



Staplehurst School

Special Educational Needs and Disability (SEND) Policy

Policy reviewed and approved at a meeting of the **Full Governing Body**

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Policy to be next reviewed

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1. Introduction

1.1 School Vision and Values

At Staplehurst School...

Children come first; they are our future

We build strong positive relationships and trust; as a highly inclusive school we celebrate individuality and promote well being through excellent pastoral provision.

We promote a thirst for knowledge and a love of learning by teaching and ambitious knowledge rich curriculum that inspires curiosity and is relevant for our community.

We empower all children through our high expectations to be tolerant, respectful, determined and independent active members of a diverse local, national and global community.

We encourage all children to achieve in all areas so that they can reach their potential.

1.2 Rationale

At Staplehurst School, we are committed to providing an inclusive and supportive learning environment where every child, regardless of their individual needs, can thrive. Our SEND policy reflects our belief that all children are entitled to access a broad, balanced, and relevant curriculum, tailored to meet their unique strengths and challenges.

1.3 Aims and objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to:

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

1.4 Vision and values

At Staplehurst School, we are dedicated to creating an inclusive environment where all pupils, regardless of their needs, can access the curriculum, reach their full potential, and thrive.

Our key aims are to:

- Provide all pupils, including those with SEND, with access to a broad and balanced curriculum that is adapted to meet their needs and abilities, ensuring every child has the opportunity to thrive and achieve their full potential.
- Identify pupils with Special Educational Needs and Disabilities (SEND) early and provide appropriate, individualised support to help them succeed academically, socially, and emotionally.

- Foster an inclusive environment where children with SEND are valued, their achievements are celebrated, and their differences are embraced.
- Tailor provision to the diverse needs and abilities of all pupils, ensuring that every child has the tools and support necessary to fully participate in school life.
- Promote the well-being, confidence, and self-esteem of all pupils with SEND by creating a learning environment that is respectful, supportive, and responsive to their individual needs.
- Work collaboratively with parents, carers, and external professionals to develop personalised support that is designed to help pupils with SEND succeed.
- Equip staff with the knowledge, training, and resources to support pupils with SEND inclusively and effectively within the classroom.
- Ensure that pupils with SEND are actively included in all aspects of school life, empowering them to become confident, independent learners who can contribute fully to our school community.
- Regularly review and evaluate our SEND provision to ensure it remains effective, responsive, and aligned with best practices in supporting diverse learning needs.

2 Legislation and guidance

This policy is written in line with the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

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

This policy was developed with governors, parents, teaching and non-teaching staff and will be reviewed annually.

3 Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4 Definitions

4.1 Special educational needs

In line with the definition in the SEN Code of Practice (2014, p4-5),

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.

4.2 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.

4.3 The 4 areas of need

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

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

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

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>

5 Roles and responsibilities

5.1 The SENCO

The SENCO at our school is Mr Tate.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner

- › Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Make sure the school keeps its records of all pupils with SEND up to date and accurate
- › With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.2 The governing body

The governing body 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

5.3 The SEND link governor

The SEND link governor is Rory Silkin.

The SEND governor will:

- › Help to raise awareness of SEND issues at governing body 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

5.4 The headteacher

The headteacher will:

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

5.5 Class teachers

Each class teacher is responsible for:

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

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

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

5.7 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.

6. SEN information report

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

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

7. Our approach to SEND support

At Staplehurst School, we are proud to provide a welcoming and inclusive environment where every child can thrive, regardless of their individual needs. We are well-equipped to support a wide range of frequently occurring special educational needs, such as dyslexia, dyspraxia, speech and language difficulties, Autism, learning difficulties, and social, emotional, and behavioural needs. We believe in the potential of every child and are dedicated to tailoring our support to help them succeed.

For less frequently occurring special educational needs, we are proactive in accessing specialist training and expert advice, ensuring that we can meet the diverse needs of all pupils in our care. Our commitment to inclusion means that we continually evolve and grow our provision to embrace every child, no matter their needs.

In addition, we currently meet the needs of pupils with Education, Health, and Care Plans (EHCPs), including those with significant Physical Impairments, Communication and Interaction Needs, and Social, Emotional, and Mental Health Needs. Our staff work closely with families, specialists, and external agencies to provide personalised, high-quality support that ensures every child has the opportunity to thrive.

At Staplehurst School, we celebrate diversity, promote inclusion, and are passionate about empowering all pupils to reach their full potential in a supportive and caring environment.

7.1 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 and Key Stages, 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, including speech and language.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, quality-first teaching. If progress does not improve, despite high-quality teaching targeted at their area of weakness, 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. Where necessary they will, in consultation with the pupil's parents or carers, implement strategies in line with the Mainstream Core Standards or consider consulting an external specialist, for example a Specialist Teacher, through the Local Inclusion Forum Team (LIFT).

At Staplehurst School, we are experienced using a range of assessment tools, including: EVT (Expressive Vocabulary Testing), BPVS (British Picture Vocabulary Scale), Ravens and Speech and Language Link as individual assessment tools. We also have access to external advisors who are able to use a wider range of assessment tools. In addition, the school has regular visits from a Speech and Language Therapist to provide assessment, advice and training for children and staff.

Slow progress or 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.

The purpose of this detailed assessment is to gain a deeper understanding of the unique support, resources, and approaches that will enable the pupil to make better progress. We are committed to working closely with parents throughout this process. Together, we will develop a personalized SEN support plan tailored to the pupil's needs, which will be regularly reviewed and refined to ensure it remains effective.

At this stage, we will have identified that the pupil has a special educational need, as we will be making additional and tailored provision beyond what is typically available. This individualised support reflects our commitment to ensuring every pupil has the opportunity to thrive.

If the pupil makes good progress with this additional support, but would not be able to maintain that progress without it, we will continue to identify the pupil as having a special educational need. However, if the pupil is able to sustain good progress independently, we will no longer identify them as having SEN. Any changes in SEN identification will be communicated to parents in writing, ensuring transparency and collaboration.

We are dedicated to ensuring that all teachers and support staff working with the pupil are fully informed about the tailored support and specific teaching approaches to be used, so that every pupil receives consistent, high-quality support across their learning journey.

7.2 Consulting and involving pupils and parents

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

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account any concerns the parents have
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

7.3 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, SIMS, and will be made accessible to staff in a pupil profile.

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

3. Do

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

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

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

4. Review

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

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

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

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

7.4 Levels of support

School-based SEN provision

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

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

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

Education, health and care (EHC) plan

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

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

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

7.5 Evaluating the effectiveness of SEN provision

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

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

Where these evaluations do not show adequate progress is being made the SEN support plan will be reviewed and adjusted. See Appendix 1 - SEN Pathway

8 Expertise and training of staff

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

Some of this training will be provided internally by the SENCO. Where additional training need is identified, we will find a provider who is able to deliver it.

9 Links with external professional agencies

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

- Speech and language therapists
- Local Inclusion Forum Team (LIFT) to access to specialist teaching and learning service
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers

- Social services
- Communication and Assistive Technology Team
- Counselling Service

10 Admission and accessibility arrangements

10.1 Admission arrangements

At Staplehurst School, we are committed to ensuring that our admissions process is fully inclusive and welcoming to all pupils, including those with Special Educational Needs (SEN) or disabilities. Our arrangements include the following:

Admission of Pupils with SEN or a Disability:

We do not discriminate against pupils with SEN or disabilities and welcome applications from all prospective pupils. We actively work to ensure that all children, including those with additional needs, can access the same high-quality education and support as their peers.

Pupils with an Education, Health, and Care (EHC) Plan:

Admissions decisions for pupils with an EHCP are made by the Local Authority, and more information can be found on the LA's school places website. For pupils without an EHCP, our admission arrangements are fully inclusive, ensuring that no child with special educational needs or disabilities is disadvantaged or discriminated against.

Pupils with an EHC plan that names Staplehurst School will be admitted before any other places are allocated, as part of our commitment to inclusion. We work closely with families, the Local Authority, and professionals to ensure a smooth transition for these pupils and to tailor our provision to meet their specific needs.

Oversubscription Criteria:

Our oversubscription criteria are designed to ensure fairness for all pupils, including those with SEN or disabilities. We do not disadvantage or discriminate against pupils with special educational needs or disabilities when allocating places. All decisions are made in line with the SEND Code of Practice and Equality Act 2010, ensuring equal access for all.

10.2 Accessibility arrangements

At Staplehurst School, we are dedicated to ensuring that all pupils, including those with disabilities, are treated with respect and fairness. We have taken the following steps to ensure accessibility:

Preventing Unfavourable Treatment:

We actively prevent disabled pupils from being treated less favourably than their peers. All staff are trained in inclusive practices, and our policies and procedures are designed to promote equal opportunities for pupils with disabilities. We work closely with parents, carers, and external agencies to ensure that all reasonable adjustments are made to meet the needs of each child.

Facilities for Disabled Pupils:

Our school provides a range of facilities and support to ensure disabled pupils can fully access the curriculum and participate in all areas of school life. These include physical adjustments to our environment, such as ramps and accessible toilets, as well as the provision of auxiliary aids and services such as specialist equipment, technology, and additional adult support when needed.

Accessibility Plan:

Our school's Accessibility Plan outlines our ongoing commitment to improving access for disabled pupils. It includes steps to:

- Increase Participation in the Curriculum: We continually adapt our curriculum to meet the needs of all pupils, ensuring that disabled pupils can fully engage with learning through differentiated teaching and tailored support.
- Improve the Physical Environment: We are committed to improving the physical environment of our school, making it more accessible to pupils with disabilities. This includes regular reviews of facilities and identifying areas for improvement to ensure equal access.
- Enhance Access to Information: We strive to ensure that all information is accessible to disabled pupils, providing resources in alternative formats as needed and ensuring that communication methods meet the diverse needs of our pupils.

You can find our full Accessibility Plan on the school website, which details our ongoing efforts to ensure that Staplehurst School remains fully inclusive and accessible to all.

11 Complaints about SEND provision

Staplehurst School's complaints procedure can be found on the school website.

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

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. We encourage parents to discuss their concerns with their class teacher, the SENCo or Headteacher to resolve the issue before making the complaint formal.

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, visit <https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/Information-Advice-and-Support-Kent>. You can request mediation by contacting Kent Parent Partnership Service.

12 Monitoring and evaluation arrangements

12.1 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

12.2 Monitoring the policy

This policy will be reviewed by the Assistant Head for inclusion **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 body.

13 Links with other policies and documents

This policy links to the following documents, available on the [Staplehurst School website](#):

- › SEN Information Report
- › The Local Offer
- › Accessibility Plan
- › Behaviour Policy
- › Equality Policy
- › Supporting Pupils with Medical Conditions Policy
- › Positive Handling Policy
- › Attendance policy
- › Safeguarding / Child Protection policy
- › Complaints Policy

Appendix 1 - SEN Pathway

The SEN Pathway

