

Special Educational Needs and Disabilities (SEND) Policy

North Halifax Grammar School



Approved by:	Full Governance Board
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Owner	SENDCo

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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 students with SEND
- Set out how our school will:
 - Support and make provision for students with special educational needs and disabilities
 - Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
 - Help students with SEND fulfil their aspirations and achieve their best
 - Help students with SEND become confident individuals living fulfilling lives
 - Help students with SEND make a successful transition into adulthood
 - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At our school we will provide all students with access to high quality teaching and a broad and balanced curriculum.

We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential. Everyone in North Halifax Grammar School has a responsibility to ensure that students with SEND have their needs recognised and supported fully.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied. All students are valued equally and offered the best education possible regardless of race, age, gender, social background, disability or ability.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students 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 coordinators (SENDCOs) and the special educational needs (SEND) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students 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 guide for [maintained schools/academy trusts](#) which sets out trustees' responsibilities for students with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all students 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 students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We strive to provide a consistent and systematic approach to special educational needs, which is characterised by features such as:

- An inclusive environment in all classrooms with equality of opportunity
- A recognition that all teachers are responsible for meeting their students' special educational needs
- A variety of approaches to implementing the curriculum which incorporate adaptive teaching and develop students' academic confidence and self-esteem
- Early identification, assessment and intervention as part of a structured, systematic process of support
- Recording and regularly reviewing students' progress and needs to ensure high expectations for all so that students with SEND reach their full potential
- The integration of SEND students into all aspects of school life

5. Definitions

5.1 Special educational needs

A student has SEND 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.

A child **does not** necessarily have a learning difficulty if:

- They are working towards age related expectation in some or most of their subjects
- They have gaps in their learning due to environment factors such as poor attendance
- The language of the home is different from the language in which he or she is or will be taught
- Behaviour which does not meet the expectations of the school is prevalent

5.2 Disability

Students 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 students 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 students with SEND are grouped into 4 broad areas:

- Cognition and Learning
- Communication and Interaction

- Social, Emotional and Mental Health
- Sensory and/or physical

Students 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 student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students 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 not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students 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 students 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. Students 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 hyperactivity 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 student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students 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 students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO at our school is Miss Elizabeth Bryan sendco@nhgs.co.uk

They will:

- Inform any parents that their child may have SEND and then liaise with them about the student's needs and any provision made
- Work with the 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 coordination of specific provision made to support individual students 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 students 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 students
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school Trustees 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 students with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Governance Board

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

- Cooperate 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 student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child

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

6.3 The SEND link Trustee

The SEND link Trustee is Nicola Sheehan

The SEND Trustee will:

- Help to raise awareness of SEND issues at Governance Board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Governance Board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link Trustee to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school Trustees 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 students 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 students
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any student support assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each student'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/carers 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 student and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the student

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

- Invited to 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 the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress

The school will consider the views of the parents or carers in any decisions made about the student.

6.7 The student

Students 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 student:

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

The student's views will be considered in making decisions that affect them, whenever possible.

7. SEND information report

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

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

8. Our approach to SEND support

8.1 Identifying students with SEND and assessing their needs

All staff are aware of SEND and are trained to identify students who they think may have additional needs and are not making the expected level of progress academically or socially. Class teachers will regularly assess the progress of all students 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 or social gap between them and their peers despite interventions

There is a clear referral process in school, whereby staff can refer students to the SENDCO for assessment. The SENDCO will review each referral, gathering further information such as student and parental feedback, attainment and behavioural data to gain an understanding of the student's strengths and difficulties. The SENDCO will then discuss next steps with the student, parent/carers, wider staff and where appropriate ask for the opinion of external experts. Based on all this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing. If your child does need SEND support, their name will be added to the school's SEND register and the SEND team will work with you to create a SEND support plan for them.

In-year transfers for students with SEND

If a student with SEND starts at North Halifax Grammar School, the parents/carers will be invited to meet with the SENDCO and, if needed, visit(s) to the school will be organised to support the transition. The school will work in a multi-agency way to ensure that as much relevant information is available to all staff before the student starts, so support can be put in place as early as possible. This is especially important if:

- Their previous setting has already identified that they have SEND
- They have a My Support Plan/equivalent from previous local authority
- They are known to external agencies
- They have an education, health and care plan (EHCP)

8.2 Consulting and involving students and parents/carers

At North Halifax Grammar School, working in partnership with parents/carers and young people is central to the work of the SEND team. We will provide parents/carers with a termly report on your child's progress. Your child's teachers will meet you at least once per year, at Parent Consultation Meetings, to:

- Set clear outcomes for your child's progress
 - Review progress towards those outcomes
 - Discuss the support we will put in place to help your child make that progress
 - Identify what we will do, what we will ask you to do, and what we will ask your child to do
- For students with SEND, the regularity of meeting becomes more frequent. Please see the following table:

If your child has...	then the review frequency will be...
...ongoing monitoring for potential SEND...	...ongoing through input from teachers, parents/carers and other sources
...a Student Profileon a daily/weekly/half termly basis as part of classroom provision and Quality First Teaching and will be reviewed with parents/carers annually. And/or ... termly with all the relevant professionals, parents and the student.
...an Education Health and Care Plan (EHCP)...	...informally reviewed termly with relevant professionals if required.

	<p>...formally reviewed annually as part of the annual review with parents/carers, student and staff views. Emergency (or interim) reviews of EHCPs can be conducted considering circumstances which occur in school or if circumstances change significantly. This can be requested by either the parent/carer or key school staff</p>
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We know that you're the expert when it comes to your child's needs and aspirations, so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. The best way to contact us is via email to Elizabeth Bryan, SENDCO (detailed above). After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8.3 The graduated approach to SEND support

Once a student has been identified as having SEND, we will act 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 student's class teacher and the SENDCO will carry out a clear analysis of the student's needs. The views of the student and their parents/carers will be considered. 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 student's needs. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the student, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student'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, SIMS and Edulink, and will be made accessible to staff in a Student Profile.

Parents/carers 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 student'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 student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the student'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 student'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/carers and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENDCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents/carers.

8.4 Levels of support

School-based SEND provision

Any student receiving SEND provision will be placed on the school's SEND register and SEND E and K students will have a Student Profile or EHCP in place to identify the provision in place over and above quality first teaching.

School-based support – Monitoring R

- For students who need support over and above Quality First Teaching in order to make progress.
- Determines special education instructions that sets out targets and strategies to help the student learn

SEND Support Plans - SEND K

- Many students have needs that can be met by the school through the graduated approach. Where the student'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 students is funded through the school's notional SEND budget
- On the census these students will be marked with the code K

Education, Health and Care Plans (EHCP)

- Students who need more support than is available through the school's school-based SEND provision may be entitled to an EHCP.
- The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.
- An EHCP is awarded and maintained by the local authority.
- The provision for these students will be funded from the school's notional SEND budget, and potentially from the Local Authority (from the high-level needs funding block of the dedicated schools grant)
- On the census these students will be marked with the code E

8.5 Evaluating the effectiveness of SEND provision

It is highly important that support for students with SEND is evaluated, to ensure that it is having a positive impact on students. We use a range of measures to monitor its effectiveness, including, but not limited to:

- Tracking students' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support

- Using student questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for students with EHC plans
- Getting feedback from the student and their parents/carers

9. Attendance

Many students with SEND face complex barriers to attendance. Their right to an education is the same as any other student and therefore the attendance ambition for these students is the same as it is for any other student. However, they may need additional support.

Our approach to supporting students who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that students with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer students with SEND, and the support we provide to help students overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

We believe that every teacher is a teacher of SEND, and all our staff take part in regular training to support students with SEND. The headteacher and the SENDCO 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.

12. Links with external professional agencies

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Specialist Outreach Support (Autism, Hearing impairment, visual impairment, physical impairment)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

13. Admission and accessibility arrangements

Children with a recognised SEND may be given access arrangements for the admissions tests if:

The primary school can provide evidence that the child has SEND support with a history of at least 2 terms of the access arrangements being routinely made available to access formal assessments. Modified (WU1) formats of the test papers will be provided where possible in the case of children with a recognised special need. Access arrangements may also be provided if there is evidence to suggest that this is necessary and the child currently works with this arrangement in primary school. Evidence which would be considered may include diagnostic tests administered by an appropriately qualified professional.

The arrangement(s) put in place must reflect the support given to the candidate in their current school, e.g. in the classroom or in internal school tests. This is commonly referred to as the “normal way of working”. The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment.

Children with disabilities, learning difficulties and/or temporary conditions are likely to have a number of the needs and may require a range of access arrangements, and may include:

- supervised rest breaks
- a prompter
- separate invigilation
- alternative accommodation arrangements
- extra time
- a reader
- a scribe
- coloured overlays
- coloured/enlarged papers

(Note that the examples given above are illustrative only and not exhaustive)

All evidence provided will be reviewed jointly by the SENDCo's at both Halifax Grammar Schools and parents will be informed of access arrangements prior to the test.

NHGS is a selective grammar school and as such, does not advantage or disadvantage candidates with an EHC Plan. Candidates with an EHC Plan must still meet the qualifying standard in all subjects to be considered for a place at the Halifax Grammar Schools.

The school's Admissions Policy is strictly adhered to and candidates with a disability or special educational needs must still meet the qualifying standard in all subjects to be considered for a place at the Halifax Grammar Schools and will be allocated a place according to the oversubscription criteria determined in section 4.0 of the aforementioned Admissions Policy.

13.1 Accessibility arrangements

At North Halifax Grammar School, we try to remove any barriers that would stop students with SEND enjoying the same activities as other students in the school, including physical activities.

- All of our extra-curricular activities and trips are available to all our students, including our after-school sporting/other clubs.
- All students are encouraged to go on our school trips, including any residential trips
- All students are encouraged to take part in sports day, school theatre performances, sports teams and all other extracurricular activities

Wherever possible, we will try to ensure that no student is ever excluded from taking part in these activities because of their SEND or disability. Wherever possible, we will make whatever reasonable adjustments are needed to make sure that they can be included. Where necessary we will consult with external agencies to secure information about what will best help your child access their learning.

Further information can be found in the schools [Accessibility plan](#):

14. Complaints about SEND provision

Whilst, wherever possible we work closely with the parents/carers to ensure that their child is at the centre of all efforts, and benefitting from them, at NHGS we acknowledge that it is important that parents/carers have the right to complain about the provision and their treatment, should they wish. In these instances, parents/carers should refer to

Link off to your school's [complaints procedure](#).

Complaints about SEND provision in our school should be made to the SENDCO, Miss Bryan, in the first instance. It is hoped that most concerns and difficulties, where a parent or student seeks intervention, reconsideration or some other action to be taken, can be resolved informally.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the students themselves.

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

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

In Calderdale, the appropriate intermediary service is SENDIASS, details of whom can be found at the link below:

<https://www.calderdalechildcare.org.uk/kb5/calderdale/fsd/service.page?id=7G4TsBFXYTU&localofferchannel=0>

15. Monitoring and evaluation arrangements

15.1 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 students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the SENDCO **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 Governance Board.

16. Links with other policies and documents

This policy links to the following documents, which can be found on the [school's website](#) :

- SEND information report
- The local offer
- Accessibility plan

- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy