

Special educational needs and disabilities (SEND) policy



Harrison Primary School

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1. Aims and objectives

At Harrison Primary School, we ensure that we fully implement national legislation and guidance regarding children with Special Educational Needs and Disabilities (SEND).

Our aim is to provide the following:

- Support and make provision for children with special educational needs and disabilities
- Provide children with SEND access to all aspects of school life so they can engage in the activities of the school alongside children who do not have SEND
- Support children with SEND to fulfil their aspirations and achieve their best
- Help children with SEND become confident individuals living fulfilling lives
- Support children with SEND to make a successful transition into our setting from other schools and settings and at the end of Year 6

- Communicate with children with SEND and their parents or carers and involve them in discussions and decisions about support and provision for their child
- Explain the roles and responsibilities of everyone involved in providing for children with SEND
- Communicate with, and involve, children with SEND and their parents or carers in discussions and decisions about support and provision for the child
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Harrison Primary School, we will provide all children with access to a broad and balanced curriculum encouraging all children to participate in lessons fully and effectively.

We are committed to making sure all our children have the chance to thrive and supporting them to meet their full potential.

We value the abilities and achievements of all our children to ensure that they are a valued member of the whole school community.

We aim to identify, at the earliest possible opportunity, barriers to learning and participation for children with SEND and work tirelessly to remove these barriers.

We ensure that staff have access to training and advice to support high quality inclusive teaching and learning for all children.

We work collaboratively and honestly in partnership with parents.

We work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.

We work in partnership with other professionals and support services where appropriate, to support the need of individual children.

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 children 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 children 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 children with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all children whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At Harrison Primary School, we ensure that every child has the same entitlement (right) to the whole school curriculum and we are committed to making this accessible to everyone. Our ethos is based on the United Nations Convention for the Rights of the Child.

We strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all children 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 children with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A child 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

Children 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 children 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 children with SEND are grouped into 4 broad areas. Children 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 child's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Children 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. Children who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Children 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 children 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. Children 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 child becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Children with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Children 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 children 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 Sarah Thornley.

They will:

- Inform any parents that their child may have SEND and then liaise with them about the child's needs and any provision made
- Work with the Executive Head teacher and SEND 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 children with SEND, including those who have EHC plans

- › Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children with SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual children
- › Advise on the deployment of the school's delegated budget and other resources to meet children's 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 child and their parents are informed about options and that a smooth transition is planned
- › When a child moves to a different school or institution: Make sure that all relevant information about a child's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- › Work with the Executive Head teacher 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 children with SEND up to date and accurate
- › With the Executive Head teacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- › With the Executive Head teacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- › With the Head teacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

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 child with SEND gets the support they need
- › Make sure that children with SEND engage in the activities of the school alongside children 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 children 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 children 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 children with SEND

6.3 The SEND link governor

The SEND link governor is vacant at the time of approving this policy.

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 Executive Head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Executive Head Teacher

The Executive Head Teacher 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 children 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 children
- › Make sure that the SENCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of children on the SEND register
- › Advise the LA when a child 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 child needs through a graduated approach
- › The progress and development of every child 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 child'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 ensure the following:
 - Setting clear outcomes and review progress towards them
 - Discussing the activities and support that will help achieve the set outcomes
 - Identifying the responsibilities of the parent, the child and the school
 - Listening to parents' concerns and agree their aspirations for their child

6.6 Parents or carers

At Harrison we expect parents to be fully involved with supporting the school and their children.

Parents or carers should inform the school if they have any concerns about their child's progress or development at the earliest opportunity.

Parents or carers, of a child on the SEND register, will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

- Parents will be invited to termly meetings to review the provision that is in place for their child
- Parents will be asked to provide information about the impact of SEND support outside school and any changes in their child's needs
- Parents are encouraged to share their concerns and, with school staff, agree their aspirations for their child
- Parents will be given an annual report on their child's progress

At Harrison, we will take into account the views of the parent or carer in any decisions made about the child.

6.7 The child

Children 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 following participation:

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

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

7. 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.

8. Our approach to SEND support

8.1 Identifying children with SEND and assessing their needs

At Harrison, we assess each child'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 child may have a disability and if so, what reasonable adjustments the school may need to make.

Children are identified as having SEND through a variety of ways:

➤ **Liaison with previous settings (previous schools and pre-schools)**

Transition Partnership Agreements (TPAs) are drawn up in meetings with pre-schools and nursery settings for any child, who is joining Harrison, with known SEND, has an EHCP in progress or an EHCP in place. We work in a multi-agency way to ensure relevant information is passed to us before the child starts at school, so support can be put in place as early as possible.

➤ **Contact from outside agencies e.g. Speech Therapist (SALT), Educational Psychologist (EP) Child and Adolescent Mental Health Team (CAMHS), Primary Behaviour Support Team (PBST)**

➤ **Health diagnosis between Paediatrician (P), Occupational Therapist (OT) and Physiotherapist (PT)**

➤ **Concerns raised by parents/carers**

➤ **Concerns or issues raised by the child themselves**

➤ **Concerns raised by class teacher**

Class teachers continually assess the progress of all children to ensure early identification of any child, whose progress causes them concern. Children who will be identified as needing additional support will be those with one or more of the following concerns:

- Identifying a child is performing significantly below age related expectations
- Is not able to match or better their previous rate of progress
- Widens the attainment gap between them and their peers
- Observations of pupil behaviours eg. Work avoidance, anxiety, social communication challenges

When teachers identify an area where a child is making less than expected progress, they will target the child's difficulties with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether a lack of progress may be due to a special educational need. Where necessary, they will, in consultation with the child's parents or carers, consider consulting an external specialist.

Slower progress and low attainment will not automatically mean a child is recorded as having SEND however further assessments may be carried out in school to try to explore the child's specific difficulties through additional in-school assessments.

Other factors in a child's life, which may be having an adverse effect on the child's behaviour, progress or classroom performance, will also be considered (eg. family bereavement, friendship difficulties).

Staff will also take particular care in identifying and assessing SEND for children whose first language is not English and will consult the Ethnic Minority and Traveller Agreement Service (EMTAS- <https://www.hants.gov.uk/educationandlearning/emtas>) for further guidance where necessary.

When deciding whether the child needs special educational provision, we will look at Hampshire guidance to SEN support (<https://documents.hants.gov.uk/childrens-services/sen-support.pdf>) and begin by considering the desired outcomes, including the expected progress and attainment, alongside the views and the wishes of the child and their parents. We will use this to determine the support that is needed, whether we can provide it by adapting our core offer, or whether something different or additional is needed.

8.2 Consulting and involving children and parents

At Harrison we will put the child and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a child needs special education provision, we will have early discussions with the child and their parents. These discussions will be to ensure that staff, parents/carers and the child understand the following:

- › The child's strengths and difficulties
- › Parental concerns are acknowledged and considered
- › 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 child's record and can be given to the parents on request.

Parents will be notified, if it is decided that a child will be put on the Special Needs Register.

8.3 The graduated approach to SEN support

Once a child has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The child's class teacher and the SENCO will carry out a clear analysis of the child's needs. The views of the child 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 child's need. For many children, 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 child, 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 child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

All SEND information will be recorded in their SEN profile held in a digital pupil file; this is accessible to all staff working with that child. Depending on the child and the need, children may have additional written documentation, for example, a one-page pupil profile, an individual education plan (if they have an EHCP) or a personal care 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 child's class 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 child. Class teachers are expected to have good communication with any teaching assistants or specialist staff involved, to support the planning and assessing the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will help ensure relevant documentation is completed and shared and facilitate good communication. The SENCO will support the teacher in further assessing the child'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 child'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 several elements:

- The views of the parents and children
- The level of progress the child has made towards their outcomes

- The views of teaching staff who work with the child

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

8.4 Levels of support

School-based SEND provision

Children receiving SEND provision will be placed on the school's SEND register. These children have needs that can be met by the school through the graduated approach. Where the child'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 children is funded through the school's notional SEND budget.

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

Education, health and care (EHC) plan

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

The provision for these children 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 children will be marked with the code E.

8.5 Evaluating the effectiveness of SEND provision

At Harrison, the effectiveness of SEND provision is evaluated via the following means:

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

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Executive Head teacher 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.

- The SENCO coordinates the teaching and provision for SEN within the mainstream school.
- All staff have access to The National College webinars and are expected to complete training to develop their SEND expertise.
- All staff have access to professional development opportunities and are able to apply for SEN training where a need is identified. (Article 29).
- The SENCO identifies and coordinates specific training needs for staff to be able to support specific SEND (eg. Visual Impairment, physiotherapy training).
- The SLT arrange access to County courses, where this is appropriate for all staff members.
- The SENCO attends regular cluster meetings to keep up to date and revise developments in Special Needs education within the county and nationally.

- Harrison identifies SEND targets every year. In-Service training and individual professional development is matched to these targets, the needs of the children and staff needs.
- In-house SEND training is provided through staff meetings and INSET days by the SENCO, Subject Co-coordinators, Assistant Head, Head of School and the Executive Head Teacher.
- All Teachers and Teaching Assistants (TAs) are encouraged to extend their own professional development as part of their professional review process.

At Harrison, we have members of staff who are specialists in the following areas:

- Mrs Tracy Davison – Speech and Language Higher Level Teaching Assistant; ELKLAN ASC trained
- Mrs Fara Walpole - TALA (Therapeutic Active Listening Assistant)
- Mrs Anneke Ring - ELSA (Emotional Literacy Support Assistant) & home link support worker
- Mrs Julie Collins - ELSA (Emotional Literacy Support Assistant)
- Mrs Anita Neely - ELKLAN ASC trained
- Mrs Tanya Hickman – support for LAC/PLAC children

10. Links with external professional agencies

At Harrison we recognise that we may not be able to meet all the needs of every child and may need to draw on external support services. When necessary, The SENCO or SLT will liaise with the following external agencies:

- Social Care Service
- Speech and language therapists (SALT)
- Specialist teacher advisory service (STAS) eg. Communication and Interaction (C & I) Team, Visual Impairment (VI) Team
- Educational psychologists
- Occupational therapists
- Physiotherapists
- General practitioners
- Community Paediatricians
- School nursing team
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Early Help Hub
- Primary Behaviour Service (PBS)
- Specialist SEN school out-reach or in-reach support (Eg. Heathfield Special School, The Waterloo School)

Other agencies will be contacted and involved as appropriate. Parents will always be informed if any outside agency is involved.

11. Admission and accessibility arrangements

Harrison Primary School is a single site school. Key Stage 1 and 2 classes are located all around the school. Year R has a separate building which can be accessed from their playground and via internal doors at the main reception.

The school is built on a downhill site, therefore there are occasional steps along all corridors and into some classrooms. All stairs have high visibility paint/tape on handrails and step risers. As many door open into the corridor, these door edges are also painted with high visibility paint.

Entrance to the building is through a main lobby, which is level and therefore suitable for wheelchair access. Entrances from the car park have ramps, which are also suitable for wheelchair access.

Classrooms are accessed by corridors from which there is also wheelchair access at different levels, although it must be noted that this may involve having to go outside the school building and round as the step inclines are too steep for internal ramps and not wide enough for lifts.

Classrooms are mostly carpeted, reduce noise levels from scraping chairs and tables. Each classroom has a small area of hard flooring near the sinks.

There is one accessible toilet near the front entrance to the school.

Any alterations to the school building would take account of the Disability Discrimination Act. An Accessibility Plan has been written and accepted by the Governors. We believe that children who have any kind of disability should have special care and support so that they can lead full and independent lives. (Article 23).

11.1 Admission arrangements

- Any child with an Education, Health and Care Plan naming Harrison Primary School will be admitted. Where possible such children will be admitted within the PAN.
- When Harrison Primary School is oversubscribed, after the admission of pupils with an Education, Health and Care plan naming the school, priority for admission will be given to children in the following order:

11.2 Accessibility arrangements

- Every effort is made to ensure that all children are offered the opportunity to attend Harrison Primary School as far as the physical environment will allow us, so that no child is discriminated against for their disability needs.
- The school will always seek specialist guidance and support to find a solution to accommodate the needs of any child with a disability.
- The school consults with relevant STAS teams (eg. for VI or HI support) to ensure that any learning barriers are identified, removed and that these children have access to the necessary equipment and resources, ensuring they can thrive in a mainstream school.

12. Complaints about SEND provision

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.

Formal complaints about SEND provision in our school should be made to the Year Leader in the first instance. They will be handled in line with the school's [complaints procedure](#).

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 child themselves.

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, please look on the County's local offer:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6>

You can request mediation by contacting [Global Mediation](#), which is the Hampshire County Council approved provider who you can contact in one of the following ways: Telephone: call the mediation line direct on 0800 064 4488; Email: info@globalmediation.co.uk; Online form: [Contact - Global Mediation](#)

Parents and young people may contact the provider direct or, alternatively, there are a number of voluntary organisations, referred elsewhere in the Local Offer, who may be able to assist. For example Hampshire SENDIASS:

<https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=vchKmq0ZmDY>

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

At Harrison, 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 the following areas:

- All staff's awareness of children with SEND at the start of the autumn term
- How early children are identified as having SEND
- Children' progress and attainment once they have been identified as having SEND
- Whether children with SEND feel safe, valued and included in the school community
- Comments and feedback from children and their parents

13.2 Monitoring the policy

This policy will be reviewed by Sarah Thornley (SENCO) **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

This policy links to the following documents:

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