student as we firmly believe that the first response to supporting students with SEND is the highest quality lessons. It is therefore the responsibility of every member of staff to remove barriers to learning for all of our students and ensure that learning is personalised and students are challenged appropriately in all lessons.

3. Legislation and guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

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

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 pupils with SEND are included in all aspects of school life.

5. Definitions

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

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

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

5.2 Disability
Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.
The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

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

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

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: ● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ● Moderate learning difficulties ● Severe learning difficulties ● Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ● Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO
The SENCO at our school is Mrs Katie Leicester
The Assistant SENCO at our school in Miss Michelle Scarfe

They will:
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the 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 SEN, 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 The governing board

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

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is Mrs E Tyrrell and Mrs J Brown.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

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

6.5 Class teachers

Each class teacher is responsible for:

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

6.6 Parents or carers

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

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

- Invited to regular 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 regular reports 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.

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 pupils with SEND and assessing their needs
The SENCO, Assistant SENCO and Assistant Headteacher work closely with all feeder schools to share information to begin painting a picture of need for all students when students have been allocated a place at the school. For SEND students this process may begin much sooner especially if the student has an EHCP.

Students who have been identified as on the SEND register at primary school will complete a range of assessments carried out by the Learning Support team to identify any areas that may require further support or intervention. In addition to this all students complete the New Group Reading Test (NGRT) and Cognitive Ability Tests (CATS). We study this data alongside primary transition information and the National Curriculum KS2 test results to plan appropriate interventions or carry out further assessments to identify a clear picture of need as appropriate.

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

When teachers identify an area where a pupil is not making progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Additional SEND assessments and or information gathering may be initiated at this point and parents consulted. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. 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 SEN 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 mid-year, and:

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

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

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational 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.

8.3 The graduated approach to SEN support

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

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. 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 SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes.

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 the students learning profile and will be made accessible to staff.

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

3. Do

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

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

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

4. Review

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

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

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

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

8.4 Levels of support

School-based SEN provision

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

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

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

Education, health and care (EHC) plan

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

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).
On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

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

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The assistant headteacher overseeing teaching and learning 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.

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:

- Educational psychologists (Wigan EPS)
- GPs, paediatricians and targeted medical services
- Social services and other LA-provided support services
- Targeted Education Support Service (TESS)
- Educational Psychology Service
- Children's Occupational and Physiotherapy Service
- Speech and Language Therapy team
- School Nurses

- Startwell
- School's Outreach Service
- Ethnic Minority Achievement Service
- Special Educational Needs and Disability Service
- Child and Adolescent Mental Health Services (CAMHS)

11 Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with statements of SEND/ EHCPs and those without.

All SEND paperwork should be passed to Mrs Leicester (SENCO) by the previous school or setting/parents/local support services as soon as possible.

If a child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENCO to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a clear understanding of what type of provision is required.

If your child has a Statement of Special Educational Needs or Education, Health and Care plan (EHCP), your child's primary school will arrange a meeting to discuss their move into secondary education in either the summer term when they are in Year 5 or the autumn term when they are in Year 6.

As a maintained school, Wigan Council is the admissions authority body for Shevington High School and ALL parents must complete a Local Authority Preference Form or apply online via the website https://www.wigan.gov.uk/Resident/Education/Schools/School-Admissions/Secondary-schools.aspx

We are committed to meeting the needs of all children with Statements of Special Educational Needs or Education, Health and Care plans (EHCPS). If it is felt that a special school may be more appropriate, this would normally be discussed at the transition meeting.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Admission number **178** (Last academic year, the school was over-subscribed)

Children with a statement of special educational needs or an education and health care plan which names Shevington High School will be offered a place without using the oversubscription criteria. (This is a legal requirement and applies to all types of school).

Our admission criteria is: -

Where the school receives more applications than places available, the following admission criteria will be applied once places have first been allocated to pupils who have a statement of special educational needs or education health and care plan which names the school:

1. Looked after children and previously looked after children. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order). Applications for previously looked after children must be supported with appropriate evidence i.e. a copy of the adoption order, residence order or special guardianship order
2. Children who appear to the Local Authority to have been in state care outside of England and ceased to be in state care because they were adopted. A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.

Applications must be supported with appropriate evidence that the child have been adopted from state care

3. Children whose older brother or sister attends the school and will still be there at the time of admission
4. Children living in Shevington
5. Children living in Standish Lower Ground, Appley Bridge and Orrell (maps available)
6. Children living nearest to the school

If it is not possible to offer places for all applications within any criteria above then places will be allocated to the children who live nearest to the school. The distance will be measured in a straight line from the child's home address to a central point at the school using Wigan Council's Geographical Information System (GIS) which is based on ordnance survey. In the event of distances being the same for two or more applicants where this distance would be last place/s to be allocated, we will use a system to randomly pick who will be offered a place.

12 Accessibility arrangements

We ensure that classroom and extra-curricular activities encourage the participation of ALL pupils. Staff organise resources within the school to increase access to learning and participation by all pupils.

The school has a range of specialist SEND facilities in place to support pupils. These are

- Wheelchair access and access ramps to school grounds
- Two wet rooms with full disabled access
- Designated parking spaces for disabled access
- Induction hearing loop at Office reception
- Exterior lighting to improve evening access
- Special provisions during examinations
- IDL literacy software to assist in spelling/writing
- Inclusion manager for assisting pupils with difficulties within class
- Counselling, Educational Psychologist and Targeted Education Supports Services
- Chromebook scheme to enable online learning but also assists pupils with handwriting and/or mobility issues
- IDL numeracy program to assist with Maths attainment
- Targeted Education Supports Service
- PEEPS and Risk Assessments where required

Pupils with SEND will be given access to the curriculum through adapted quality first provision and reasonable adjustments provided by the school as is necessary and as far as possible, in line and in conjunction and consultation with parents and to support the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other reasonable adjustments to be made. The school curriculum is regularly evaluated and reviewed to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals.

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 reach their full potential.

School does this by:

- All students have access to high quality first teaching and each lesson is adapted to meet the needs of the students.
- Keeping staff fully informed of the special educational needs of pupils including sharing progress reports, medical reports and teacher feedback.

- Providing regular training and learning opportunities for staff.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Provision of individual or group tuition where there is availability and it is felt that pupils would benefit from this provision.
- Members of our Learning Support Team are there to support specific students in the classroom, small groups, 1:1 sessions and intervention groups.
- Specialist Support and specialist equipment will be available to support pupils with visual/hearing and complex medical needs. Educational Health Care Plans will be used alongside the Pupil Provision Map as appropriate. Parents will always be consulted to ask for permission.
- Special Access arrangements may be organised for pupils with SEND for Key Assessments and internal and external examinations. These arrangements may possibly include the following: additional time, laptop, rest breaks, readers, scribes and prompts.
- Setting appropriate individual targets that motivate but also challenge pupils to do their best and celebrating achievements at all levels.
- Coaching culture within school where all pupils regularly meet with their form tutor to assess and evaluate their learning journey and set personal goals.
- We work closely with feeder primary schools to ensure a smooth effective transition into secondary school. We also offer a Summer School which supports this process. Year six students have taster sessions and an open evening for parents to attend. Students who are identified as needing some extra support may also be offered additional taster sessions to support their transfer.
- The SENCO or Assistant SENCO will meet with parents, primary colleagues, colleges, Local Authority SEND Team and other involved professionals in order to develop an effective Pupil Plan for transition throughout the key stages.
- We encourage you to be involved in your child's learning. Throughout the year we report back to parents with screening information and parental engagement activities such as Review Days. We may also use Home/school books, letters and certificates and additional meetings as required. Parents can also access a range of staff and support professionals at Review Days and Parent Information Evenings. Parents can contact school during working hours and speak to a member of the Pastoral Team.

Please see also our Accessibility Plan which is available on our website.

13. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the 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 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 SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, https://wigansendiass.co.uk/contact-us/

14. Monitoring and evaluation arrangements

14.1 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
- 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

14.2 Monitoring the policy
This policy will be reviewed by the SENCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.
It will be approved by the full governing board.

15. Links with other policies and documents

This policy links to the following documents
- SEN information report
- The local offer SEND Local Offer (wigan.gov.uk)
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy