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1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- We are committed to providing equal access for all children and young people to the balanced and challenging curriculum appropriate to grammar school provision to which they are entitled through their admission to Weald of Kent. This document is applicable to all Key Stages within the school.

To achieve this commitment:

- We recognise a continuum of special educational needs: any child may experience a special need at any stage of their education; therefore, we aim to raise expectation and achievements of ALL students.
- We recognise the importance of early identification and assessment of children and young people with special needs as soon as the concern occurs. As a secondary provider we understand that not all primary providers will have been able to identify the need in advance of admission or that a need may occur during their time with us. With this in mind, we have an enhanced transition procedures that ensures the best possible detail and history of a child is passed on. We also recognise that an identification of SEND should be reviewed and therefore a child who was listed on the SEND register at a previous provider might not be listed in the same way at Weald of Kent.
- We recognise that responsibility for SEND is a whole-school issue and lies with all staff, supported by the Director of Inclusion, SENCOs and Senior Leadership Team. We aim to train and equip all staff to effectively meet a wide range of children's needs through teaching built on Kent's Mainstream Core Standards. This is known as 'Quality First teaching'.
- We believe in the involvement of the child or young person and that their views and the views of parents and carers are essential to the provision for those with SEND.
- We will use our best endeavours to work collaboratively and in partnership with other agencies (e.g. health professionals) and with parents and carers to access the best and most appropriate support for individual students. In doing this, we will apply the principles and guidance of appropriate information sharing and confidentiality, ensuring that all key staff are appropriately trained in respect of this.
- We believe that, in addition to support and care from those with responsibility, independence and resilience are key values that allow children to reach their full potential. Support, particularly in Key Stage 4 and 5, is aimed at promoting independence to enable the young person to thrive in employment and/or higher education, independent living, good health and participation in their communities.

2. Vision and Values

Weald of Kent Grammar School is enriched by the diversity of our student body which encompasses a wide range of abilities, experiences, talents and special educational needs and / or disabilities (SEND). We strive to create a learning environment which meets the needs of all students, including those with SEND, focusing on the importance of academic as well as personal success.

All Weald students have access to a broad and balanced curriculum which goes beyond the basic specifications of their exams. Weald of Kent is a school which strives to bring out the best in all of our students. To do so, some students will need barriers to achieving their potential to be identified, recognised and removed.

All teachers are teachers of SEND. This is reflected in our inclusive approach, where students can achieve to the best of their ability in all lessons, with individual consideration as appropriate. A graduated approach to support begins with high quality teaching in all lessons. We follow the Mainstream Core Standards developed by Kent County Council to ensure that our teaching conforms to best practice; this is known as 'Quality First teaching'. We follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs:

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered

- SEND Code of Practice (2014, 6.37)

We are committed to making sure all our pupils have the chance to thrive and support 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.

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, SEND co-ordinators (SENCOs) and the special educational needs and / or disability (SEND) 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

4. Inclusion and Equal Opportunities

At Weald of Kent Grammar 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 a Special Educational Need 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 which 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.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

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

6. Roles and Responsibilities

6.1 The SENCO

Each site has a dedicated SENCO. Each SENCO will:

- Inform any parents that their child may have special educational needs and then liaise with them about the pupil's needs and any provision made
- Work with the Director of Inclusion, Headteacher and SEND Trustee 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 Director of Inclusion, Headteacher and SEND Trustee 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 Director of Inclusion and 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 Director of Inclusion and 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 Director of Inclusion, 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

6.2 The Board of Trustees

The trustee board will:

- 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 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 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 Link Governor

The SEND link trustee is Julie Carson

The SEND trustee 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, director of inclusion and SENCOs to determine the strategic development of the SEND policy and provision in the school

6.4 The Headteacher

The headteacher will:

- Work with the Director of Inclusion, SENCOs and SEND link trustee to determine the strategic development of the SEND policy and provision within the school
- Work with the Director of Inclusion, SENCOs and SEND link trustee 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 Director of Inclusion and SENCOs have 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 Director of Inclusion and SENCOs, 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 Director of Inclusion and SENCOs, 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 Director of Inclusion, SENCOs 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

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 learning mentors 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 SENCOs 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:
 - 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 termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in their child's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for their child
- Given regular reports on their child's progress

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

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. SEND Information Report

The school publishes a [SEND information report](#) on our 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

We screen students new to Weald at the start of Year 7 and Year 12 and use this information to identify students who may have additional learning needs or require further support or assessment. Additionally, we use key assessment information, including CATS (Cognitive Ability Tests) as a potential indicator of an underlying need.

We monitor the progress of all students through reports three times a year to review academic progress and use in-class assessments, school examinations and public examinations as potential indicators of additional needs.

Class teachers, Heads of Department, Heads of Year, the SENCOs and the Director of Inclusion review the progress for all pupils and identify those 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 relevant SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. 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 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
- 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 listen to any concerns the parents have

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with their parents. We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to 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 of assess, plan, do, review.

1. Assess

The pupil's class teacher(s) 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, 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 SEND and SIMS management information systems and will be made accessible to staff in via Classcharts.

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(s) retain 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 learning mentors 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 level of progress the pupil has made towards their outcomes
- The views of the parents and pupils
- 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 SEND Monitoring

Pupils with a recognised SEND who do not require support which is additional to or different from the core offer will be monitored by the SEND team but will not be placed on the school's SEND register. These pupils will have needs, whether diagnosed or not, which are being met by the school through quality first teaching. It is likely that these students will have access arrangements in place and their teachers will be informed of specific teaching and support strategies through Classcharts.

On the census, these pupils will be marked with the code O.

School-based SEND provision

Pupils receiving SEND 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 SEND 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 SEND provision

Weald of Kent Grammar School evaluates the effectiveness of provision for pupils with SEND by:

- Tracking pupils' academic progress
- Monitoring pupil's progress towards agreed outcomes, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires and calling on student voice
- Monitoring by the SENCOs and Director of Inclusion
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

The Director of Inclusion and both SENCOs hold the National Award for SEN Co-ordination. Training is regularly provided to teaching and support staff. The Headteacher, Director of Inclusion, Heads of Department and SENCOs routinely monitor to identify any staff who have specific training needs and incorporate this into the school's plans for continuous professional development.

10. Links with external professional agencies

An inclusive ethos can mean that Weald may not be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Specialist teachers or support services including NELFT, Nexus and PIAS
- Specialist Assessors
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Specialist nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

Admissions policies for 2022-2023 as well as 2021-2022 and 2023-2024 are published on the school website and can be referred to in conjunction with this Policy.

11.1 Admission arrangement

Weald of Kent Grammar School uses the Co-ordinated Admission Scheme administered by Kent Local Authority (LA), details of which are outlined in the KCC published "Admissions to Secondary Schools in Kent 2022" booklet. All applicants for Year 7 admission must have gained a selective place (i.e. met the required score in the Kent Test, as determined by KCC). Weald of Kent celebrate our inclusive ethos and strive to create a learning environment which meets the needs of all applicable students, including those with SEND. Namely:

- Weald of Kent will aim to meet the needs of prospective pupils with a disability and prospective pupils with SEND.
- Medical, health, and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend Weald of Kent. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social needs means there is a demonstrable and significant need for their child to attend Weald of Kent.
- Applicants with an Education, Health and Care Plan who have been deemed as selective* and have named the school will be admitted before the application of oversubscription criteria. Such admissions will be considered based on the details of the Education, Health and Care Plan and in accordance with the SEND Code of Practice 2015. Such admissions are included in the Published Admission Number (PAN).
- If the number of applicants is greater than the number of places available, the school's Oversubscription Criteria will be applied in priority order of care, family association, medical need, pupil premium, children of staff members and geography. Full details are published in the Admissions Policy.

* *Selective - i.e. for entry at age 11, prospective students will have met the required score in the Kent Test, as determined by KCC. In year admissions for older students wishing to apply for a place will be required to sit CAT tests (quantitative, non-verbal and verbal reasoning) to establish*

whether they are working within the range of the existing cohort. A minimum of 118+ in each test must be achieved.

11.2 Accessibility arrangements

Weald of Kent's Sevenoaks campus and all building works completed since 2001 adhere to the requirements set out in the Statutory guidance Access to and use of buildings: Approved Document M and are fully accessible.

The Sevenoaks site has accessible access and accessible toilets on all floors. At Tonbridge, ramps allow access to all ground floor buildings. There is lift access to all floors other than the B and C floors in the original building. Accessible toilets are located in all buildings.

Accessibility arrangements extend to the educational provision students at Weald of Kent can expect to receive. This includes the use of assistive technology and reasonable adaptations as required by the provision of quality first teaching.

Weald of Kent are able to consider all reasonable adjustments as set out in the Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments 1 September 2023 to 31 August 2024 guidance.

12. Complaints about SEND provision

The normal arrangements for the treatment of complaints at Weald of Kent are used for complaints about provision made for Special Educational Needs and Disabilities.

We encourage parents/carers to discuss their concerns with their child's SENCO, Head of Year and the Senior Leadership Group including the Director of Inclusion and Headteacher in the first instance as per the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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

Information, Advice and Support Kent (IASK) provides free, impartial, confidential advice and support for families of children and young people (0-25 years) with special educational needs or disabilities.

They can be contacted on:

HELPLINE: 03000 41 3000 (Mon-Fri 9:00-17:00)

E-mail: iask@kent.gov.uk

Website: <https://www.iask.org.uk/>

A guide to Special Educational Needs for Parents and Carers (DfE, Aug 2014) can be found here.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND provision and policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How 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

13.2 Monitoring the policy

This policy will be reviewed by the director of inclusion, headteacher and SEND link trustee **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 Trustee board annually.

14. Links with other policies and documents

This policy links to the following documents, which can be found on the school website or by request:

- Accessibility plan
- Anti-bullying policy
- Attendance policy
- Behaviour policy
- Career policy
- Complaints policy
- Equality information and objectives
- Examinations policy
- The Local Offer
- Safeguarding policy
- SEND information report
- Supporting pupils with medical conditions policy
- Teaching and Learning Policy

Author/s:	Jake Gladman & Ken MacSporran	Date:	November 2023
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