

# **Special educational needs and disabilities (SEND) policy. Falmouth School**



**Approved by:**

**Date:**

**Last reviewed on:**

**Next review due by:**

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## 1. 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.

Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.

### **Set out how our school will:**

Make the most appropriate use of resources to support and make provision for students with special educational needs and disabilities.

Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.

Accurately identify barriers to their learning, so their needs can be met.

Assess the students accurately, track their progress and adjust provision in light of ongoing monitoring.

Ensure that the development of student's literacy skills has the highest priority.

Provide students with SEND access to all aspects of school life including a broad balanced appropriate mainstream curriculum so they can engage in the activities of the school alongside students who do not have SEND.

Ensure there is no discrimination or prejudice.

Help pupils with SEND fulfil their aspirations and achieve their best.

Recognise values and celebrate student's achievement at all levels.

Help students with SEND become confident individuals living fulfilling lives with dignity and independence (UNCRC Article 23). Support pupils with SEND to develop their personality, talents and abilities to the full. (UNCRC Article 23). Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29).

Ensure that there is no discrimination or prejudice.

Work in partnership with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil. Work collaboratively with external agencies and specialists.

Explain the roles and responsibilities of everyone involved in providing for students with SEND.

Provide a SENCO who (undertakes the appropriate training within the required time frame) and will oversee and work with the SEND inclusion policy.

Provide training support and advice for all staff working with students who have SEND.

Make sure the SEND policy is understood valued and implemented consistently by all staff—fully endorsing our belief that every teacher is a teacher of every child including those with SEND.

## 2. Vision and values

Our purpose is to realise the Trust's vision, 'where everyone succeeds'. We will achieve this by ensuring that our students access exceptional education and by providing a curriculum that meets all students' needs, engages them actively in their learning and challenges them to achieve beyond their expectations. Students are happy and safe at school and are proud to be part of The Roseland Trust. All staff care deeply for the students and work as a team to achieve our vision.

At Falmouth School will be respected as a School within The Roseland Trust that offers a life changing education.

## 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 students with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, 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 Lisa Mitchell's responsibilities for students with SEND.
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

## 4. Inclusion and equal opportunities

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

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

## 5. Definitions

### 5.1 Special educational needs

A student 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

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

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

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or 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"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• 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</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>

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

### 6.1 The SENCO

The SENCO at our school is Mrs Robin Penrose [rpenrose@falmouthschool.net](mailto:rpenrose@falmouthschool.net) .

She 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

## **6.2 The governing board/board of trustees**

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

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Make sure that pupils with SEND engage in the activities of the school alongside students 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 students, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled students, 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
- › Make sure that the school follows their careers advice plan

## **6.3 The SEND link governor**

The SEND link governor is Lisa Mitchell.

The SEND governor will:

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

## 6.4 The headteacher

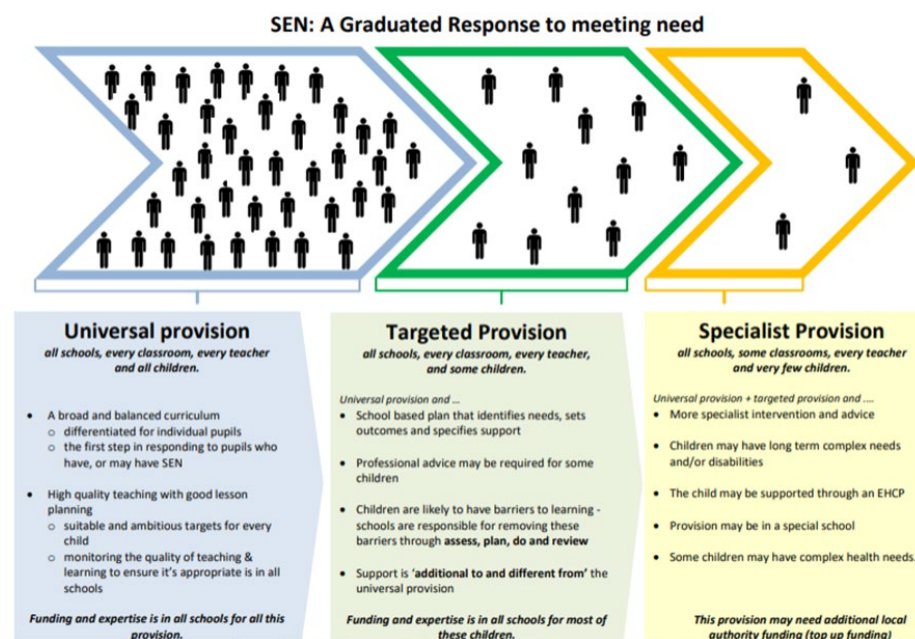
The headteacher will:

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

## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach





- The progress and development of every pupil in their class
- Working closely with any teaching support 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

## **6.6 Parents or carers**

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

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

- Invited to a meeting each term to review the provision that is in place for their child either with the SENCO or the student's teacher(s)
- 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
- Falmouth school reports termly 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.

## **6.7 The student**

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

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

The student's views will be 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 students with SEND and assessing their needs**

We will assess each student'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 student 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 students and identify any whose progress:

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

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

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

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.

When deciding whether the student 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 student 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 student is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## **8.2 Consulting and involving students and parents**

Falmouth School will put the student and their parents at the heart of all decisions made about special educational provision.

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

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

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

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

Families of pupils with SEND are guided towards the County Council Local Authority's Support Service

<https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/>

with regard to the LA Local Offer for SEND in accordance with Regulation 51, Part 4.

You will find published on the Falmouth School website:

The Falmouth School SEND Offer.

The Falmouth School SEND Policy.

The Falmouth School Information Report.

## **8.3 The graduated approach to SEN support**

Once a student 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 student's class teacher and the SENCO will carry out a clear analysis of the student's needs. The views of the student 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 student, 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 student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on Provision MAP and will be made accessible to staff in a pupil passport. 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 student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves intervention away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching support 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 student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## **4. Review**

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

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

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

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

## Assess, Plan, Do and Review cycle (The Graduated Response)



The SENCO has responsibility for the removal of a pupil from support on the Record of Need at Falmouth School. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents.

### 8.4 Levels of support

#### School-based SEN provision

Students 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 student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

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

On the census these 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.

## **8.5 Evaluating the effectiveness of SEN provision**

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

- Tracking pupils' progress, including by using SIMS class charts and provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- The SENCO undertakes periodic Audit of Staff Skills and SEND Knowledge in order to recognise and address gaps within the school and for individuals.
- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Development Plan
- The Headteacher oversees the professional development of all teaching staff and teaching assistants. Training occurs during whole school training days, staff meetings and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The Trust has 7 Secondary SEND SENCOs who are able to provide CPD
- Newly appointed teaching and support staff undertake an induction meeting to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENCO regularly attends continuing profession development training courses and hosts/attends SEND network meetings in order to keep up to date with local and national developments in SEND.

Support Staff are encouraged to take an active part in all SEND training.

## **9. 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.

## **10. Links with external professional agencies**

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

- Local Authority Services for school including the Autism Team, the Medical and Physical Team, the Learning and Cognition Team, the Vision and Hearing Teams.
- Occupational therapists or physiotherapists
- Speech and language therapists
- Specialist teachers or SEN support services (e.g. exam concession screening).
- Educational psychologists

- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Local organisations that support young people with mental health
- Local organisations that support young people to experience outside the traditional classroom
- The Early Help Hub
- Education welfare officers
- Social services
- Police

## 11. Admission and accessibility arrangements

### 11.1 Admission arrangements

Falmouth School Admissions are managed by Cornwall Council's Admissions Department. Visit their website for detailed information.

<https://www.cornwall.gov.uk/schools-and-education/schools-and-colleges/school-admissions/>

The Trust has an admission policy on the website policy page.

[https://www.falmouthschool.net/web/trust\\_\\_school\\_policies/634227](https://www.falmouthschool.net/web/trust__school_policies/634227)

Transition meetings between class teachers and/or Secondary School SENCOs to discuss the needs of individual student with SEND take place by July and will include the passing on of all records including all Individual Provision Maps.

Students with an EHCP are admitted via a consultation process with the LA Caseworker (currently Jasmine Oak [Jasmine.Oak@cornwall.gov.uk](mailto:Jasmine.Oak@cornwall.gov.uk) ) The local authority work to support the transition of the students with an ECHP as a priority.

<https://www.cornwall.gov.uk/schools-and-education/schools-and-colleges/school-admissions/>

### 11.2 Accessibility arrangements

Falmouth school building has three floors, all areas of the school are accessible to wheel chair users by ramps and lifts.

The Falmouth School Accessibility Plan can be found here:

[file:///C:/Users/User/Downloads/Falmouth%20School%20Accessibility%20Plan%20-%20Jan%202024%20\(1\)%20\(2\).pdf](file:///C:/Users/User/Downloads/Falmouth%20School%20Accessibility%20Plan%20-%20Jan%202024%20(1)%20(2).pdf)

## 12. Supporting students with medical conditions.

First Aid and Medical information can be found on our website.

[https://www.falmouthschool.net/web/first\\_aid\\_and\\_medical/678138](https://www.falmouthschool.net/web/first_aid_and_medical/678138)

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including educational visits and

physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

**Some** pupils may also have SEND and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.

The school has a team of staff who are first aid trained, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions.

The school follows guidance published by the DfE which can be found at <https://assets.publishing.service.gov.uk/media/5ce6a72e40f0b620a103bd53/supporting-pupils-at-school-with-medical-conditions.pdf>

## 13. 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/SENCO/headteacher. 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.

Our complaints procedure is here

[https://www.falmouthschool.net/web/complaints\\_procedure/677768#:~:text=If%20you%20have%20worries%20or,to%20resolve%20your%20issue%20informally.](https://www.falmouthschool.net/web/complaints_procedure/677768#:~:text=If%20you%20have%20worries%20or,to%20resolve%20your%20issue%20informally.)

Our Complaints policy is on our policy page

[https://www.falmouthschool.net/web/trust\\_school\\_policies/634227](https://www.falmouthschool.net/web/trust_school_policies/634227)

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.

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 use the link here

<https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/education-health-and-care-needs-assessments/mediation-and-rights-of-appeal/>

## 14. Monitoring and evaluation arrangements

### 14.1 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

#### **14.2 Monitoring the policy**

This policy will be reviewed by the SENCO and Head Teacher **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.

## **15. For all other policies**

Please see our website policies page here

[https://www.falmouthschool.net/web/trust\\_school\\_policies/634227](https://www.falmouthschool.net/web/trust_school_policies/634227)