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| **Logo  Description automatically generated** | | | **Swainswick Church School**  **Executive Headteacher: Naomi**  **Head of School: Jonathan Hall**  **Chair of governors:**  **enquiries@swainswick.bwmat.org** | |  |
| **Special Education Needs and Disability Policy 2024-25**  This policy was co-produced with Multi-Academy Trust SENDCos, Senior Leadership, School Governors and Parents | | |
| **Related Policies** | SEND Information Report  Accessibility Report  Child Protection Policy  Managing Medical Needs Policy  Equality Statement  Pupil Premium | |
| **Monitoring and reporting** | Our School has a designated SEND Governor, who works with the SENDCo on a regular basis to monitor and evaluate provision. Reports on effectiveness and pupil progress are made three times per year. | |
| **Reviewed and updated** | (04.01.2025) by Suzy Pritchard – SENDCo  (Special Educational Needs & Disabilities Coordinator) | |
| **Approved by** | Jonathan Hall (Head of School) | |
| **Ratified by** | Governors | |
| **Date of Ratification** | January 2025 | |
| **Signed - Chair of Governors** |  | |
| **Review Frequency** | Annual | |
| **Next Review Date** | September 2025 | |
|  |  | |

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**1. COMPLIANCE**

This policy complies with the statutory requirements laid out in the Special Educational Needs and/or Disabilities (SEND) Code of Practice (0-25) updated January 2015, the Equalities Act (2010) and Part 3 of the Children and Families Act (2014).

**2. DEFINITIONS**

The SEND Code of Practice (2015) states that child or young person of compulsory school age **has special educational need (SEND)** **“if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”.**

This is further defined as:

* “**A significantly greater difficulty in learning** than the majority of 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 education or training that is additional to, or different from, that made generally available for other children or young people of the same age by mainstream schools.

You can find out more about the SEND Code of Practice (2015) on the Department for Education website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

**3. Teaching, learning and SEND at Swainswick**

Swainswick Church School is a rural mainstream setting which can pose challenges for children with physical disabilities. However, we are highly committed to offering adaptive teaching and high-quality learning experiences through our inclusive and creative curriculum which provides a firm foundation for a life-long love learning.

We want all children and staff to feel valued and respected and to enjoy their time at Swainswick and work hard to ensure the best possible outcomes and achievement for all pupils whatever their individual needs and abilities.

**Our SENDCo, Mrs Suzy Pritchard** can be contacted by phone: 01225 859279 or email: [suzy.pritchard@swainswick.bwmat.org](mailto:suzy.pritchard@swainswick.bwmat.org)

**The Governor responsible for SEND is Mrs Emma** who can be contacted on 01225 310137 or via email at [enquiries@swainswick.bwmat.org](mailto:enquiries@swainswick.bwmat.org)

**4. AIMS and OBJECTIVES of this policy**

In line with the SEND Code of Practice we acknowledge **‘every teacher is a teacher of SEND’**:

* Providing every child with access to a broad and balanced education.
* Promoting independence, equality and consideration for others.
* Ensuring that we celebrate the wide range of our pupils’ achievements.
* Working in partnership with parents and carers.
* Equipping pupils with the skills and attributes necessary for everyday and adult life.

Our objectives are to:

**Identify the needs of pupils with SEND as early as possible.**

This is most effectively done by gathering information through observations, conversations with parents and information from and health and care services before the child starts school (e.g. nursery schools or early years settings).

Where needs have not been previously identified, staff have an obligation to report observations or concerns to the SENDCo at the earliest opportunity. The BANES Graduated Response to SEND Support is a document produced by BANES Local Authority which staff currently use to identify SEND. Additional assessment tools or outside agencies may also be used to identify specific needs.

**Monitor the progress of all pupils in order to aid the identification of pupils with SEND.**

Continuous monitoring of all pupils including those pupils with SEND by their teachers helps to ensure that they are able to reach their full potential. There are regular termly reviews of pupil targets and support in line with the Graduated Response (Assess–Plan-Do-Review) recommendations of the SEND (2014) Code of Practice.

**Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.**

This will be coordinated by the teacher with support from the SENDCo and will be carefully monitored and regularly reviewed to ensure that targets are being met and all pupils’ needs are catered for.

**Work with parents to gain a better understanding of their child’s needs and to involve them in all stages of their child’s education.**

This includes supporting parents to understand SEND procedures and practices and providing regular feedback on their child’s progress through regular formal and informal meetings. We believe the best outcomes are achieved when parents, teachers and the child work together to identify and remove barriers to learning and collaboratively determine the most appropriate support.

**Work with and in support of outside agencies when the pupils’ needs cannot be met by the school alone.**

Swainswick Church School has access to SpLD (specific learning difficulties/dyslexia) specialist support and THRIVE emotional support. The school also receives further specialist support from BANES Local Authority (Special Educational Needs/Disabilities and Inclusion Team: SENDIT), School Nurse, Educational Psychologists (EP), Child and Adolescent Mental Health Services (CAMHS), the SENDCo forum and Bath & Wells Multi-Academy Trust resources.

We also have the option to purchase additional support from Speech and Language Therapy (SALT), Occupational Therapy (OT), as well as requesting other services from the healthcare team at the RUH, Bath. This may be through school referral and parents can also initiate support via their Doctor (GP).

You can find out more about the BANES Local Authority offer through their website: <https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send>

**Create a school environment where pupils can contribute to their own learning by offering all pupils the opportunity to voice their own opinions.**

This is achieved by encouraging positive relationships and carefully monitoring the progress of all pupils at regular intervals including opportunities for pupils to voice their opinions on their learning and support needs. Pupil participation is promoted across the school, enshrined within our curriculum drivers and a sense of responsibility built through a ‘growth mindset’ approach to learning. Wider opportunities are also encouraged through participation in different aspects of school life (for example, membership of our School Council, Eco Club, affiliation with sports teams and opportunities to participate in a wide variety of clubs after school).

We aim to provide support, advice and training for all staff in school to ensure they feel confident in meeting the needs of all pupils.

**5. ROLES AND RESPONSIBILITIES of staff supporting children with SEND**

**Responsibility for SEND provision**

* **The person responsible for overseeing the provision for children with SEND is Mr. Jonathan Hall (Head of School).**
* **The person coordinating the day-to-day provision of education for pupils with SEND is Suzy Pritchard (SENDCo).**
* **The SEND link governor for the school is Emma Preace.**
* **The person** **responsible and accountable for the progress and development of all pupils in each class is the class teacher.**

**The Class Teacher** is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff (SEND Code of Practice 2015) by:

* Providing high quality, differentiated teaching for children with Special Educational Needs and/or Disability through planning and delivering a curriculum that is adapted to the child’s needs to ensure that they make the best possible progress.
* Working with outside professionals, where appropriate, to implement strategies to support the progress of children with SEND to meet their needs and agreed outcomes.
* Monitoring the progress each individual child is making towards agreed targets and EHCP outcomes if they have an EHCP
* Working with the SENDCo to regularly review each pupil’s progress, development and support to identify any additional need and implementing any agreed changes to provision.
* Updating interventions, Class Provision Map, Pupil Target Plans, One Page Profiles, SEN support documentation and Closing the Gap document in accordance with the school’s APDR regular review cycle.
* Working closely with any teaching assistants and other specialists/staff to plan and review the impact of support and interventions and how they can be linked to classroom learning.
* Meeting with parents and/or carers to review their child’s progress termly or when appropriate.
* Carrying out the requirements of and Education, Health and Care Plan (EHCP) and contributing to and attending Annual Reviews when required.

**Teaching Assistants** are responsible for:

* Implementing high quality interventions to support children’s Pupil Target Plans or other action plans
* Liaising with class teachers to ensure that children with SEND are making best possible progress.
* working with outside professionals where appropriate to implement agreed strategies to support children with SEND to meet their targets.
* Carrying out the requirements of an Education, Health and Care Plan (EHCP) under the guidance of the class teacher.

**The SENDCo** is responsible for:

* Working with the Headteacher, Senior Leadership team and SEND governor to determine the strategic development of the SEND Policy and provision in the school.
* The day-to-day responsibility for monitoring and reviewing pupil progress and the co-ordination of specific provision made to support individual pupils with SEND. This includes arranging and attending review meetings for pupils who have Education, Health and Care Plans (EHCP) where appropriate.
* Providing professional guidance to colleagues and work with staff, parents, and other agencies or professionals to ensure that pupils with SEND receive appropriate assessment of needs, support and high-quality teaching and that staff have suitable training opportunities to support best possible outcomes.
* Using appropriate assessment tools to assist with early identification of SEND
* Implementing the Graduated Response to providing SEND support (APDR), liaising with and advising teachers, teaching assistants and practitioners and parents about appropriate interventions and additional support in the classroom.
* Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
* Liaising with the SEND Governor to review and monitor SEND provision including writing an annual report for the full governing body.
* Being the point of contact for external agencies, especially the local authority and its support services
* Liaising with providers of preschool and secondary education to ensure pupils and their parents are informed about their options and that a smooth transition is planned
* Working with the headteacher and governing board to ensure that the school meets its responsibilities under the SEND Code of Practice (2015) and other relevant legislation.
* Liaising with teachers to ensure the school keeps records of all pupils with SEND up to date including the SEND Register, Provision Maps, One Page Profiles, Pupil Target Plans, Closing the Gap, SEND support plans and minutes of meetings
* Advocating for the needs of the child.

**The Headteacher / Head of School** has overall responsibility for:

* **The progress of, and provision for, all learners** including those with Special Educational Needs and/or Disabilities.
* Working with the Senior Leadership Team (SLT), SENDCo and Governors to determine the strategic development of SEND Policy and provision in line with the requirements of Bath Wells Multi-Academy Trust policies, procedures and objectives.

**The SEND Governor** is responsible for:

* Helping to raise awareness of SEND issues at governing board meetings
* Monitoring the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
* Working with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

**6. SPECIALIST SEND PROVISION**

Swainswick Church School is an inclusive school. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

**6.1 Training and resources**

Special Educational Needs and/or Disability support is funded as part of the school’s overall budget. Within this budget there is a ‘notional SEND budget’ but this amount is not ring-fenced therefore appropriate, high-quality levels of support are funded from the whole school budget.

BANES Local Authority may provide limited additional funding for children with significant needs to transition from nursery (TSF) and/or funding for an Education, Health and Care Plan (EHCP). However, such funding must be applied for on a case-by-case basis with appropriate evidence that identifies the high level of need and support required for each individual child.

Staff training needs are identified by evaluating and monitoring the school SEND profile, pupils needs and staff professional development. Suitable training is provided based on need.

**6.2 - Identifying pupil needs**

We use the Graduated Response to SEND support (Assess-Plan-Do-Review) as per the SEND Code of Practice (2015) and advocated by BANES Local Authority when evaluating what type of educational support is required. This process starts with looking at the child’s current and predicted progress and their desired outcomes reviewed over a period of time. We work collaboratively with parents, teachers and the individual child 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 required.

**Children are identified as needing extra help in a variety of ways including:**

* Liaising with pre-school or a previous educational setting
* Regular monitoring of attainment, progress and engagement through assessment, observation and review
* Listening to and acting on concerns raised by a teacher or parent
* The child asking for support

**Class teachers will make regular assessments of progress for all pupils and identify those whose progress:**

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or better the child’s individual previous rate of progress
* Fails to close the attainment gap between the child and their peers
* Widens the attainment gap between the child and their peers

This may include progress in areas other than attainment such as social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having Special Educational Needs.

**6.3 - The four categories of SEND as set out in the SEND Code of Practice (2015)**

**Communication and Interaction:**

Speech, language and communication needs (SLCN) include those children who have difficulty in speaking, understanding and communicating. This includes understanding the rules of social communication and Autism Spectrum Disorder (ASD). The profile for every child is different and their needs may change over time.

**Cognition and Learning:**

This includes those children who learn at a slower pace than their peers even with support and appropriate differentiation. These needs include:

* moderate learning difficulties (MLD)
* severe learning difficulties (SLD)
* difficulties with mobility and communication through to profound and moderate learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties
* Specific learning difficulties (SpLD) affecting one or more aspects of learning, e.g. dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties:**

This category encompasses a wide range of social and emotional difficulties and/or underlying mental health difficulty such as anxiety and depression including children who:

* become withdrawn and isolated
* display challenging, disruptive or disturbing behaviour

Also including:

* attention deficit disorder (ADD)
* attention deficit hyperactive disorder (ADHD)
* attachment disorder (AD)

**Sensory or Physical Needs**

Some children require special educational provision because they have a need or disability which prevents or restricts their use of educational facilities provided generally within the school, including:

* Visual impairment (VI)
* Hearing impairment (HI)
* Multi-sensory impairment (MSI)
* Physical disability (PD) requiring on-going support and equipment to access all opportunities available

**6.4 – Co-production (Consulting and involving pupils and parents)**

Swainswick Church School believes that working in partnership with parents is vital to ensure accurate identification and assessment of SEND. A good working relationship supports correct intervention and provision and continuing social and academic progress of children with SEND thereby enabling personal success.

The school SENDCo and the class teacher will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* Parent and pupil concerns are considered and valued
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. Parent and child views are important, and we encourage parents to share information and queries with the school.

Regular pupil progress meetings, and parent evenings are used to monitor, review and discuss the progress being made by all students with additional meetings for children with SEND.

We will formally notify parents when it is identified that a pupil will receive SEND support. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

**6.3 - The graduated response to SEND support**

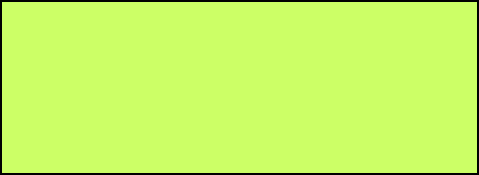
The level and type of support provided is regularly reviewed and determined using the 4-part graduated approach shown below where barriers to learning are removed and effective special education provision put in place:

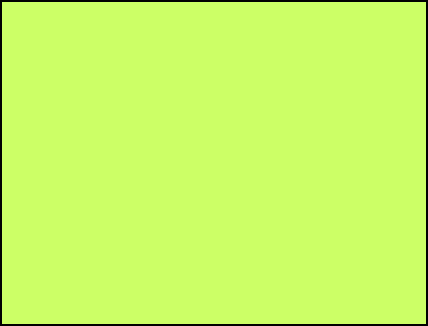
* **Assess**
* **Plan**
* **Do**
* **Review**

This is an ongoing cycle which enables support provision to be adapted and refined as the understanding of an individual child grows. This regular cycle helps identify interventions that are currently the most effective in supporting the child achieve good progress and outcomes

# FLOW CHART REPRESENTING SEND PROCESSES WITHIN SWAINSWICK CHURCH SCHOOL.

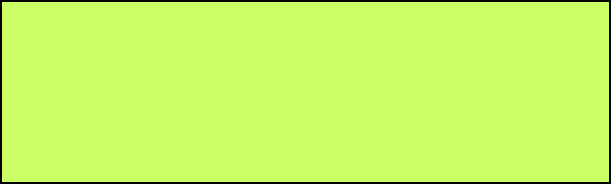
## Identification and Support

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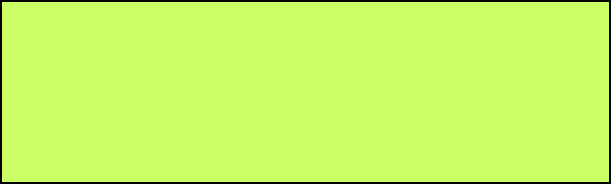


Child is referred to SENDCo who then may observe the pupil in class, look through the child’s books and will discuss needs with teacher and parents/carers.

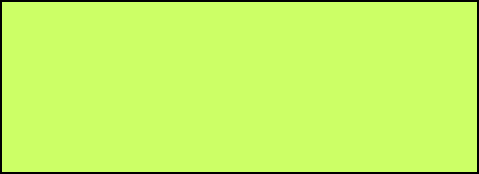
A bank of assessments and/or a specialist assessor is used to identify a specific areas of difficulty and support recommendations.



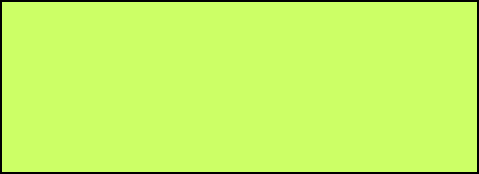
Teacher identifies a child who is not making expected progress and discusses concerns at a pupil progress meeting.



Teacher takes steps to provide further differentiated learning opportunities to support the pupil through monitoring, considering and responding to individual need.



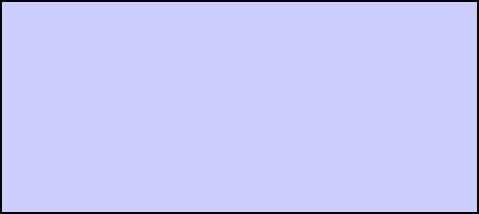
Recommendations for support are discussed by SENDCo, teacher and parent/carer including child views (where appropriate).



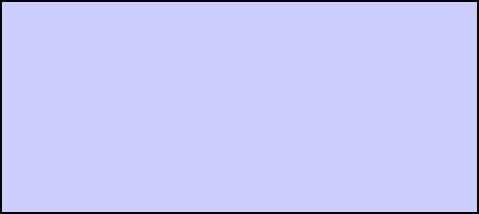
Recommendations are effective after a given period. The child is not placed on the SEND register, but concerns are still monitored.



Recommendations are acted on and outcomes monitored as part of the APDR cycle.

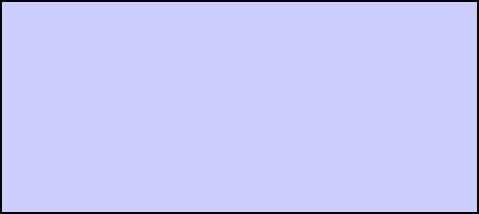


Strategies either continued for a further period or new strategies chosen. The child is placed on the **SEND Support Register.**

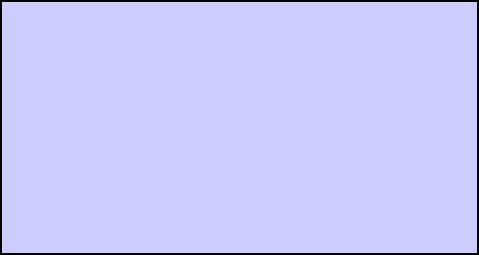


The teacher will create a **Pupil Target Plan** (PTP) and a **One Page Profile** (OPP) for the child which will be monitored and reviewed by SENDCo and with parents three times a year. If the child appears to not be making sufficient progress during the intervention (APDR)cycles, then support strategies will be further reviewed, revised and adapted.

Should the child continue to struggle to make sufficient progress, a referral may be made to an appropriate outside agency for additional assessment and/or support.



A child with a formal diagnosis or requiring **external** intervention from one of the support agencies or specialist 1-1 support will remain on the SEND Register and progress will continue to be monitored.



A child requiring significant specialist interventions over the long term will, if appropriate, be referred for an **Education, Health and Care Plan (EHCP**).

**6.4 - Adaptations to the curriculum and learning environment**

High quality teaching is our first step in responding to pupils who have SEND.

Lessons have clear learning objectives and all learning within class is matched to ability through differentiation so that all children can access a lesson according to their specific needs. The benefit of this type of differentiation is that all children can learn with their peers at their own individual level and make steady progress.

The class teacher will continually monitor the progress of each child and note areas where they are improving and where further support is needed. As a school, we use a variety of different methods to track progress and attainment. The **Class Provision Map** is a document that provides detail on the provision for different groups of children and the **Closing the Gap** document monitors attainment, progress and support on a regular basis. For children with SEND, we also use individual targets where their needs are significant. These are collated in a **Pupil Target Plan** and a **One Page Profile,** child friendly documents created by the school and used to keep track of progress, employing the Assess – Plan – Do – Reviewgraduated approach to SEND support.

The SENDCo and class teachers hold termly meetings to look specifically at progress for pupils with SEND. As a result of these meetings the SENDCo may provide additional strategies or resources to support a child’s needs to ensure that they continue to succeed, enjoy their learning and have high expectations of what they can achieve.

The first approach to supporting children with SEND is to ensure that the environment and teaching/learning strategies, meet their needs. Staff will adapt teaching and/or resources including items such as a writing slope or pencil grip for handwriting issues. Using a voice recorder for children with dyslexia or other ICT alternatives to writing. However, this use of additional resources is balanced with interventions to support skills development.

Further to this an additional programme of support to help with reading, writing, spelling or maths, communication or speech and language may be provided. Occasionally children may have the support of an adult for specific sessions/interventions. They may need more specialist support from an outside agency or specialist who can advise the school and parent/carer of further strategies and resources. We believe in identifying the child’s underlying strengths and difficulties as early as possible so that the most suitable support can be tailored to each pupil’s unique and individual needs.

**6.5 - Securing equipment and facilities**

The BANES Graduated Response to SEND Support is a document produced by BANES Local Authority which helps schools to decide upon the level of need of children with SEND. The support and resources allocated to each pupil is based upon the severity, persistence and complexity of the special educational need and/or disability. Parents and carers are very much part of this process and if the school feels unable to meet a child’s needs within the allocated SEND budget then steps would be taken to apply for an EHCP (Education, Health and Care Plan – previously known as a ‘statement’). It will then be up to the Local Authority to decide if a child’s needs require additional resources to support them – this can be a lengthy process requiring substantial evidence of ongoing need and support for a significant length of time.

**6.6 - Support services for parents of pupils with SEND**

The school has a **SEND Information Report** which contains detailed information, clearly outlining the school’s procedures for pupils with SEND. The SEND information report is available on the school website and should be read in conjunction with this policy.

The Local Authority has a SEND Local Offerwhich is designed to support children and young people with SEND and their families. It describes the services and provision that are available to those families in Somerset whose children experience some form of special educational need. The SEND Local offer includes information about public services across education, health and social care, as well as those provided by the private voluntary and community sectors.

For example:

* Education, health and care provision for children and young people with Special Educational Needs and Disabilities
* Arrangements for identifying and assessing children and young people with Special Educational Needs and Disabilities
* Arrangements for requesting an Education, Health and Care Plan
* Other education and training provision
* Support with transition for children moving between phases of education
* Arrangements for travel to and from school
* Sources of information, advice and support in terms of SEND including parent/carer forums, support groups, childcare and leisure
* Arrangements for highlighting concerns or making complaints

More information about the Bath and North East Somerset Local offer is available at: <https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send>

**6.7 - Referral for an Education, Health and Care Plan (EHCP)**

If a pupil has lifelong or significant difficulties and it is likely that they will need access to specialist provision, they may undergo a Statutory Assessment Process which can be requested by a parent or the school. This will occur where the complexity of need or lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying support resources is required.

Further information about EHC Plans can be found via the SEND Local Offer:

<https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send/step-by-step/request-ehc-needs-assessment>

Advice and support is also available from the Local Authority SENDIAS service (Special Educational Needs and Disabilities Information Advice and Support) :

<https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send/step-by-step/request-ehc-needs-assessment>

This service can be contacted via: Tel: 01225 394382 or Email: sendias@bathnes.gov.uk

**6.8 - Transition**

Transition from class to class and across key stages is carefully planned to ensure each child with SEND is not disadvantaged. Children and families joining from pre-schools receive carefully planned transition/induction support on (and sometimes before) entry to the school. If a child transfers mid-year from another school, we will endeavor to ensure that we receive all paperwork so that we get a full picture of the child’s educational needs and history.

Where a pupil has a current EHC Plan there is a legal requirement to provide an annual review.

Transition planning also takes place during the final term of Year 6 so that there is a clear plan for transition to secondary school. We will communicate with appropriate staff within the new school and often make a ‘transfer book’ with useful information that will help to ensure a smoother transition for those children with social and/or communication difficulties or anxiety about transition. The child’s One Page Profile (which collates information about what the child likes, what they find difficult and how they like to be supported) will be passed on to the child’s new school along with their Pupil Target Plan.

**6.9 - Criteria for exiting the SEND register**

The SEND register is reviewed at least three times a year. Children will exit the register when there is sufficient evidence to show that they are making the targeted progress from their starting point. This does not preclude a child returning to the register.

**6.10 - Evaluating the effectiveness of SEND provision**

To support consistent, continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and pupils are given an opportunity to evaluate the effectiveness of provision via regular review meetings, phone conversations and occasional feedback questionnaires.

Pupil progress is also monitored on a termly basis in line with the SEND (2015) Code of Practice. The Bath and Wells Multi-Academy Trust also regularly monitors and reviews provision and outcomes as do SIAMS and Ofsted.

An annual SEND Report gives a formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCo in consultation with the Headteacher and link SEND governor.

**6.11 - Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

No pupil is ever excluded from taking part in extracurricular activities and school trips because of their SEN or disability. All pupils are encouraged to take part and we aim to provide appropriate support to ensure that this is successful. A risk assessment will be carried out prior to any off site activity to ensure everyone’s health and safety will not be compromised.

**6.12 - Support for improving emotional and social development**

Swainswick Church School is an inclusive school that values diversity and celebrates contributions from everyone. We encourage all children to be involved in every aspect of school life and believe that these are firm foundations for accepting individual differences.

We provide support for pupils to improve their emotional and social development in the following ways:

* Pupils with SEND have access to specialist THRIVE support
* Pupils with SEND are encouraged and supported to participate in activities that promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

**6.13 - Support for pupils at school with medical conditions**

The school has a policy for dealing with children who have medical conditions. This complies with the DfE Statutory Guidance for supporting pupils at school with medical conditions (January 2015) and should be read in conjunction with this policy.

**6.14 - Storing and managing SEND information**

SEND documentation is stored within the school’s computer system with appropriate access protocols in place to ensure confidentiality and data safety. Hard copies of information are stored in a locked cabinet/secure office. Files are transferred securely to receiving schools on transition.

**6.15 - Training**

All staff are entitled to training and support for all children with identified special educational needs and disabilities within their care. All staff are encouraged to maintain and develop the quality of their teaching and provision to respond to the strengths and needs of their pupils.

The school endeavors to identify and respond promptly to emerging SEND needs of the current cohort, including the arrival of a child with a condition which is unfamiliar within the school.

The school’s SENDCo attends the BANES Local Authority SENDCo meetings, as well as the Bath & Wells Multi-Academy Trust SENDCo meetings and training and is supported by local SENDCos within the North Bath cluster and keeps up-to-date with local and national developments.

* 1. **- Complaints about SEND provision**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo or headteacher who will be able to offer advice on formal procedures for complaint if necessary. Reference should be made to the school’s complaints policy.

**7. EVALUATING THE SUCCESS OF PROVISON**

Pupil Progress is regularly monitored by teachers, SENDCo, Senior Leadership Team and the Bath & Wells Multi-Academy Trust and reported formally to governors three times a year. These outcomes are used to measure and improve progress and provision at all levels.

In order to make consistent, continuous improvement to SEND provision, the school encourages feedback from staff, parents and pupils during the academic year.

The formal monitoring process further enhanced by three parent-teacher SEND meetings per year with opportunities for parents to review pupil targets and outcomes and give feedback on their child’s provision and progress.

The school has a designated SEND Governor, who works with the SENDCO on a regular basis to monitor and evaluate provision and procedures. There are robust systems for checking progress in relation to targets, evaluating the effectiveness of teaching provision and appropriate resources and for planning further developments. An Annual SEND Report is also produced in line with the SEND (2015) Code of Practice.

This policy is reviewed by the SENDCo, Headteacher/Head of school and the SEND governor on an annual basis. Any recommendations for changes are to be approved by the Governing Body and reported on within the SEND information report.