

Lyminster Primary School



Special Educational Needs and Disabilities (SEND) Policy

Lyminster Primary School Wick Street, Littlehampton, West Sussex, BN17 7JZ

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POLICY

Contents

1. Aims and objectives.....	3
2. Vision and values	4
3. Legislation and guidance	4
4. Inclusion and equal opportunities.....	5
5. Definitions	5
6. Roles and responsibilities	7
7. SEN information report	11
8. Our approach to SEND support	11
9. Expertise and training of staff	15
10. Links with external professional agencies	15
11. Admission and accessibility arrangements.....	16
12. Complaints about SEND provision.....	17
13. Monitoring and evaluation arrangements	17
14. Links with other policies and documents	18

1. Aims and objectives

Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need – this means that at Lyminster we do everything we can to meet children and young people’s SEN.

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

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND:
 - Support **all** children to enable them to achieve their full potential through our vision to be a nurturing, community-focused school, with sky-high ambition and a global outlook.
 - Provide **all** children, regardless of their needs with receive Quality First Teaching and tailored support in our happy, inclusive school.
 - 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.
 - Raise the aspirations of **all** our pupils, including those with special educational needs or disabilities.
 - Help pupils with SEND make a successful transition into secondary education.
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.
 - **Every** child is supported based on their individual needs.
- The roles and responsibilities of everyone involved in providing for pupils with SEND:
 - Teachers are responsible and accountable for the progress and development of the pupils in their class (SEND Code of Practice)
 - With the SENDCo, the class teacher puts together a support plan (ILP) using the Graduated Approach (Assess, Plan, Do, Review) with parental involvement.
 - We have a specialist Learning Mentor and Families Liaison, Mrs. Gale, who supports children and families with well-being difficulties.
- How we communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.
 - Parents are regularly invited into school formally to discuss the progress of their child (in the autumn and summer terms) as well as always being able to make an appointment as part of our open-door policy.
 - Appointments are available with Mrs. Yarrow the SENDCo, by appointment through the school office.
 - Parents are often invited to workshops that help them know how to support their child in a key area, e.g., reading and mathematics.

- Pupil voice is a vital part of a child's ILP. The child's thoughts on their learning and well-being are regularly considered.
 - Parent voice: Parents are asked for their thoughts to be added to the ILPs 3 x a year; parents are asked for their opinions at least twice a year at parent/teacher meetings.
- To ensure the SEND policy is understood and implemented consistently by all staff:
 - We regularly review the quality of teaching for all pupils, including those at risk of underachievement. This includes identifying patterns of need within the school, reviewing and if necessary, improving teachers' understanding of the strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

2. Vision and values

Lyminster Primary School is a mainstream setting with an inclusive ethos. We are committed to providing all children with access to a broad and balanced curriculum through Quality First Teaching. At Lyminster Primary School, we can provide for children with a wide variety of needs, including physical or sensory needs, social communication and Autism, speech and language difficulties, emotional well-being difficulties, including children who have experienced trauma. Furthermore, we have children with specific learning difficulties and global development delays.

At Lyminster 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.

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 coordinators (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 Lyminster Primary 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	<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
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>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment. • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Mrs. Rachel Yarrow sendco@lyminster.w-sussex.sch.uk 01903 716342

Mrs. Yarrow 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 regarding 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 body

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.

6.3 The SEND link governor

The SEND link governor is Mrs. Cheryl Williams.

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, Mr. Steve McGinley, 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 with 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 SEN support outside school and any changes in the pupils' needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupils.
- Given an annual report on the pupil's progress and termly updated Individual Learning Plans

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

7. SEN information report

The school publishes an 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.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

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

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

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. At this point the child may be out on a Nature of Concern Form. Parents are invited in to discuss their child's needs and provide context for any difficulties that may have arisen. The Nature of Concern will highlight specific targets for the child and will be reviewed by the class teacher and SENDCo. Parents will be updated on their child's progress every 6-7 weeks. If minimal progress is noted then the child may be placed on the SEN register or where necessary the SENDCo 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 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, 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.

If you or the class teacher raise concerns about your child, you will be invited into a meeting with the class teacher. The concerns will be discussed and if deemed appropriate, your child will be put on a Nature of Concern Form. 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.

The Nature of Concern document details measures to be put in place to support your child to meet their targets. It will be reviewed every half term by the class teacher and the SENDCo. Parents are kept up to date with the outcomes and invited into school should the class teacher, SENDCo or parent request it.

We will formally notify parents if it is decided that a pupil will receive special educational provision. If your child requires a more formal assessment then with parent/carer permission, referrals may be made to the CDC, CAMHS, SALT or the School Nurse.

If it is deemed necessary to seek further support and diagnosis of your child through a more rigorous approach then, with parent/carer permission and consultation, an EHCNA application will be made for the child to be considered for an EHCP assessment.

Parents/carers will be kept informed at all times.

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, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Bromcom, and will be made accessible to staff in an Individual Education Plan.

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 pupils.

The teacher and the SENCO will revise the outcomes and support considering 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 plan (EHCP)

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:

- Conducting termly progress meetings between the year group team and senior leaders. Individuals identified as having a SEN, or those for whom concerns have been raised are discussed and actions identified. This information is fed back to families, via the child's class teacher.
- Reviewing the ILPs termly with the pupil the class teacher and the SENDCo
- The use of provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Using parent questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Providing a wide range of accessible equipment and spaces:
 - The oasis – a multi-faceted sensory room which provides a calm space within the busy school environment.
 - The stack – a fun climbing frame which allows children to push, pull, hang, swing and climb on it.
 - A range of sensory equipment to support children to self-regulate within the classroom.

- Ear defenders; coloured overlays; handwriting pens to support a range of fine motor problems.
- The nook – a quiet seating area adjacent to the library

9. Expertise and training of staff

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

We regularly review the quality of teaching for all pupils, including those at risk of underachievement. This includes identifying patterns of need within the school, reviewing and if necessary, improving teachers' understanding of the strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Where interventions are required, we ensure staff have sufficient knowledge and skills to deliver the intervention effectively.

Staff members have recently received training regarding:

- The Communication Friendly Classroom
- Attachment Disorders
- Early Childhood Trauma
- Autism Awareness
- Narrative Therapy
- Concrete, pictorial and abstract representations of mathematics
- Edge Hill University mathematics interventions: Success @ Arithmetic; 1st Class @ Number
- Dyscalculia
- Forest School training
- Learning Mentorship training
- Sensory support
- Phonics teaching, including Read Write Inc and Fresh Start
- First Aid and administering medicines.
- Team Teach (positive handling techniques and de-escalation strategies)
- Circle of Friends
- Drawing for Talking

10. Links with external professional agencies

The school recognises that it is unable to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services e.g., the Advisory Teachers from the ASCT and LBAT
- Educational psychologists

- Occupational therapists, or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- The West Sussex Virtual School
- SENAT and through them access to Alternative Provision
- Early Help
- Enabling Families

11. Admission and accessibility arrangements

11.1 Admission arrangements

No child will be refused admission to Lyminster Primary School based on their special educational need, providing the school can meet the child's needs having made all reasonable adaptations. We operate within the West Sussex County Council Admissions Policy. Details are available on www.westsussex.gov.uk

- Children joining our school at the beginning of their Reception year are, wherever possible, visited in their previous setting, offered a home visit and they are invited to visit us, so we can ensure a positive start in school
- Children with SEN starting after Reception, the parent/carer will be offered a meeting with the SENDCo and class teacher, to discuss their child's learning needs and how we can best meet them within the classroom and what additional support the child will need.
- If a child has an Education Health and Care plan already in place, the Special Education Needs Assessment Team are responsible for making placements. Once the child has had their place confirmed, we will ensure that appropriate provision is in place before their arrival; we will invite the child and parent/carer for a pre-visit; we will listen to the parent/carer so that we understand the needs of their child.
- Information regarding SEN pupils is shared by the previous school SENDCO and our SENDCO.
- All admissions to the school are managed by West Sussex Admissions Team [Contact Pupil Admissions - West Sussex County Council](#).
- Children with EHCP's already in place are given a priority place. We may have to refuse to accept an oversubscription request should the class already have a significant number of children with high needs, and we feel unable to provide the support required. The team who arrange placements for children with EHCPs or EHCNAs are **SENAT** [SEND school places - West Sussex County Council](#). **SENAT** supports parents through the schools' admissions process.

11.2 Accessibility arrangements

Lyminster Primary School is, in part, a two-storey building. However, all learning areas are situated at ground level, with only staff offices and a resource room on the first floor. Access to the outdoor area involves small steps in some areas of the school. Access into the main reception lobby is via an automated push-button door. Thereafter, having passed through the electronically fob-operated main doors into the school, there is free access around the ground floor of the school. All doors are accessible by wheelchair apart from the doors accessing outside from the Key Stage Two classrooms. All carpeted areas in classrooms are of short-pile industrial carpet. Door-entry mats are tapered for easy access. There is one purpose-built disabled WC with grab rails in the First Aid Room.

- Children are encouraged to engage in extra-curricular activities both during school and by attending before- and after-school clubs and groups. All these activities are available to the whole school community, irrespective of ability or capability within the mainstream system. Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- The school will provide adapted resources for any child requiring them. These might include handouts, textbooks and letters to home or other general information about the school. The school will regularly review the need to provide adapted versions of information according to known needs.

12. Complaints about SEND provision

Formal complaints about the school's SEND policy are as follows:

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

- Your first point of contact is the person responsible – this may be the class teacher, the SENDCO or the Headteacher. Explain your concerns to them first.
- If you are not satisfied that your concern has been addressed, speak to the Headteacher.
- If you still do not feel that the issues are resolved, please contact the Chair of Governors who can be contacted via the school office.

For further information, our complaints policy is available on our school website.

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, [Compliments, Concerns and Complaints about a school \(local-offer.org\)](#) [

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

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

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

- All staff's awareness of pupils with SEND at the start of the autumn term
- 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 SENDCo, the Head Teacher and the Link Governor **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

The following policies can be found here: [Key Information – Lyminster Primary School](#)

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy